



ANNUAL REPORT 2021



Samford Valley Steiner Annual Report 2022 (Based on 2021 data)

VISION

Advancing social and cultural renewal through sound anthroposophical application

COLLEGE OF TEACHERS MISSION

That Samford Valley Steiner School be a living and contemporary embodiment of the spiritual, cultural, and educational impulse of anthroposophy that contributes towards social renewal in the world.

BOARD MISSION

To provide the welcoming environment and stable framework (encompassing the Board's four pillars) that encourages the maximum number of children to enjoy an education underpinned by the principles of Anthroposophy as given by Rudolf Steiner, whereby, our highest endeavour is to develop free human beings who are able of themselves to impart purpose and meaning to their lives.

CORE PRINCIPLES

- SVSS values teachers' inner willingness to teach out of Steiner's human developmental picture in order to deliver a living pedagogy.
- SVSS teachers deliver a rigorous and balanced curriculum through the inclusion of the arts, movement and academics; inspired by the unique nature of the main lesson.
- Professional development in the light of anthroposophy is provided and expected to be pursued with an ongoing commitment.
- Staff and students learn through lived experiences in a beautiful and nurturing natural and built environment.
- SVSS's structure provides a stable framework through collaborative heart leadership.
- SVSS values and respects the uniqueness and dignity of each student, nurturing and supporting each individual's potential to emerge as a resilient, ethical human being.
- Clear, transparent communication which fosters warm, caring relationships and recognises individual contributions, encouraging community growth.

OUR SCHOOL

Our school respectfully acknowledges Traditional Custodians of the land on which our school lives, we also acknowledge a continuous connection to land and culture for all Aboriginal and Torres Strait Islander peoples and pay our respects to Elders past, present and emerging.

Samford Valley Steiner School offers an inspiring and comprehensive Steiner education for children from Pre-Prep 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.

Samford Valley Steiner School is an inclusive, sustainable and beautiful school with a community of passionate people who are committed to learning, supporting each other and working together. We provide a nurturing environment where children can thrive and have opportunities on many levels to find their inner and outer potential.

Steiner/Waldorf education is now over 100 years old and is the fastest growing education movement in the world, in over 65 countries. It is an education for global citizenship; that provides students with the opportunity to foster courage, imagination, resilience and enthusiasm to be positive and effective contributors to society and the environment.

We value mutually supportive relationships for students, staff and families. Each staff member strives to be the best role model they can be for the young people in our community. We strongly uphold the philosophy, ethos and child developmental principles given to us by Dr Rudolf Steiner who was a scientist, philosopher, architect and social reformer. He gave the world a framework of spiritual science which helps us to deeply understand the essence of being human. Out of his developmental picture, a whole school movement and curriculum was born, which is increasingly more relevant for the world today, as we need to urgently develop change agents who will have the skills, knowledge and agency to ensure an ethical future.

We hold a spiritual view of the human being as body soul and spirit, and in everything we do, we hold the child in the centre, as we strive to develop the three soul faculties of thinking, feeling and willing. We are not of any religious denomination, but neither are we secular, we are not rigid, but neither are we a free school where children choose their own learning path.

We value truth, beauty, goodness, wonder, reverence, imagination, inspiration, intuition, experiential learning, respect towards each other and the environment, and a commitment to celebrating together as a community with festivals and community events.

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



COLLEGE OF TEACHERS

The School operates from a well-established and strong base in Anthroposophy. The College of Teachers (COT) sits in the centre of the SVSS Organisational Structure to ensure that SVSS always retains at its core the inspiration of Rudolf Steiner and the Anthroposophical insight that is needed to deliver a comprehensive Steiner education to students. It is through the shared responsibility of the teachers and staff and their joint contribution, via membership of the COT, that SVSS will be highly regarded by its worldwide peers.

The COT's role is to be the "Heart" of the school, to build the vision for Steiner education as it is applied locally at SVSS, and to develop and maintain the rhythms of school life over the year.

There are two key elements to the role of COT:

1. Develop the broad pedagogical picture at SVSS across K-12

The development of this picture across all the classes will be based upon the teachings of Rudolf Steiner (Anthroposophy). This may include matters outside the classroom where pertinent. It is accepted that there is often no definitive answer to many of the aspects and variables that make up Steiner Education. The answers are found from the collective insight of the College members who must set aside their ego to develop a local, current, and cooperative interpretation of the vision that Steiner inspired.

The COT will work diligently to develop their shared knowledge to ensure that all members are able to contribute to the efficient and informed development of the pedagogical visions needed at the time.

This shared common vision contributes to the Intentionality (Spirit body) of the School.

2. Oversee and maintain the three-fold nature of Steiner education

The three-fold life of the school covers:

i) Cultural

The COT is at the core of the organisation and thus should concern itself with monitoring and supporting the educational well-being of the teaching and whole school community. This includes developing and maintaining the rhythms of the school community as a whole.

As a deeply intuitive body, the COT will ensure that the pedagogical vision, developed through the Anthroposophical workings of the group, will be understood and delivered by all members of the teaching staff.

All members of staff will be welcomed and encouraged to participate and research, through COT, the role of Anthroposophy in education. This is an integral part of the professional development of a teacher at a Steiner school and is a key component in ensuring the delivery of a highly valued Steiner education to the students.

ii) Economic

The financial position of the School is vital in determining the feasible allocation of resources and the College should remain appropriately informed of the School's financial status and the budgetary timing process. However, conscious pedagogically-

based recommendations (eg: in relation to staffing, resourcing, strategic planning, etc), that are viable either now or at a defined future time frame, should be made by College regardless of financial considerations. This will ensure that the best possible recommendation is put forward to the School Director and the Senior Leadership Team (SLT), who can then consider the best way to achieve the desired outcomes.

iii) Rights

The recommendations of COT must support and be consistent with the School's legal commitments as well as the rights and responsibilities of the children, staff, Board and parents within the School environment. The COT also contributes to and works with the School's policies. Cognisance of these issues will help to ensure COT is working on relevant vision-building and fulfils the key aspects of its role.

Every year the College and the Board meet to work together for the good of the school. In 2021 the Master Plan was reviewed and updated with Fulton Trotter Architects ensuring a thoroughly collaborative process with the Board, College, staff, students and the community. The Board and College worked together to develop the Strategic Plan from 2021 to 2025.

