



# Samford Valley Steiner School

*A living education for social renewal*

Annual Report 2017



## Our Mission

***To be a living and contemporary embodiment of the spiritual, cultural, and educational impulse of anthroposophy that contributes towards social renewal in the world.***

## Our School

Samford Valley Steiner School offers an inspiring and comprehensive education for children from Kindergarten through to Year 12. Our school is located on 20 acres of leafy, natural bushland, in the semi-rural Samford Valley. This picturesque destination is approximately 24km/35 minutes drive from Brisbane, in South East Queensland, Australia.

It is our aim at SVSS to be true to the spirit and intentions of the educational impulses and anthroposophical insights offered by Rudolf Steiner. We are continually striving to provide and develop a curriculum and learning programme that; is inspired by a deep understanding of human development; embraces and reflects the universal values of freedom, equality, peace and democracy; and values diversity and individual worth. All curriculum content and experiences offered to young people during their schooling are purposefully and consciously considered in light of how and when the activity or knowledge will best support the child's natural development. Teachers at SVSS work to create a school where goodness, beauty and truth permeate the pedagogical, physical and social fabrics.

Steiner Education is holistic in nature and at SVSS we strive to develop equally the faculties of thinking, feeling and willing – head, heart and hands – within each child, so strong foundations are laid for academic and social success and initiative and moral strength in adult life. We seek to bring an integrated approach to knowledge; subjects are interwoven into Main Lesson Blocks which bring to the students a holistic view of the world and allow them to establish a balanced relationship to themselves, others and the world.

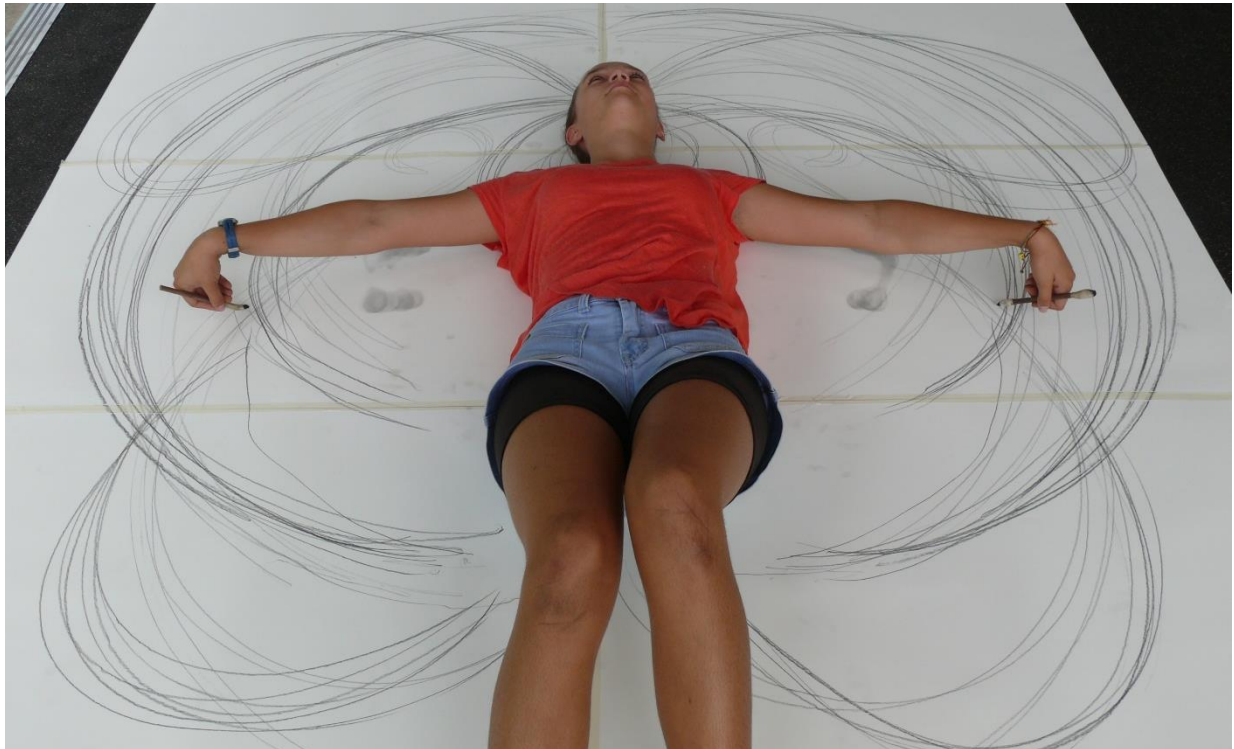
***At SVSS we view ourselves as a community of learners; teachers, parents, and students, striving to achieve individual, communal and global growth and understanding.***

