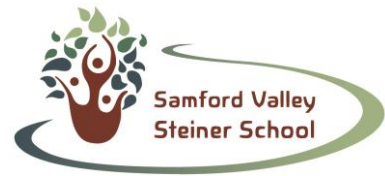




Samford Valley Steiner School

A living education for social renewal

Annual Report 2018



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.

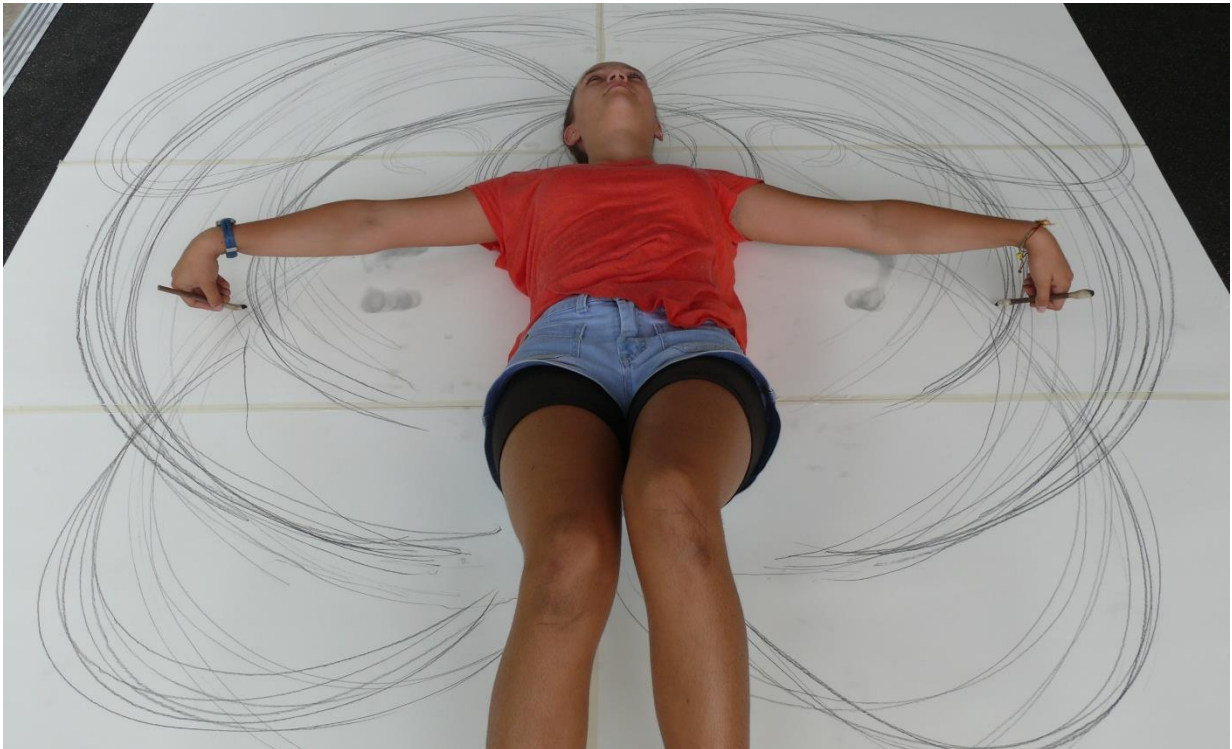
At SVSS we view ourselves as a community of learners; teachers, parents, and students, striving to achieve individual, communal and global growth and understanding.

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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