Imbue thyself with Imagination

Have Courage for the Truth

Sharpen thy feeling for responsibility of Soul



EARLY CHILDHOOD

The preschool years, the kindergarten years, are the most important of all in the education of the child ... It is absolutely essential that before we begin to think, before we so much as begin to set our thinking in motion, we experience the condition of wonder. Rudolf Steiner

We strive to create a warm and loving environment for our early years' program which honours the young child's need for connectedness to this world, with nurturing rhythms, quality sensory experiences and engagement in the real work of childhood: play.

In the kindergarten, the children go through the day in alternate periods of concentration and expansion, as if in a breathing rhythm where there is inhaling and exhaling. In the inhaling or breathing-in phase the child directs his attention to an activity that basically relates him to himself. For little children each breathing-in period (drawing, water painting, knitting, eating...) is very short, because little children can only concentrate for short periods of time. In the exhaling or breathing-out period, the child relates mainly to the surrounding world (free play, free running etc.). For each breathing-in period the child needs a breathing-out period and so a pattern is established.



In 2021, four early childhood classrooms were at full capacity for Pippis (3-4 year olds), Pre-Prep (4-5 year olds) and Prep (5-6) years with a total of 108 children. The Early Childhood faculty work with both the ACECQA framework and the Australian Steiner Curriculum Framework.

THE PRIMARY YEARS CLASSES 1 TO 7

At Samford Valley we value the traditional Waldorf School practice of having one teacher accompany the children through their Primary School years as far as is practicable. Over this extended period the teacher and children develop a meaningful relationship that fosters an environment of trust and security within which the child can relax into their learning. Teachers really come to know each child and as such are better able to meet their individual needs and honour and support their unique learning and development journey. Over the years a true partnership, based on trust and mutual respect, is also able to be forged between parent and teacher so that the needs of the child is collectively served.

The Primary School child lives and thinks in a world of images. In an ever changing world, the most powerful tool a person may have at their disposal is a highly developed imaginative faculty that provides foundation for the kinds of creative thinking, problem solving and innovation that are more and more a requirement for life in our times. Our Primary School teachers work consciously in all they do to first and foremost protect and develop this imaginative capacity. Academic learning is enlivened through an artistic approach and embedded in practical experience and activity. Every day children are immersed in story, art, music, movement, and verse along with the more traditional academics.

The Main Lesson is a key point of difference in Steiner Schools. The first two hours of every morning are dedicated to study of the same topic or theme for a period of three or four weeks. The central theme of the Main Lesson is progressively explored through a broad spectrum of integrated activity; each day building on the previous.

Main Lesson blocks may be focused on Mathematics, Language, Humanities, Science however each will encompass a variety of experiences including movement, singing, painting, drawing, modelling, drama, narrative, practical activity and formal academic work. The children create their own Main Lesson Books which serve as a personal record and recount of their learning through drawings, words and other visual representations.



In 2021 the school continued its *ongoing* double streaming program with two Class Ones, two Class Twos, two Class threes, two Class fours and then single classes up to Class 7. The ongoing double streaming is now supported by four early childhood classes so that each year two new Class Ones will continue to support the ongoing growth of the school.

In 2021 Carly Sheard, capably continued in her role as Primary School Director.

The Faculties continued to meet each week to discuss curriculum, special projects, Child Study and to study Steiner's lectures together. They also participated in classroom sharing and artistic activities such as painting, music, drawing.

HIGH SCHOOL

The aim of our High School is to provide an education for teenagers that inspires love of learning, develops freedom of thought, and fosters self-confidence in an atmosphere of academic rigor and artistic fulfilment.

Adolescence is when the student really begins to take hold of their independent thinking. In the early years they played, in the Primary School they lived in imagination and now in High School they have a will to scrutinise the world and those around them; to judge, to 'weigh up' and to seek out the truth. We encourage them to think independently, to observe, to research, and then to come to conclusions and judgements.

To retain the integrity of the main lesson program in the senior years, we deliver the Certificate of Steiner Education (CSE) as our senior assessment program with Levels 1, 2 and 3 from Classes 10 to 12. Assessments were moderated and linked to main lesson programs as well as other areas, including the Senior Research Project, which, despite Covid restrictions, was able to go ahead.

As students come into the High School, their care and guidance is passed from the Class Teacher to a group of specialist teachers; one or two of which will be their Class Guardian/s. Unlike the Class Teacher, the Class Guardian does not take every main lesson but only those for which she/he is a specialist. This new emphasis on specialist teaching means that the young person meets a range of experienced and passionate Specialist Teachers who can bring the full depth of their subject matter in an enlivened and extended way.

The High School curriculum is designed to encourage the emergence of world citizens. The Main Lesson Structure established in the Primary School years is preserved throughout the High School and students continue to explore a full range of academic subjects in an integrated and creative way. The work of the High School teacher is to unfold for the students Main Lessons that are thematic, experiential and that develop discernment and independent, lively thinking within the discipline of the subject.

After Main Lesson the rest of the day is dedicated to practice and studio lessons. These lessons include: Mathematics; English; laboratory lessons in physics, chemistry and biology; visual, sculptural, dramatic, musical and movement arts; foreign language; sport and physical education; gardening and workshop lessons in handwork and manual crafts.



EXCHANGE PROGRAM

Due to the global Covid pandemic and ongoing international travel restrictions, unfortunately the Exchange Program was put on hold for yet another year in 2021.

LEARNING ENRICHMENT – an inclusive education

The vision for Learning Enrichment at SVSS is:

- To establish a strong therapeutic program and centre that will embrace and support the pedagogical needs of students from all backgrounds and, with a diversity of special learning needs.
- To support students to integrate into their own class with guided support for both students and teachers.
- To maintain a committed team of professionals, working together out of an anthroposophical developmental picture of the child/adolescent that will bring a range of therapies and learning enrichment programs within a holistic Steiner educational context.
- To practice from the acknowledgment of the wholeness of the spirit in each human being and a respect for the working of individual destiny.