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## Distinctive curriculum offerings



*Our school offers a classical and yet contemporary curriculum that is holistic and integrated.*





## Early Childhood - Protecting the meadow of childhood

SVSS offers a two-year, play focussed, multi-age early childhood program that is based on knowledge of the young child from an anthroposophical perspective. Our Kindergarten has received an overall rating of Exceeding the National Standard. Below is a

summary from the assessor:

*The Regulatory Authority congratulates your service on its achievements in providing high quality outcomes for children, families and educators by exceeding the NQS in five of the quality areas. The holistic approach to teaching and learning, and the shared understanding of educators, enables children to be competent and capable learners. The strong partnerships between educators and families builds on children's sense of belonging, being and becoming.*

Children are carried along by the rhythms of the world in which they live. Children flourish when their daily activities are arranged rhythmically to reflect the natural order of life. The children's day in the early childhood program is balanced with a rhythm of 'breathing in' and 'breathing out'; from quiet moments listening to a fairy tale to active moments of vigorous play and work.

Play is the corner-stone of our early childhood program and the children begin their day with an extended period of creative free play. Play is recognised as the real "work" of the young child; it is through play that the child explores, understands and builds meaningful relationship to their world.

## The Class Teacher

At SVSS, where possible, the same teacher guides a class of children from when they enter the primary school in Class 1 until they transition into the high school in Class 8. In our rapidly changing world, having a Class Teacher who supports and cares for their pupils through most, if not all, of their Primary School years provides a haven of stability and continuity, which is extremely rare in other schools. The Class Teacher has overall responsibility and provides pastoral care for the class, thereby creating an ideal environment for sustained and supportive learning.

While the Class Teacher provides the Main Lesson each day, each class interacts with and enjoys the experience of a wide range of specialist subject teachers on a daily basis and throughout their Primary School years.

## The Main Lesson

Main Lessons are unique to Steiner Schools, providing every pupil with a broad spectrum of learning experiences throughout their education.

Beginning in Class 1 and continuing throughout the 12 years of their education, Main Lessons are topic blocks that are carefully constructed to provide a balance between Humanities, Sciences and Arts and Crafts. The content of each Main Lesson is selected to be appropriate for a particular age group and developmental stage. The Main Lesson topic is studied continuously for between three and four weeks to build an in-depth knowledge and experience; Main Lesson occupies the first 2 hours of the school day.

For example, Class 5 students enjoy a Main Lesson on Ancient Greece. Rather than studying the subject from a textbook, they are required to create their own record of their learning in artistically composed Main Lesson books. The Class Teacher brings the subject to life by combining Math, Literature, Creative Writing, Mythology and History in a creative and engaging delivery. Practical application of the subject is a key ingredient of Main Lessons. During Ancient Greece, the students join with children from other Steiner schools to participate in the 'Steiner Olympics' - a re-creation of a traditional Olympic Games.



## Music



At Samford Valley Steiner School, we offer a compulsory music program from Classes 1 – 12. Through providing an integrated and holistic music program we seek to create and encourage a school culture in which joyous, enlivened musical activity is embedded into the daily experience of every student and teacher across the whole school. A classroom music, choral and instrumental program is offered across the school that provides a solid musical foundation which balances the social nature of music making with the development of the art form of music.

All students learn to play the recorder from Class 1. In Class 3 an instrumental program is started with every child learning to play a stringed instrument and beginning to participate in class ensembles. In high school the students are able to commence instruction on an instrument of their choice. A culture of singing is embodied in the school with some form of singing happening in every classroom every day. The school runs a student choir and a community choir and all the high school students sing in a massed choir each morning.