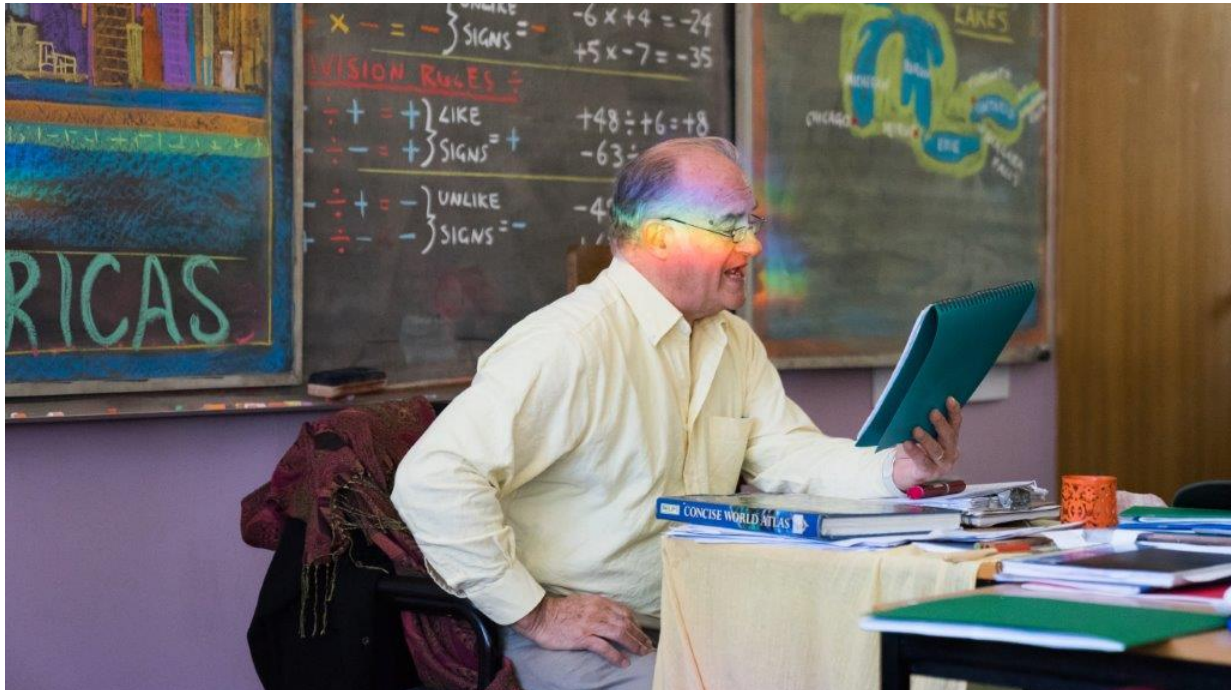
SVSS offers a two-year, play focussed, multi-age early childhood program that is based on knowledge of the young child from an anthroposophical perspective. Our Kindergarten has received an overall rating of Exceeding the National Standard. Below is a summary from the assessor:

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 various student choirs and all the high school students sing in a massed choir several mornings each week.



Eurythmy



Eurythmy is an 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. There-fore 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 2018, parents were involved in activities such as assisting in class with reading groups and craft lessons; helping in the library; gardening and attending working bees; supporting with camps and excursions; coordinating events and volunteering with administrative duties.

Our biennial school fair festiValley (see pictures below) was held in 2018 and was a huge success due to the enormous commitment and generosity of our parent body.

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 – AGM 2018

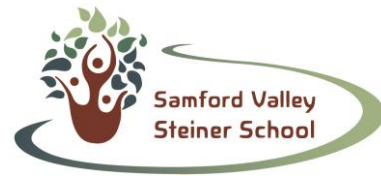
One of the highlights for me of 2018 was a visit from John Bloom, General Secretary of the Anthroposophical Society in America, who worked with us to help deepen our insights into Steiner's pictures of a three-fold social order; an important centre piece to our stated vision of being an organisation that contributes towards social renewal. A statement that John brought that has really stayed with me was, that the greatest challenge and strength of a Steiner School is that everything is *so personal*. I feel this joy and challenge on a daily basis in my role. The life of a Steiner School is necessarily dynamic (and at times a little chaotic and unpredictable) as the key impulse driving it is human relationship and interaction. In my third year as Director at SVSS, how to hold and balance the implementation of the organisational needs of a place where around 1000 lives converge with this personal and living aspect of our organism, has sat as a key question. How does one, or actually how do we all, create and hold or enable enough form to keep our 'collective river' moving forward as one – and not break the banks with sudden inundations nor sit too long in one place, stagnating or drying up – whilst also trusting the creative impulse or flow that must meander or change course in a living way.

2018 was a year of some meandering and also achievement of significant mileage against the school improvement journey goals that we set ourselves for 2017 and 2018. Our two-year operational School Improvement Plan was developed at the end of 2016 out of the longer-term Strategic Plan, Parent Survey feedback and the College 20-year vision. We developed specific school improvement goals arising from four focus areas: students, staff, community and environment. Below is a summary of some of the most notable achievements and challenges against these goals in 2018.

During first term of 2018 we successfully completed our five-year cyclical review process with the Non-State Schools Accreditation Board. This process included seeking, as part of meeting our ongoing accreditation requirements in relation to curriculum delivery, approval to implement the Certificate of Steiner Education as a qualification and assessment framework for our senior years program. The school gained ongoing accreditation inclusive of the implementation of the CSE as a senior pathway, and throughout 2018 we have been working with the Qld Curriculum and Assessment Authority to develop and have endorsed five core Integrated Discipline Area Syllabus documents. We made our first submission to QCAA towards the end of 2018 with a very positive outcome, including recognition of the general equivalency, rigour and appropriateness for senior students of the Certificate framework and associated program as well as a requirement for further refinement of some aspects of our submitted syllabus documents. We were extremely pleased to receive this response to our first submission attempt and will complete this regulatory endorsement process in 2019.