Rudolf Steiner gave lenses through which to observe the children. He advocated observing and 'seeing what is'. Through close observation, teachers are able to see how children learn, to see their gifts and through observing their behaviours, see their challenges. The Learning Enrichment Team work closely with the teachers to support the diverse needs of the students.

Therapeutic exercises are designed to work with the 12 senses, balance the gifts and challenges, inhibit retained reflexes and support the tasks of academic learning

The role of the Learning Enrichment Team is to help support students with additional needs, identify which adjustments are needed, or targeted programs to enable students to access our rich curriculum. The Learning Enrichment Team collaborates with teachers and assistants, work with the Faculty Director and support teachers with adjustments that need to be made. They help to monitor and review and meet with parents when required.

The NCCD process also requires significant oversight and coordination, providing support for teachers who are collecting the data as evidence.

The Learning Enrichment Team space, Boombana was relocated at the end of 2021, and is widely utilized with students from the primary classes benefiting from specialized movement programs, reset and withdrawal as necessary in small group.

In 2021, the Learning Enrichment Team continued to increase in size so that Boombana could provide further support to teachers and students.

In the High School, additional learning support was identified and provided with additional teacher aides.

FESTIVALS

Festivals play an essential role for the school community. Celebrating festivals brings a sense of rhythm and anticipation. Celebrating festivals together is also a way of keeping time. They help students to increasingly find orientation in time.

Throughout history, festivals have been interwoven with life and the cycles of nature. Rudolf Steiner presents the annual festivals in a seasonally and globally encompassing context. He describes

processes, which are taking place in nature during the four seasons spring, summer, autumn and winter and during their corresponding Christian annual festivals Easter, St. John's, Michaelmas and Christmas. He describes festivals as a breathing process, not of air but of forces, the inhaling and exhaling of forces, about which he says one can gain a partial representation when one considers the plant growth in the course of a year. Steiner states that the earth is a living organism, which is performing a rhythmic life together with the seasons. For the description of this rhythmic life, he uses two metaphors connected to human life. On the one hand, he compares it with the processes of sleeping and waking, and on the other with those of inhaling and exhaling. He relates these processes to one another, thus creating a differentiated picture of the global seasonal processes together with the spiritual significance of each season and festival.

At SVSS we have created our own traditions as we celebrate the seasons and their different qualities in our own meaningful way.

Rose Festival

In January 2021, we celebrated the arrival of the two new classes of class one children in the hall. Parents gathered to watch their children receive roses from students of Class 12. The children were then led by their new teachers to their classrooms and the parents attended a morning tea. This culminates in the Class 12 Graduation Ceremony at the end of the year where the Class 1 students give each Class 12 student a rose to send them on their post school journey.



St Michael and the Dragon

As Archangel Raphael works through the earth from the Northern hemisphere, St. Michael works in the Southern hemisphere in the heavens and as the bearer of the Consciousness Soul. The festival of St Michael with the play of 'St Michael and the Dragon' was in rehearsal stage when we received notice of a lock down imminent that day, therefore with enthusiastic staff, we managed to hold the Autumn Festival with one hours notice and although the community could not attend, it was an amazing festival.

The Winter Festival was a huge community event with families and alumni attending for what was the first festival for quite some time coming out of lock down restrictions. Class 7 gave the community the experience of Fire Eurythmy and it was most likely the biggest festival the school has ever held.

For **the Spring Festival**, Covid restrictions prevented many families attending, but again, it was a wonderful festival. Early Childhood continued to celebrate their own festivals with minimal parent involvement again due to Covid restrictions. The Early Childhood staff worked well to send festival gifts home so that families could celebrate the mood of each festival at home.

End of year Primary and High School

The whole school gathered in the school on two consecutive days to celebrate and acknowledge the Graduation of the Grade 12s and the Grade 7s. These are always moving occasions as Class Guardians, Class Teacher, parents and students spoke of the school journey of these classes, acknowledging all students.

MUSIC

"Music is an art imbued with power to penetrate into the very depth of the soul, imbuing man with the love of virtue." Rudolf Steiner

PRIMARY SCHOOL MUSIC

Primary Classroom Music begins from Class 1 as a weekly specialist lesson. In Classroom Music at Samford Valley, this takes shape and direction through Kodály methodology, using songs and games to help gradually develop the child's response to pitch and rhythm. The timing around the introduction of each new musical concept is considered and sequential, so that by the time the children reach Class 3 and are entering the next stage of development, they are ready to take on the physical learning of an instrument with well-prepared aural skills and the reading and writing of music notation. As well as developing strong musical skills, the program seeks to instill in the children a love of music and allow them to experience joy in music making that is the birthright of every human being.

From Class 3 through to Class 7, students have the opportunity to experience rehearsing and performing as part of a string ensemble alongside their classroom music lessons, daily singing and individual or small group instrumental lessons. Each class string ensemble has the opportunity to perform at an assembly throughout the year, and from time to time will combine with another class to make up a larger ensemble. The Primary School gathers each year for a Music Concert where the class string ensembles and extension ensembles all perform for each other and for parents. In 2021 this was held on the amphitheatre and was well attended.

Students all begin on the violin in Class 3 for a foundation year of string learning. In Class 4 and 5, some students are given the opportunity to switch to the viola, cello and double bass to form a full string ensemble. Sadly, we farewelled Zoe Akeroyd, our talented Strings Coordinator at the end of 2021 with her position being ably filled by Deanna Hunnam for 2022.



HIGH SCHOOL MUSIC

Classroom Music in the High School builds on the foundational music skills introduced in the Primary School. Students may continue their instrumental studies, now out of their own interest, to develop their theoretical knowledge and ability to write and perform in a variety of genres. The core skill of singing is practiced and maintained throughout the high school years, giving substance and depth to both the theoretical and practical elements of music exploration.

Although the compulsory instrumental program continues for Class 8 students, they are given a choice which instrument they would like to learn. Class 8 instrumental lessons are conducted in paired lessons and the cost of these lessons is included in the compulsory charges of the school parent contributions. All students in the High School participate in a music ensemble once per week. The High School ensemble programs are structured vertically, giving multi-age ensemble experiences tailored to the instrument of choice. Ensembles include a String Ensemble, Vocal Ensemble, Jazz Ensemble, Guitar Ensemble and Percussion Ensemble which performed at many school events throughout the school. Thank you to the very talented tutors who guide our students to become such skilled musicians.