## Eurythmy



Eurythmy is a dance-like art form in which music or speech is expressed in bodily movement; specific movements correspond to particular notes or sounds. It has been called 'visible speech' or 'visible song'. Eurythmy is a core part of the curriculum of most Steiner Schools. The simple rhythms and exercises of Eurythmy help the young child to strengthen and harmonize their body and life forces. Later the older students work out elaborate Eurythmy presentations of poetry, drama and music, thereby gaining a deeper perception of the compositions and writings. Eurythmy enhances co-ordination and strengthens the ability to listen. When children experience themselves like an orchestra and have to keep a clear relationship in space with each other, a social strengthening also results.





## Outdoor Classroom Program

Camps and excursions are an important aspect of every child's education and an essential and compulsory part of the curriculum from class 3 onwards. Not only do activities and experiences away from school enrich and enhance a child's knowledge and understanding of the world, they also provide opportunities for social growth and learning. Our Outdoor Classroom program has been designed to support the children's' developmental stage and create opportunities to experience aspects of the curriculum in a unique and very practical way.

Young people need to feel connected to "place", and it is in the "wild" landscapes that the true essence of our country can be best met. Over the course of their schooling at SVSS, through the Outdoor Classroom program, the students will journey through unique landscapes, be challenged to develop self-reliance and responsibility, learn to distinguish wants from needs, develop a sense for beauty, truth and moral responsibility for all life, build their self-esteem by overcoming obstacles and coping with discomfort and breathe in the beauty of the natural world, observing and living with its many rhythms.





## Language

A regular part of the weekly curriculum is the learning of a second language. German is currently taught at the school from Class 1 through to Class 12. Rudolf Steiner spoke of the importance of learning another language to diversify the child's inner life, to counter-act the one-sided influence that the mother tongue exerts on the developing child and to expose children to other cultures in a living way. Foreign language is taught as one means to encourage in the students the development of tolerance for difference.

## Work Experience

Year 9 students complete a 3-week block of work experience on a biodynamic farm; learning all aspects of farming including care for cattle, building projects etc.

Year 10 students build a wooden sailing boat on site for their work experience. This experience covers all aspects of the business of boat building and the end result is added to our fleet of sailing craft. Class 11s have opportunity to sail these crafts on their sailing camp.

Year 11 are required to complete a total of 50 hours voluntary Community Service over the course of a year. The students are given support to allow them to choose providers to help them fulfil this requirement. The providers include Charitable, Child Care, Aged Care and Community Based Organisations, Non Profit Organisations.



## Festivals



Intrinsic to the school year is the celebration of Festivals. A sense of reverence and respect for nature and our fellow human beings is encouraged not only through the curriculum, but also through the recognition and celebration of the seasonal rhythms and the Christian Festivals which accompany them. Joining in the seasonal mood of the Festivals benefits the inner life of the soul. Each festival, depending on the season, has a different character and expression, and celebrations vary from year to year. Festivals may include dramatic presentations by the children, recitations, storytelling, dancing and/or community singing, quite often followed by a shared meal. Parents and friends are invited to share these celebrations with the children.



## Drama



Drama and performance are an integral part of the curriculum at SVSS. It is both integrated into the daily life of the classroom in the primary school years and becomes focussed activity through the annual performance of plays. High School students participate in weekly speech and drama lessons and major productions are brought to life each year by both Classes 10 and 12.

The amount of work that teachers and students put into these productions is significant. In both Primary and High School, students, through participation in the Class Plays, must face their fears, overcome their nerves or learn to relinquish the lime light to others. Teachers carefully select plays and roles so that students have the chance to meet and develop aspects of themselves in the characters they are chosen to play that may seldom otherwise have the opportunity to arise and be seen. Aspects of the children's social-emotional health are strengthened and developed each year through the class plays and drama lessons.





## Social climate of the school

The welfare and best interests of the children within our School will always be a primary goal. Our educational philosophy views students as young human beings gradually unfolding and developing on their journey to adulthood. Therefore we place significant focus on nourishing the social and emotional development of the students as well as on academic rigour and achievement. This is achieved through a carefully designed and implemented curriculum based on the developmental needs of the students at different ages.