SVSS is the first school in Australia to offer the CSE. The decision to implement the CSE was reached in 2016 after the Qld government announced incoming changes to the nature of senior curriculum in Qld from 2019. These changes included a move towards further standardisation and a movement away from the school-based work programs that have until now allowed us a level of flexibility in our approach to senior curriculum delivery. Within the new system there is no possibility or scope for the school to maintain our special character throughout our senior years. The Board and College 'wills' to maintain our ongoing commitment to parents, students and community to provide a full Steiner Curriculum from Kindergarten to Class 12. This includes:

- Maintenance of a full Main Lesson program
- Inclusion and recognition of Eurythmy, Outdoor Ed, Drama/Arts
- Maintenance and recognition of the Senior Project
- Flexibility to maintain school/student-based assessment methods



- Recognition of the need for teachers to have flexibility in lesson content and delivery to meet the developmental needs of students
- A pathway that recognises that schooling is not only a preparation for tertiary study

Our stated vision is to be a living education for social renewal. One way to look at this is to work with the idea that education as a social revolution brings the future in, rather than being pulled along by the past. When we view education as just a preparation for a career or tertiary study we are ignoring what wants to come from the future and from each emergent individuality and generation. In this way, the preparation mind-set that most education systems rest upon, is very limiting. We must of course prepare our students for the world of work and/or further study, however if we believe this is our key task then we have lost the true impulse of Steiner Education. As young people develop, individual and creative 'soul substance' progressively becomes available for the young person to shape their life according to their will and destiny. Preparation-based education can 'clog up' and occupy this free substance with existing community and cultural constructs, beliefs and practices. Our education, particularly the Main Lesson program, attempts to make space for students to develop, express and direct themselves out of and towards an intrinsic freedom that is life and world changing.

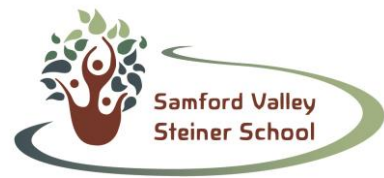
During 2018 we successfully implemented both Levels 1 (Class 10) and Level 2 (Class 11) of the CSE with positive response from students, parents and teachers alike. As part of the changes to our senior years program we also introduced an elective program and school-based VET courses.

Another aspect of our improvement agenda in 2018 was to further enable 'student voice' and offer increased opportunity for our older students to engage in activities to develop leadership skills. Two successful initiatives towards this goal included the consolidation of the role of the Student Representative Council in the school and the inauguration of a Leadership Camp for Class 11 students.

At the other end of the school the introduction of ongoing double streaming in 2018 has of course been a topic of much conversation and interest. We acknowledge that feedback and feelings around this initiative are mixed. Many parents have expressed enthusiasm and gratitude for the opportunities that double streaming provides including: access to this wonderful education for more children, larger social pools for children as they move into the older classes, opportunity for increased program offerings, inflow into the parent community. Simultaneously, other parents have expressed questions about perceived challenges of double streaming: potential loss of 'small school feel', questions regarding available play space, questions around school investment in buildings and infrastructure. During 2018 we worked consciously to maximise the positive benefits of double streaming and minimise the potential challenges that we and parents have identified. We have run a community master planning session to look at future building plans, have worked closely with our architect to ensure that future building plans have minimal impact on available green space and have continued to invest in our intern program to train and develop future Steiner teachers for our students. Most importantly, it is evident that the daily experience of the children in our first double cohort of Class One, continued throughout 2018 to be as rich and joyous as ever.

As we undertake our daily tasks at Samford Valley those of us who are offered the opportunity and blessing to strive towards fulfilling the lofty mission of working for social renewal, must continuously ask ourselves what we have 'said yes to'. It is an extraordinary and challenging task that requires us to participate far beyond the parameters of a traditional 'career' or working life. Some find a connection that enables long term commitment and others will stay for a time, offer and receive what is needed and then move on to new journeys. We accept and embrace this as part of the living dynamic of our school. We both fare-welled and welcomed new staff during 2018; each transition bringing aspects of loss and renewal.

Annual Report 2018



Our commitment to ongoing teacher development was strong in 2018 with teachers supported to attend and participate in a rich variety of conferences and seminars across the year. An exciting and very rewarding initiative in this area was the collaboration between Samford and Noosa Pengari Steiner School in which our high school teachers together undertook a year-long study and development program. Samford also hosted a very successful National Arts Conference in July 2018, that saw an inflow of teachers and therapeutic practitioners congregate to explore the important role of the arts in our schools and wider context.