“Through 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.”

DRAMA

Drama is important throughout the school and each class participates in a class play every year and performs to their parents and friends, or to a small audience of other classes. As the years progress, the plays get longer and more complex, culminating in amazing performances in the high school, under the lead of experienced Drama teacher, Nicole Ostini with uniquely designed sets by John Salmond.

Pedagogical theatre is a discipline as important as any other pursued in school. It entertains, inspires and instructs in a way that is only possible when the human being, as an enactor, performs a story before other human beings. It creates moments of artistic communion that lead us to clearer understandings of what it means to be a becoming human being, both individually, and in community. In 2021, Classes 8, 10 and 12 produced exceptional dramatic productions and performed to eager audiences.

Nicole Ostini also brought her magic to the staff who rehearsed almost all year and with several cancellations, finally managed to perform *Midsummer Nights Dream* for the community, under a 300 year old fig tree, over two nights. This was an incredible experience, for the staff involved and for the wider community.



OUTDOOR EDUCATION PROGRAM

The Outdoor Education program forms an integral and inclusive aspect of all our students education, starting in Class 3 and continuing all the way through to Class 12. (We even have program options for our parents to participate in). As much as possible, the classroom teacher, or Main Lesson teacher attends camp with the students, and it is expected that all students attend camp and participate as fully as possible unless there is a medical reason that they cannot attend.

A lot of time and effort goes into tailoring the elements of each camp so that they best meet the individual needs of our students so they can participate to their fullest ability. During camps our students eat, sleep, work and play together; the camps are a complex dynamic of effort and reward, fun and challenge. Through our Outdoor Education program, students are presented with a wide variety of experiences to help with their overall growth and development. It is hardly surprising that these experiences often feature as a highlight in our senior students recollections of their schooling lives.



In 2021, many camps went ahead, though some with reduced days or postponed until Covid restrictions were eased.

Parents Outdoors Program (POP)

went ahead in 2021 with a four day K'Gari Island hike, ably led by Simon Roberts. Several parents and staff attended this camp which gave those attending a glimpse of the Class 11 Botany Camp.

OUTDOOR CLASSROOM

At its most fundamental, this is the start of understanding economics. The students take raw materials from our three kingdoms (animal, vegetable and mineral) and work them into useful objects through the arts of smelting, forging, pottery, knapping, grinding, green woodwork and weaving. This could be cutting a sapling down to build a fence, manipulating stone into primitive tools, or digging up clay from the earth and making pots.

These skills are also covered in our more formal art and craft classes, however when working with raw materials from the earth (rather than purchased, dried or dressed resources from our suppliers) suddenly there is a shift. There is a change in the way the material is used, the additional work to mine/harvest and prepare the material before it begins to be worked with and a fundamental understanding that everything we use in our daily lives, somehow, comes from nature. We work with the four elements of earth, air, fire and water and the students study land stewardship as they landscape, plant and work with the space, ensuring it works for wildlife as well as for us.

Students experience a connection to nature by working outside and we succeed most when working with the animals and plants and what exists naturally. Most importantly we work with our hands

and our senses, without power tools or modern conveniences and tell stories and share food around the campfire, bringing everyone together in a true community.

In 2021 this was the third year of the Outdoor Classroom being available and it is so well booked that we will have to look at additional space in the near future.

LANGUAGE

At SVSS we acknowledge the importance of learning a second language and German is taught from Class 1 through to Class 12. Rudolf Steiner spoke of the importance of learning another language to enrich the child's inner life, to expose children to other cultures in a living way and to counter-act the one-sidedness influence that the mother tongue may exert on the developing child. Teachers use story, song and immersion methods to instil a love of learning another language.

VET PROGRAM

Vocational Education and Training (VET) is a new addition to our Senior High School offerings (since 2018), where students can elect to undertake one of our offered Certificate II programs. VET, by its nature, is a practical and hands on approach that delivers skills and knowledge required for specific industries. Samford Valley Steiner School is a Registered Training Organisation (RTO) in its own right and we have plans to increase the range of certificates offered in the future. The qualifications we offered in 2021 were Certificate II in Music Industry and Certificate II in Outdoor Recreation.

Cert II Outdoor Recreation

This is a natural step for many of our students who thrive in our Outdoor Education program, and in many ways is a natural extension of this. The key increase in skill set is that of Leadership. To hold a Certificate II in Outdoor Recreation is to be a qualified 'Assistant Guide', perfect for our Senior students as they start to become leaders in their school, and so in life. They learn what it takes to organise and plan outdoor activities and camps, lead activities on primary camps and become proficient in roping activities. The 2021 activity disciplines included Rock Climbing, Abseiling and Bushwalking.

In 2022, a Certificate III Outdoor Leadership course will be offered. In addition to the actual industry skills, this course provides many more transferrable skills applicable to any walk of life such as self-reliance, organisation, contingency planning, resource management, working with children, working under a manager and much more besides.



Cert II Music Industry

The Certificate II in Music Industry qualifies the student as vocationally competent to assist a Sound Engineer in the professional production of live music and sound recording. Its focus is on audio production rather than a performance focus, which compliments the years of student's performance practice throughout their schooling. The course also has a strong practical relationship to the

delivery of school curriculum and events e.g. Conferences, Festivals, Assemblies, Talent Nights, Discos and Dances.

Two units of the course involve the capturing and recording of performances and the editing and manipulating of audio digitally. There are ample opportunities for this in our school. Other elements of the Music Industry Certificate such as a consideration of Workplace Health and Safety; how to work effectively with others, and equipment maintenance, also lend themselves to the capabilities and responsibilities associated with the maturing Class Eleven and Twelve student. We are proud to provide a Vocational Education opportunity to students who are seeking a qualification in addition to their secondary education at our school.

SOCIAL HEALTH AND WELLBEING

For children to develop in a healthy way there needs to be a steady and progressive movement of authority from outer to inner. The aim of our approach to student health and well-being is to support the development of a strong, inner moral compass in all students that allows them to make ethical behavioural choices as adults.