It is recognised that strong and loving student/teacher relationships are the key to maintaining a healthy social climate and this concept lies at the foundation of behaviour management in the school. Where possible, the one teacher accompanies a class for their entire primary school journey.

Within the High School there is a Class Guardian program to assist in meeting the pastoral care needs of the High School students. This program includes weekly meetings between classes and their guardian teacher as well as regular guest speakers / excursions. These cover topics such as drug and alcohol use, relationships, cyber safety, communication and conflict management.



## Parental involvement

*Parent participation is vital to the health of our school and parents are actively engaged in a wide range of activities.*



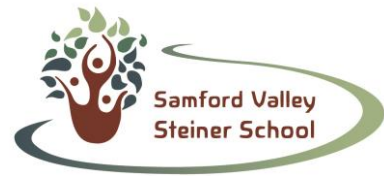
Throughout 2017, parents were involved in activities such as assisting in class with reading groups and craft lessons; gardening and attending working bees; supporting with camps and excursions; coordinating events and volunteering with administrative duties. Planning work commenced towards our biennial school fair festiValley.

Regular activities for parents include a weekly craft group, who make simple toys and figures, a fortnightly market called Friday Foodies where school families and community members sell food and wares and a weekly parent education morning known as Cuppa-Time. There is a parent library which contains books on education, health, parenting, family matters, gardening, craft and philosophy and a school shop that sells toys, books and art and craft materials.

Within the school, each class has a parent Class Carer, who co-ordinates parent support for both the teacher and the class. This role incorporates both practical and social elements.

The School Board is comprised of members of the school community, with the majority of members being parent representatives.

The Parents and Friends Association (PAFA) aims among other things to promote in the parent/friend body an understanding of the workings of the school community, thereby encouraging as many parents and friends as possible to be involved.



## Director's Report – prepared for the 2018 SVSS AGM

It is an unusual yet healthy process to take time to recall a whole year of time and I am grateful that I have need and opportunity to do this when preparing this annual report for the community. Steiner encourages us in our reflective work to move backwards from the present and as the past reawakens within us, the possibilities of the future can become clearer and more apparent and help us direct our ongoing actions, deeds and intentions.

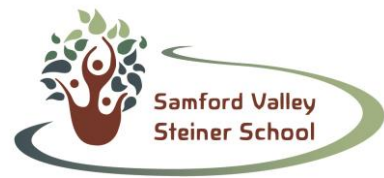
At the end of 2016 we finalised our two year School Improvement Plan that has and will provide the strategic goals and direction for school development throughout 2017 and on into 2018. We have set ourselves some substantial and important tasks in this period of the school's biography and I am pleased to report that solid progress has been made towards our goals.

Samford Valley Steiner School has for many years provided a rich and nourishing early years experience, and the strong foundation provided through this program has been a gift for the many children who have passed through. As parents become increasingly aware of the erosion of childhood in the broader educational context, more and more are seeking an environment where their children can play, explore the natural world, challenge themselves physically and be nurtured by teachers who understand the true needs of the young child *and* who actively and consciously place these needs in the centre of everything they do and offer to the children. We have no doubt that Steiner Education has much to contribute to the ongoing health of humanity and the world, and as such acutely feel the responsibility to make the education available to all families who seek it for their children. In 2017 we welcomed our first double cohort of Prep children into the kindergarten program. There were many 'firsts' throughout the year as staff worked to reimagine the program and the festivals with more children and families. Overall, we were delighted by the inflow of energy and life that accompanied the expansion and were grateful for the challenges that provided opportunity to look at all of our existing practices and reaffirm those that are essential to our impulse and refresh and enliven other aspects of the program.

During the year the College, Board and Faculties grappled with questions around ongoing double streaming at SVSS. When the master plan for the school was first created, there was a consciousness around a future time when this question may arise and the possibility of double streaming has hovered around the peripheries for many years. In 2017, the question clearly stepped into the light and demanded attention. In response to substantial and ongoing waiting lists in the lower end of the school, a College working group researched and discussed the commencement of ongoing double streaming and what that would mean for the school. College's consideration of the proposal covered a broad spectrum of questions, both practical and philosophical. Discussions were had with other double streamed Steiner Schools and College was satisfied that double streaming will have many positive impacts including: increased inflow of community energy, opportunity for teachers in 'sister classes' to collaborate, potential for further program offerings as a result of increased revenue, larger social pools for our adolescents. A double-streamed school remains within the realms of a comparatively small school and College is committed to maintaining our school focus on creating a culture of warmth in which meaningful relationship is at the centre. As a result of this work, College

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and school management made a firm recommendation to the Board that double streaming be continued into the future.