Eurythmy has been a central feature of the program offering at Samford Valley Steiner School since 1991, when Jan Baker-Finch was employed as Artist in Residence – Eurythmy. Over the ensuing 27 years, Jan has developed and delivered a strong and vibrant Eurythmy program that has enriched the school experience of the many students who have passed through the school. The value of Eurythmy as a vital part of our education has been experienced and evidenced over almost 3 decades at SVSS. The College's commitment to the continuation of Eurythmy as a discrete subject and integrated art at SVSS is unwavering. 2018 was the first year since the school's infancy that we have been unable to offer a full Eurythmy program across the school due to a nation-wide shortage of Eurythmy teachers and limited opportunity for interested parties to study this art. To meet this challenge at a local and a broader level, we began negotiations with a circle of Eurythmists to enable a Eurythmy training school to establish at SVSS. Planning continued throughout 2018 with the first cohort of students commencing their 4-year training in 2019. This initiative keeps the art of Eurythmy alive at Samford, enables us to draw from a body of established and training Eurythmists to support our teachers and work with our students and also provides a much-needed service to the wider ongoing development and support of Eurythmy in Australian Steiner Schools.

Two major building projects were commenced in 2018. A beautiful new music facility and two more classrooms to accommodate our multi-age early childhood program. Several of our past students were part of the building crew on these projects and it was wonderful to have them continue to be connected to and contribute to our school community in such a tangible and meaningful way through their chosen work in the world.

Throughout 2018 we strengthened our commitment to developing sustainable practices in the way we work and live within the school. John Salmond commenced one day per week in the role of Sustainability Officer and has made great progress in raising our collective awareness of the impact we have on place and environment through our daily habits and activities. Focussed work in 2018 was undertaken to develop conscious practice in relation to usage of water and electricity as well as the development of a waste minimisation strategy. We look forward to continuing and expanding this important work into 2019.

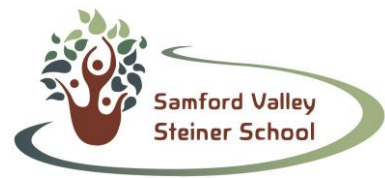
A community highlight of 2018 was of course festiValley. What a memorable day it was! The consistent feedback received on and after the event, which was indeed confirmed by my own experience, was how wonderfully vibrant and yet relaxed the atmosphere was. Everything about the day: the level of enthusiastic community participation, the beauty of the student and staff performances, the nourishing food, the inspiring talks and all of the wholesome activity, was a wonderful reflection and expression of who we are as a school and as a community.

Thank you all for your support and participation during 2018, towards making our school an extraordinary place to be, to learn, to grow.

Warmly

Pep

Annual Report 2018



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 website www.samfordsteiner.qld.edu.au.

School Sector

Independent

School Address

5 Narrawa Drive, Wights Mountain 4520

Total Enrolments

349 students from Pre-Prep through to Year 12 and 30 students in the 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 189 females and 190 males. There were a range of nationalities: Dutch, German, Swiss, Italian, Portuguese, and Australian.

Staffing Information

Staff Composition

The School is an equal opportunity employer with 30 full time and 35 part time staff comprising 35 teaching staff and 30 non-teaching staff.

Qualifications of all teachers

Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	3%
Masters	11 %
Bachelor Degree	69%
Diploma	11%
Certificate	6%



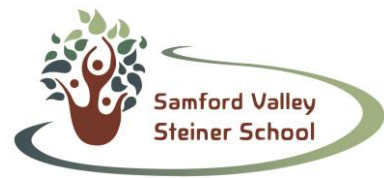
Expenditure on and teacher participation in professional development

<i>Description of PL activity</i>		<i>Number of teachers participating in activity</i>
CPR		13
First Aid		13
A Taste of Tone Therapy		1
Drumming Workshop		8
All Languages Event 2018		1
Aust Anthroposophical Medicine		1
Autism/ADHD workshop		4
Bother Course		1
Crossing Cultures Hidden Histories		1
Curriculum Workshop		1
Early Childhood Conference		6
Emergency Oxygen Provider Course		1
First Aid for Mental Health		1
Glenaeon Conference		8
Laskshmi Prasanna mentoring		10
Vital Years Conference		3
School Faculty Meetings		35
Total number of teachers participating in at least one activity in the program year		35 or 100%
Total Number of Teachers	Total expenditure on teacher PL (as recorded in Financial Questionnaire)	Average expenditure on PL per teacher
35	\$41 046	\$1,173

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

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
35	181	267	96%

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96% in 2018.