There is initially, with very young children, a need for constant and consistent positive and gentle guidance from adults who are steeped in personal discipline. Gradually we begin to expect children to develop self-discipline and to take more responsibility for their behaviour and actions. Teachers support this process and movement by using specific behaviour management techniques at different stages of children's development.

Teachers work to support each individual's development towards their full potential by helping free the student from encumbrances; by challenging and stimulating them and by offering the resistance that they need in order to grow independent and inwardly sturdy and strong. Students learn social skills in different ways at different ages. Their individual level of skill will depend on their experience, environment and developmental maturity and the teacher's response to inappropriate behaviour needs to reflect this and be differentiated accordingly.

A Restorative Practice 3 day training event was held at SVSS with 30 teachers attending, 10 staff from our school.

SCHOOL DIRECTORS REPORT TO AGM

Theme for the year - Wellbeing

SVSS VISION: Advancing social and cultural renewal through sound anthroposophical application

*In world tribulation, times of trial,
If we can nurture in the soul's
Deep, inmost core the strength to sense
The power of spirit beings, such heart-striving will
Keep life's reins within our grasp.*

Rudolf Steiner

Samford Valley Steiner School achieved many of the goals in the School Improvement Plan in 2021. Whilst still being in the middle of a global pandemic, with borders mainly closed for the year, at Samford we were in a kind of utopian bubble from the rest of the world. This then hit like a force at the end of the year when the government Covid-19 vaccination mandate came in for all education staff, and to a large extent created rifts and great upheaval in the community.

The verse above exemplifies how the Senior Leadership Team and College worked together to find an even keel during these events. This report highlights the achievements and events that happened throughout 2021. The focus always on the students, and how we bring a healthy and balanced education to them, no matter the storms raging around the world.

STUDENTS

With the theme of Wellbeing across staff, community and especially students, it was timely that the year began with the implementation of the newly revised Social, Health and Wellbeing Policy. We ran a Restorative Practice training 25-27 Feb for ten SVSS staff with twenty teachers from other schools attending. We followed this up with a Restorative Practice training session for the whole teaching staff.

The snap lockdown announced end of Term 1 meant that we had only two hours to have the Autumn festival ready to go. With the ripple going throughout the school at 9am that we would all be in lockdown by 5pm and it was now the last day of term, staff were brilliant in ensuring that the festival went ahead immediately. The main thing was that the students had the chance to experience the Michaelic impulse of the Autumn festival that they had worked so hard for. Without a full school rehearsal, we launched into it with great gusto and it was brilliant!

Although we had two short lockdowns throughout the year, learning was not interrupted, therefore we had many events that enabled the students to perform, present or shine together. Here are a few:

- Rose ceremony
- Main lesson sharing and assemblies
- Class 12 graduation
- Early Childhood celebrations
- Class plays
- Primary School Music sharing
- Music, Arts Drama (MAD) night
- Class 8 projects
- Senior Research Projects – Class 12
- Spring Festival
- Greek Olympics
- Incursions – clowns, indigenous groups, opera
- Social media talks
- Autumn festival
- Ride to school day
- Clean up day
- Cross country run
- Camps – a few postponed or cancelled and quite a few moved to a busy term 4
- Christmas carols
- Swimming lessons – primary classes
- Creek walks

- Student Representative Council met each term with the Senior Leadership Team for stronger student voice

STAFF

The theme of Wellbeing was celebrated with World Teachers' Day, pancake mornings and an end of year Christmas party as well as decisions made across the year to support staff welfare. However, the highlight for staff wellbeing would have to be the staff play – Midsummer Night's Dream. Nicole Ostini and her well-polished crew created an amazing spectacular under the embracing branches of an ancient fig tree. It was postponed from July to August and then to November where we finally gave a dress rehearsal and then 2 performances to the community. Staff gave up many weekends to have fun together and to finally bring the play to life.

Staff had many opportunities for professional development with events such as the Art of Education, Early Childhood Education talks, Glenaeon teacher intensives, January professional development for all staff, Restorative Practice training, Inclusion workshop, Leading School Culture project, Teaching Training with Lakshmi as well as weekly faculty meetings and twice a term whole school faculty meetings.

The School Improvement Plan continued with the finalisation of the Maths curriculum review and the commencement of the Technology curriculum review. We reviewed and increased learning enrichment support across the school and revised the process for enrolling students with additional needs to ensure adjustment plans are completed prior to enrolment.

We appointed a new role of Cultural Advisor, First Nations Partnerships and Renai Mouton continues to provide support to teaching staff and families to increase cultural safety, awareness, and to guide the school in acquiring authentic resources for staff and students.

The College of Teachers met at their annual retreat and later with the Board at another weekend retreat, continuing to study together and provide advice and direction, to ensure the school continually works out of its core Steiner educational principles based in anthroposophy.

Carly Sheard, our Primary School Director is actively engaged in the national picture as she was elected to the Steiner Education Australia Board. I am on the Steiner Education Australia national educatory advisory committee and in 2021 was invited to join the Independent Schools Queensland (ISQ) Education Advisory Committee for a three year term.

STRATEGY AND DIRECTION

The School Improvement Plan continued to be progressed and reviews made throughout the year and presented to the board, being on track to complete the goals by 2022 and start consultation for the next three year plan for 2023 to 2025. The Technology curriculum was reviewed – both the digital and design strands and ideas from the review are being implemented or planned for future work.

The Master Plan was a major focus for 2021 with the school receiving a grant of \$20,000 from the Block Grant Authority to enable us to engage Fulton Trotter Architects to consult widely with parents, students, staff, College, SLT and the Board. The initial launch was a Board/College weekend planning session and a community forum. Students enjoyed contributing their thoughts for the future too, although I don't think a castle made the final cut! The final plan should be published in March 2022 and will provide the pathway for ensuring we have the infrastructure for the future

growth of the school with carefully planned stages to tie in with funding applications.

The Communication, Marketing and Retention Strategy continued in 2021 with new initiatives being published in the school calendar.

The Queensland Tertiary Admission Centre approved the NZCSE as a tertiary pathway with ranking schedule therefore the NZCSE is well embedded, not only approved by the Queensland Curriculum and Assessment Authority but with clear tertiary pathways and ongoing positive relationships with USC, Griffith Uni, QUT and UQ.