The Board and school management are currently undertaking, with due diligence, full study of the impact of such a decision from a financial, HR and infrastructure perspective. The Board offered an interim approval for another dual cohort of Preps in 2018.

The impulse to develop a second inner city campus of SVSS remained alive and well throughout 2017, with a dedicated working group exploring many possibilities and following leads as they arose. This work continues with ongoing vigour in 2018.

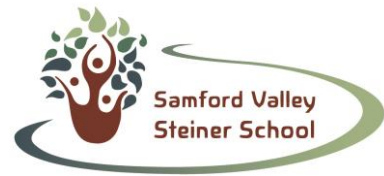
Throughout 2017 there was also much focus on and activity at the top end of the school as we continued to work with regulatory bodies to consolidate and solidify our standing with the delivery of the Steiner Senior Certificate. There were many meetings, letters and conversations and towards the end of 2017 we were delighted to receive advice that regulatory changes had been made that would allow us to work directly with the Queensland Curriculum and Assessment Authority to have our senior program recognised as being of comparable standing to current Qld Standards of Learning for senior students. This important work continues in 2018.

Towards the end of 2017, we also gained approval to commence operations as a Registered Training Organisation with two certificate qualifications now on our scope: Cert II in Outdoor Recreation and Cert II in Music Industries. These VET subjects will be school based and offered to Class 11 and 12 students in 2018.

The role of the arts in a Steiner School is pivotal and ideally implicitly and explicitly woven throughout the fabric of school life for all students. Our commitment to providing a rich, daily and embedded arts experience for every student at SVSS was further consolidated in 2017 as we introduced the role of Creative Arts Co-ordinator into our staff picture. The brief for this role is to oversee and develop the arts program and drive arts projects within the school by capturing, enhancing, tying together and “bringing to ground” the ideas and inspirations of our vibrant and enthusiastic team of teachers who specialise in various arts. Michelle Carey stepped into this role in 2017 with vigour and skill. Two of Michelle’s most visible achievements in 2017 were the development of an exciting range of after school arts-based programs and the wonderful High School Creative Arts Showcase Evening.

Samford Valley Steiner School continued to be actively involved in the National and International streams of Steiner Education, hosting a National Steiner Education Australia delegates meeting in August and sponsoring Jan Baker-Finch as an ambassador to engage in and bring back to the school International conversations on Anthroposophy and Steiner Education. Samford Valley is taking an active part in organising an Australian Celebratory event for the 100-year anniversary of Waldorf Education in the world. Dale Jones has composed an extraordinary piece of music that will serve as a centrepiece for the national celebrations. Staff and all high school students delivered a fabulous and moving performance of this piece to approx. 40 Steiner School leaders from around Australia at the delegates meeting.

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In January, we hosted in collaboration with the Australian Association for Rudolf Steiner Early Childhood Education, the first of a biennial National Early Childhood Conference.

Our collective staff commitment to ongoing professional and personal development was evident again in 2017 as all staff participated in two school directed intensives. We see the purpose of PD as two-fold – to extend our work by exploring areas of individual interest and development needs and by exploring areas where we can collectively grow. We determined that ‘collective growth’ was the purpose of our school directed PD days. In the past we have experienced that we operate strongly as three separate faculties – as is appropriate – however more opportunities to engage as a whole faculty in meaningful study and work was seen as desirable to strengthen our collaborative working.

In 2017 we undertook to focus as a whole school on two development areas:

- Challenging the culture of the desk
- Strengthening our collective picture of the depth and width of our educational approach and curriculum

In January we worked with John Lawrie to explore as a faculty the ‘outdoor classroom’ that is available to us at SVSS and the unique opportunities it provides to enrich the children’s learning experiences. In April, all teachers participated in a weeklong artistic professional development delivered by Iris Sullivan, an anthroposophical art therapist and Steiner educator and teacher trainer, focussed on the Parsifal story.