Proportion of teaching staff retained from the previous year

Number of permanent teaching staff at end of program year (Head Count)	Number of these staff retained in the following year	% retention rate
36	35	97%

From the end of 2017 97% of staff were retained for the entire 2018 school year.

Key Student Outcomes

Average student attendance rate

Number of possible attendances – based on 181 school days	Total number of all students	Total number of all student absences	Total Attendance
68599	349	5574	63025

The average attendance rate for the whole school as a percentage in 2018 was 92%

Average student attendance rate for each year level

Year Level	Number of possible attendances for year level	Total number of students in each year level	Total number of student absences in each year level	Average Attendance Rate for each year level
Prep	8145	45	342	96%
1	9774	54	726	93%
2	5430	30	842	84%
3	5249	29	535	90%
4	4706	26	520	88%
5	5068	28	287	94%
6	4344	24	537	88%
7	4344	24	244	94%
8	4344	24	294	93%
9	4525	25	388	91%
10	2534	14	358	86%
11	1991	11	168	92%
12	2715	15	333	88%

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 2018

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

Apparent retention rate

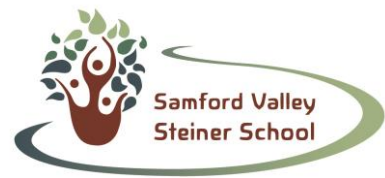
	Year 10 Base	Year 12	Retention rate %
Number of students	20	15	75%

Year 12 student enrolment as a percentage of the Year 10 cohort is 75 %.

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.

<i>Outcomes for our Year 12 cohort 2015</i>	
Number of students awarded a Senior Statement	15
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	10
Number of students awarded a Queensland Certificate of Education at the end of Year 12	2
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	80%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%



Post school destinations

The one-page summary of the 2018 post-school destinations survey, *Next Steps-Student Destination* is on the following page.

Next Step

2019 Post-School Destinations

Samford Valley Steiner School



This is a summary of the post-school destinations of students from Samford Valley Steiner School who completed Year 12 and gained a Senior Statement in 2018. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2019.



33.3% response rate

5 out of 15 Year 12 completers from this school responded to the 2019 survey.
Due to the very low response rate, care should be taken interpreting these results.

Post-school destinations



In 2019, four Year 12 completers from Samford Valley Steiner School were engaged in education, training or employment in the year after they completed school.



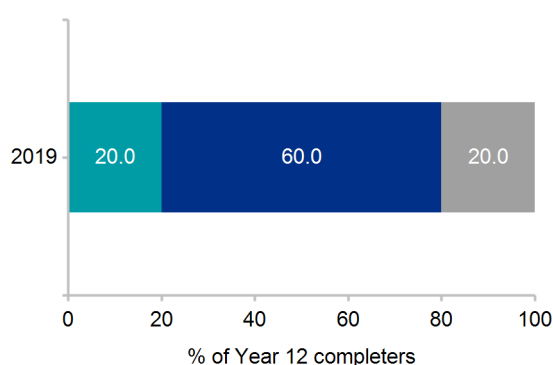
The one respondent continued in a recognised form of education and training, studying a VET certificate.



A further three respondents transitioned directly into paid employment and no further study.

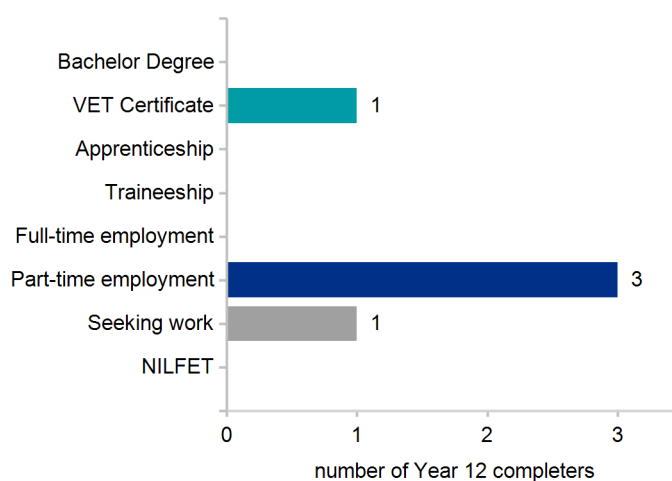
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement in 2019



■ In education or training
■ In employment
■ Not in education, training or employment

Main Destination in 2019



Queensland
Government



Samford Valley Steiner School

A living education for social renewal

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