The School's Strategic Plan 2021 to 2025 guides the Board and Senior Leadership Team, linking in with the School Improvement Plan and the school's core principles.

Many policies were reviewed and updated in 2021. The staff Enterprise Bargaining Agreement progressed slowly and should be finalised by July 2022. We conducted an Administration Review and made some staffing changes to build the administration team which has been operating at a high level with limited staff for many years.

We were successful in gaining CRICOS renewal for international students thanks to the work of Mercedes Logan and now the borders are opening up again we hope to have some international students in 2022.

The Leading School Culture grant from ISQ enabled a team to survey staff and students and gain valuable insights to feed into the School Improvement Plan.

COMMUNITY

After the Covid restrictions in 2020, the ability to connect again was important for the school community and the working bees were well attended, happy, productive events. Unfortunately, the snap lockdown in March prevented parents attending the Autumn Festival, so it was with great joy that the whole community came together for the Winter Festival, the first community festival since 2019. With double-streamed classes, this event was the largest festival the school has held.

We launched our new series of termly Information sessions for current and prospective families as well as Main Lesson experience evenings and Cuppa mornings, which gave parents multiple opportunities to learn more about our school and Steiner education. School tours continued to attract prospective parents and Joan Weir, who leads these tours, received much positive feedback from attendees.

The school was fortunate to embark on a parent engagement research project (EPIC), funded by ISQ. As part of the project, the first Community Forum in May focused discussion on the distinction between parent engagement and parent involvement, and the second forum in July enabled parents to be actively engaged in working into a new Master Plan for the school with architects, Fulton Trotter. The overall EPIC project was very successful, and after the project I was invited to a meeting with ISQ and Griffith Uni and we have been asked to continue with this work with them in 2022. This will have many flow-on effects for increased parent engagement, and raise our school's profile with key stakeholders. <https://www.isq.qld.edu.au/publications-resources/posts/engaging-parents-and-communities-in-children-s-learning-and-wellbeing/>

Parents once again contributed their feedback to the annual parent survey. The feedback received was valuable and appreciated and continues to inform community engagement and planning for 2022.

The Parents Outdoor Program (POP) continued in 2021. Parents and staff had the pleasure of a new experience in September, the Botany hike on K'gari (Fraser Island). All POP events are based on our students Outdoor Education program and enable parents to experience firsthand what the students enjoy.

PAFA activity was somewhat limited in 2021 with the Covid restrictions but the team managed to hold several Friday Foodie events. David Baccinelli resigned after many years as an active PAFA member and Treasurer and was farewelled at the last working bee of the year. The Tuckshop continued to provide nourishing meals to many students on a Friday and the new website streamlined ordering.

Term 4 saw a flurry of events for students, teachers and the community; the Year 12 Project Presentations, the High School MAD night, Upper Primary school music sharing, presentations by the Pacifica College of Eurythmy students, the new Building opening, and Carols by Twilight.

A special acknowledgement from the College to long time school parent and avid supporter, Herbert Scott, 'Scottie' was made with the erection of a beautiful carved bench seat which now sits proudly outside the meeting room (which houses the anthroposophical library donated to the school by Scottie).

The end of the year saw the introduction of the Covid vaccination mandate for all staff. This resulted in many differing views being expressed across the community in a variety of forums; creating unrest, instability, hurt and anguish. A community meeting was requested and held with a large number attending and many views expressed. The Board and the School Leadership Team made it clear the school would be upholding the Covid health mandate in order to retain registration and allow to the school to continue to operate.

ENVIRONMENT

A great highlight for the year was the new 6 block classroom building. It commenced in January 2021 with a foundation ceremony and builders MCD completed construction on schedule. We celebrated with a roof topping ceremony during the year and an opening ceremony in November. Dr Michael Ryan, Board Chair, announced the building open after a very moving smoking ceremony and a Pacifica Eurythmy blessing. The building provided many opportunities for students to see a construction site in action, and thanks to Paulo Denti (pentArchi) and Cameron McDonald (MCD), Classes 3 and 12 were able to do several walk throughs as part of their main lesson experiences in building and architecture.

Car parking and traffic congestion continued to prove challenging. A 'drop and go' stop was created at the High School with overflow parking behind the hard craft shed and staff parking at Atanie Court. This eased some congestion but finding sustainable long-term solutions to the parking was a major focus of the feedback to the Master Plan consultation.

The Site team were busy each holiday period, maintaining and improving the buildings and site; the exterior of the first High School building was painted, the pedestrian bridge near Class 1 was rebuilt as was the flow form in Primary School. The application for a new wastewater treatment plant was accepted.

Chris Wood Willems, Sustainability Officer, kept the focus on sustainability through articles in the newsletter and a successful entry in the Plastics Free July Competition, where we won third place

GRATITUDE

To end this report I would like to thank the College of Teachers, the Senior Leadership Team, the Board and *all staff* for continued dedication to the school and its future. It was not an easy year, yet after writing this report and reflecting on our achievements, it could only happen with a hardworking, committed team of amazing people. Thank you to the students for all their smiles, sense of fun and hard work and to the community for bringing their children to Samford Valley Steiner School.

Tracey Taylor

School Director

Our school respectfully acknowledges Traditional Custodians of the land on which our school lives, we also acknowledge a continuous connection to land and culture for all Aboriginal and Torres Strait Islander peoples and pay our respects to Elders past, present and emerging.



Rudolf Steiner Education Group Brisbane Inc.



RSEGB President Report

For the year ended 31st December 2021

The Board's mission is to provide the welcoming environment and stable framework (encompassing the Board's four pillars) that encourages the maximum number of children to enjoy an education underpinned by the principles of Anthroposophy as given by Rudolf Steiner, whereby, our highest endeavour is to develop free human beings who are able of themselves to impart purpose and direction to their lives.

The four pillars upon which we focus our attention are:

- Financial
- Performance
- Compliance
- Stakeholder Management.

2021 – A Review

2021 was a difficult year for the Board and the school community. Dr John Gerrard, Chief Health Officer, provided a Public Health Direction (the *COVID-19 Vaccination Requirements for Workers in a High-Risk Setting Direction*) to assist in containing, or to respond to, the spread of COVID-19 within the community. It mandated that a worker must not enter and remain in, work in, or provide services in a high-risk setting (i.e. school) unless the worker is fully vaccinated and showed evidence of being fully vaccinated unless specified exemptions applied. This Direction was an unwelcomed and polarising event for many schools.