Creating meaningful opportunities for students, staff and community to acknowledge and engage with Indigenous history, culture and peoples was part of our school improvement agenda in 2017.

Miliwanga Wurrben, an elder from Central Arnhem Land, visited us for a second time in July and worked with children and staff over two days. We took some baby steps towards developing a school Reconciliation Action Plan and this work will be picked up and furthered in 2018.

We experienced wonderful energy from the parent body in 2017 with the PAFA group actively and enthusiastically working to create opportunities for community connection and participation and working bee attendance was at an all-time high!

Most importantly, as I walked around the school in 2017, I more often than not witnessed enthusiastic, engaged, happy and ‘will-filled’ young people and teachers.

Every year in the life of the school, we are faced with challenges as well as successes. 2017 was no different. What I love about the Samford Valley Steiner School community is the palpable, perpetual will to strive together to overcome those challenges and to learn and grow from them (and of course to enthusiastically celebrate the successes together!)

Thank you for another wonderful year – it is a pleasure to travel this path with you all.

Pep Wright, School Director

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## 2017 Parent Survey Results

In 2017, 95 of our 238 families responded to our annual parent satisfaction survey. Parents were surveyed for their level of satisfaction with the school in the following areas with the summarised results:

- **Curriculum Content/ learning** – 90% + of respondents rated SVSS positively in all questions related to curriculum content and learning satisfaction
- **Curriculum delivery/ teaching** – 85% + of respondents rated SVSS positively in all questions related to curriculum delivery across the school
- **Approach to student behaviour management and pastoral care** – 87% + of respondents confirmed that the school is a safe and nurturing environment for their children. Results indicated that 30% of parents would like to see more communication about their student's conduct and more consistency in school approach to behaviour management
- **Learning Support** – 75% + of respondents confirmed that they felt their students were well supported at SVSS, however 50 % did not feel well informed about school approach to learning support or referral processes.
- **Community interactions and relations** – 80 % + of respondents rated SVSS positively in all questions related to community interactions and relations across the school
- **Communications** – 95% of respondents rated the SVSS newsletter positively. 25% of parents would like to see improvement in timeliness of communications.
- **Leadership and Management** – 88% of respondents confirmed that they could see evidence of continual school growth and improvement. 30 -40 % of parents did not feel well informed about leadership and governance structure, roles, work and strategic direction.
- **Buildings, Grounds and Facilities** – 95 % + of respondents rated SVSS positively in all questions related to buildings, grounds and facilities across the school
- **Parent Education** – 90 % + of respondents were satisfied with the parent education offered at SVSS. 78% of respondents indicated that they are actively involved in learning more about Steiner Education.
- **Parents and Friends Association** – Whilst 85% of respondents indicated that they had opportunity to engage in the cultural life of the school in a meaningful way, a significant percentage of respondents did not have awareness of the function of the PAFA or who is on the executive group.
- **Festival Life** – 85% + of respondents with children in the kindergarten and primary school responded positively to all questions related to the school festival life. Engagement in and satisfaction with the festival life amongst high school parents was around 80%.
- **General School Culture** – 90% + of respondents rated SVSS positively in all questions related to the General School Culture across the school.

Results of the Parent Survey are used to guide School Improvement planning and direction.





## **School Details**

### **Contact for further information**

Further information is available from Pep Wright, Director, or from the school office by phoning 07 3430 9600, email [info@samfordsteiner.qld.edu.au](mailto:info@samfordsteiner.qld.edu.au) website [www.samfordsteiner.qld.edu.au](http://www.samfordsteiner.qld.edu.au).

### **School Sector**

Independent

### **School Address**

5 Narrawa Drive, Wights Mountain 4520

### **Total Enrolments**

334 (excluding Kindergarten)

### **Year Levels Offered:**

K-12

### **Co-educational or single sex:**

Co-educational

### **Characteristics of the student body**

The student body was made up of 168 males and 166 females. There was a range of nationalities: French, German, Japanese, English and Australian.