In order to understand the full implications of the Direction, the Board sought legal advice from three avenues. All three provided the same advice - the need for compliance with the Direction if the school wished to continue providing education services to children (see attached as an example). The Board discussed the advice received, along with other relevant information available to us, before making a decision. With heavy heart the Board instructed the School Director, Tracey Taylor, to carry out the actions required to ensure full compliance for our school.

Tracey is an exceptional School Director. She has a deep practical understanding of anthroposophy having taught two cycles of Class 1-7, was Chief Executive Officer (CEO) of Steiner Education Australia for 7 years, is extremely competent in managing and guiding our school through the complex legislative requirements, and is genuine and honest in her dealings with the Board, staff and children. Having to carry out the actions necessary to ensure the compliant operation of the school has been a very challenging process for Tracey, and the Board cannot thank her enough for the work that she has done under very difficult circumstances.

While Covid-19 required the bulk of the Board's attention in 2021, several notable achievements also occurred:

1. **Financial:** Continued financial sustainability (refer to the Treasurer's Report for details).
2. **Performance:**
 - 2021 saw the completion and opening ceremony of our beautiful six class room Primary School building. This double storey building will provide all the extra classrooms required to support double streaming of the Primary School, while minimising footprint and therefore maximising the area of green space available to our children.
 - The College and Board worked together over a weekend in August on the school's Master Plan. The focus of our attention was to understand the human resources and built infrastructure required for a fully double streamed school and to use that information to guide the development of the Master Plan.
 - The demographic study to better understand the socio-economic profile and enrolment opportunities in the school's core and surrounding catchment areas was also completed in 2021. The findings of this report are being used to guide our planning and decision-making in order to enable the school to reach its full capacity.
3. **Compliance:**
 - The approval of the six class room PS building was conditional upon the school upgrading the road intersection on Wrights Mountain Road – Narrawa Drive. After a successful funding application, tendering for the work was completed in late 2021 and the road works will be undertaken Term 1, 2022.
 - The approval of the six class room PS building was also conditional upon the school increasing the number of car parking spaces at the Early Childhood / Primary School end of the school. Planning and design for this work occurred in 2021, the funding application will be lodged via

the February 2022 Block Grants Authority (BGA) application process, and works are planned to commence in late 2022 after the BGA funding decision is known in September 2022.

- The school's Master Plan progressed significantly in 2021, and as per the BGA funding requirements, was submitted to the BGA in February 2022. All future applications for BGA funding are to be in accordance with the submitted Master Plan.
- 4. **Stakeholder Management:** The final draft of the SVSS Enterprise Bargaining Agreement (EBA) has been agreed by both parties (employer and employee representatives on the Single Bargaining Unit). It is now being finalised ahead of it being provided to all staff for consideration and voting. If accepted it will take effect on 1 July 2022.

2022 – The Year Ahead

The Board's focus, as always, is on good governance in providing a strong Steiner education to our students and consolidating our position as a model of Steiner education in Australia.

Key focus areas for the Board in 2022 are:

- **Living with Covid:** the challenges of operating a school under the Public Health Direction have not decreased. The Board and School Director will continue to address the legal challenges and community angst in order for the school to remain open and providing this wonderful Steiner education to children.
- **Finalising the EBA:** we are keen to finalise this agreement to provide clear and transparent terms and conditions of employment for our existing and future staff.
- **Traffic flow and car parking:** the Board remains mindful that double streaming has introduced both benefits and challenges and we continue to investigate opportunities to maximise the benefits and avoid or reduce adverse impacts. Traffic flow and car parking is certainly a challenge during pick up / drop off periods and to this end we are seeking funding and Council approval for:
 - A widening of the entrance to the high school car park to improve access if cars are backed up from the stop-drop-go area
 - A new stop-drop-go area in the road reserve between the primary school and high school car park entrances. This area would also remove the requirement for the bus to enter the primary school car park
 - An upgrade to the primary school car park to improve safety and add 32 spaces.

Acknowledgements

As always, I would like to take this opportunity to reinforce the Board's gratitude to our school community. We wouldn't have the school we do without the community that surrounds it. A big thank you to:

- Our staff – committed, energetic, loyal and professional.
- College members – deeply committed to Anthroposophy and its practice in our School, and for taking on responsibilities additional to their normal workload.
- Volunteers – thank you all for your ongoing commitment of time and energy. Our cultural and community life is a mirror of your involvement.

Board Membership

Every member of the Board is a volunteer who devotes countless hours to promoting efficient governance for the school - my sincere thanks to you all. These roles require ongoing commitment and work at a professional and strategic level, taking on a workload as well as legal and financial responsibilities which are quite significant.

One Non-Executive Member left the Board in 2021 – Kelly Lush. An increasingly busy life meant that Kelly could not meet the necessary time required as a Board member. This was a shame for the Board as we knew that she would bring great value to our discussions.

The following table provides a summary of the intentions of current Board members for the March 2022 AGM.

Role	Board Member	2 Year term expiry	Intentions at March 2021 AGM
President	Michael Ryan	2023 AGM	No need to re-nominate until 2023 AGM
Treasurer	Christiane Plaetzer	2023 AGM	No need to re-nominate until 2023 AGM
Secretary / Anthroposophical Representative	Mercedes Logan	2023 AGM	No need to re-nominate until 2023 AGM
Non-executive	Rob Hewitt	2023 AGM	No need to re-nominate until 2023 AGM
Non-executive	Ben Hitchings	2023 AGM	No need to re-nominate until 2023 AGM
Non-executive	Matt Hanson	2023 AGM	No need to re-nominate until 2023 AGM
Non-executive	Matthew Richardson	2022 AGM	Re-nominating for position
Anthroposophical Representative (Non- Executive)	Carla Deiana (newly proposed by College)	2022 AGM	Nominated by College as Anthroposophical Representative to replace Mercedes (who will stay on as the elected Secretary)

We have received several nominations for new Board members, and these will be voted upon at the AGM.