Families live in nearby suburbs as well as inner city suburbs including: Samford, Mt Samsonvale, Clear Mountain, Mt Nebo, Ferny Grove, Ashgrove, Mitchelton, The Gap, Petrie and Westlakes. The age of the children ranges from 5 – 18.

## Staffing Information

### Staff Composition

The School is an equal opportunity employer with 29 full time staff and 37 part time staff comprising 36 teaching staff and 30 non-teaching staff.

### Qualifications of all teachers

Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	6%
Masters	14%
Bachelor Degree	67%
Diploma	14%
Certificate	0%



## Expenditure on and Teacher Participation in Professional Development:

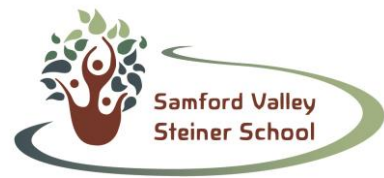
### (a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
High School Intensive Melbourne Rudolf Steiner	10
Spirit at Work Workshop	2
Gleneaon Curriculum Intensives	6
Eurythmy Intensives	1
The Complete Leader workshop	1
Lifeline Trilogy Suicide Program	1
Let the World Eagle Soar Workshop	3
Essentially Ellington Jaz Workshop	1
Teaching Teachers Development Program	2
First Aid & CPR Training	21
High School Faculty Meetings	15
Primary School Faculty Meetings	17
Prep Faculty Meetings	3
WHS & Child Protection Training	36
Total number of teachers participating in at least one activity in the program year	36

### (b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
36	\$60,815	\$1,689
The total funds expended on teacher professional development in 2017		\$60,815
The proportion of the teaching staff involved in professional development activities during 2017		100%





**Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days**

Number of Teaching Staff	Number of School Days	Total Days Teacher Staff Absences	Average Teacher Staff Attendance Rate
36	185	177	97%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97% in 2017			

**Proportion of teaching staff retained from the previous year**

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
33	31	94%
From the end of 2016 97% of staff were retained for the entire 2017 school year		

## Key Student Outcomes

### Average student attendance rate

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
61790	334	5250	56540
The average attendance rate for the whole school as a percentage in 2017 was 92%			

### Average student attendance rate for each year level

Year Level	Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance	Average Retention rate as a %
Prep	9435	51	353	9082	96%
1	5365	29	785	4580	85%
2	5180	28	383	4797	93%
3	5550	30	477	5073	91%
4	4995	27	408	4587	92%
5	5365	29	340	5025	94%
6	4995	27	398	4597	92%
7	4255	23	242	4013	94%
8	4400	24	250	4190	94%
9	4810	26	412	4398	91%
10	2590	14	339	2251	98%
11	3330	18	307	3023	91%
12	1480	8	443	1037	70%



## **A description of how non-attendance is managed by the school**

Class rolls are marked daily by teaching staff and absentees reported to both campus offices, where they are entered on the school's database. Parents are required to inform the school of their child's absence by 8.30am by phoning the dedicated absentee line. Where a student is absent without parent notification, the school makes contact with the parent, initially by text and then follow up call if needed.

## NAPLAN results for Years 3, 5, 7 and 9 in 2017

Details of the NAPLAN results may be found at the *My School* website <http://www.myschool.edu.au/>

## Apparent retention rate Year 10 to 12

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	14	8	57%

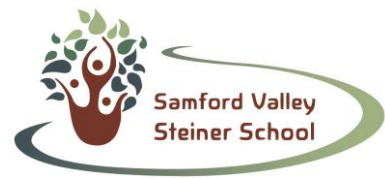
Year 12 student enrolment as a percentage of the Year 10 cohort is 57%

## Year 12 outcomes

Samford Valley Steiner School offers an alternate fully accredited curriculum. Students are eligible for a Certificate of Steiner Secondary Education QLD and a statement of results. Eligibility for tertiary study is decided through the QTAC non-standard year 12 program through which students are eligible to be awarded a QTAC selection rank which enables them to achieve entry to tertiary study.

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	8
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%





### **Post school destinations**

Fewer than five responses to the 2018 Next Step survey were received from students who completed Year 12 at Samford Valley Steiner School. Consequently, information on the post-school destinations of Year 12 completers from 2017 is not available for reasons of data confidentiality.



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