I look forward to seeing you at the AGM.

Michael Ryan
President RSEGB

Samford Valley Steiner School Annual Report 2022

(Based on 2021 data)

Contextual Information¹

School Sector: *

Independent

Year Levels Offered:

P-12

Co-educational or Single Sex: *

Co educational

Characteristics of the Student Body:

The student body was made up of 233 girls and 177 boys

Of the student body 1.46% were indigenous. There were a range of nationalities: Chinese, Dari, Dutch, Fijian, French, German, Hebrew, Hungarian, Italian, Japanese, Mandarin, Persian, Portuguese, Russian, Serbian, Spanish, Tamil, Vietnamese.

Total Enrolments:

Total enrolments at year end were 410 students

Workforce Information

Staff Composition, Including Indigenous Staff:

25 Full Time Staff and 51 Part Time Staff

12 Male Staff and 64 Female Staff

44 Teaching staff and 32 Non Teaching staff

There was 1 Indigenous staff member employed in 2021

¹ Australian Education Regulation 2013 s60 (1)(a)

Qualifications of all Teachers:

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	2 %
Masters	11 %
Bachelor	82 %
Diploma	2 %
Certificate	2 %

Funding Information

School Income Broken Down by Funding Source *²

2021 School Revenue

	\$
Commonwealth Recurrent Grants	3,454,470
State Recurrent Grants	815,295
Queensland State Govt ISQ Grants	159,742
Queensland State Govt Textbook Grant	22,183
Tuition Fees	3,572,573
Outside School Hour Care Fees	196,328
Conference Revenue	13,597
Sale of Goods	32,226
Sundry	21,663
Donations	5,692
	8,293,769

Social Climate

Parent, Teacher and Student Satisfaction with the School *³

An annual parent survey was undertaken in 2021 and the reports and an Executive Summary shared with the Board. There were 112 respondents out of approximately 350 families, representing 32 %, an increase of 8% to the respondents of the 2020 survey.

Out of the 112 respondents, 40 parents (35%) had children in Kindergarten, 62 in the Primary School (55%) and 31 in the High School (27%).

Time at the school: 27% were new families, 36% have been here for 1-4 years, 24% have been here 5-10 years and 11% have been here for 10+ years therefore these results can be seen to reflect a good cross section of parent views across the school.

² Australian Education Regulation 2013 s60 (1)(g)

³ Australian Education Regulation 2013 s60 (1)(f)

The survey covered areas such as Curriculum, Curriculum Delivery, Student Conduct and Pastoral Care, Learning Enrichment, Community Interactions and Relationships, Communications, Leadership, Buildings, Grounds and Facilities, Parent Education Opportunities at SVSS, PAFA, and School Culture. Overall the results were positive and those areas to be worked on were discussed with the Board, the College of Teachers and the Senior Leadership Team and feed into our School Improvement Plan.

Overall the parent survey was very positive with the majority of respondents stating that they feel welcome at the school, know the school's expectations as a parent and community member, feel their child is in a nurturing and supportive environment, feel that administrative staff take care of their needs in a timely manner, that teachers and guardians are open, warm and accessible and are overall happy with their family's experience. 89% stated they feel happy to recommend the school to others, with almost 4% disagreeing and 7% unsure.

The school received a Leading School Culture Grant from Independent Schools Queensland and part of that project was to survey staff and students and define relevant areas for attention to improve school culture. The results were examined by the Leading School Culture Team and action resulted from this. Student survey results were also shared with the Student Representative Council. One action following the survey was to subscribe to TES Staff Pulse in 2022 and we now get fortnightly feedback from all staff in all areas of the school and can form action plans from this.

The Student Representative Council now meet with the Senior Leadership Team once per term for more student input and student voice.

A Community Forum was held on two occasions, the first being on Parent Engagement and the second being input from the community into our draft Master Plan. Students were also invited to give input into the Master Plan.

Satisfaction Data:

The School had a teacher retention rate of 94% from 2020 to 2021 teachers

Student Outcomes

Average student attendance rate (%) for the whole school: *4

Total number of students	Number of possible attendance days	Total number of days absent	Total attendance days
410	75850	6285	69565
The average student attendance rate for the whole school in 2021 was 92%			

⁴ Australian Education Regulation 2013 s60 (1)(d)(i)

Average student attendance rate for each year level: *⁵

Year levels	Average attendance rate for each year level as a percentage in 2021
Prep	88%
Year 1 Group	91%
Year 2 Group	91%
Year 3 Group	94%
Year 4 Group	91%
Year 5 Group	93%
Year 6 Group	94%
Year 7 Group	93%
Year 8 Group	88%
Year 9 Group	95%
Year 10 Group	87%
Year 11 Group	92%
Year 12 Group	93%

⁵ Australian Education Regulation 2013 s60 (1)(d)(i)

A description of how non-attendance is managed by the school: *⁶

SVSS expects **consistent and punctual student attendance during school hours at all school run lessons and compulsory curricular and extra-curricular activities.**

When a student is absent notification must be made by parents to school administration prior to or prior to 8.30am on the morning of the absence, detailing the reason for the student's lateness/absence.

Where notification is not received SVSS will send out SMS notification to parents of students marked as absent and a same day response is required from parents to explain the absence.

Parents must seek approval from the School Director for any extended absences from school.

A medical certificate is required in the following circumstances:

- If the student is absent for more than 3 consecutive days
- For all medical absences once the child has been absent for more than 10 non-consecutive days in a school year
- If the student is absent from a camp, a camp exemption form must be approved by the Faculty Director

NAPLAN results for Years 3, 5 and 7 and 9 in 2021 *⁷

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

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for

⁶ Australian Education Regulation 2013 s60 (1)(d)(ii)

⁷ Australian Education Regulation 2013 s60 (1)(e)

these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Year 12 Outcomes: *⁸

*Schools that provide secondary education are required to report senior secondary outcomes including percentage of year 12 students undertaking vocational training or training in a trade and the percentage of year 12 students attaining a year 12 certificate or equivalent vocational education and training qualification *⁹*

Schools may choose how to do this. The table below provides one example of how you could meet the requirements.

Outcomes for our Year 12 cohort 2021	
Number of students awarded a Senior Education Profile	18
Number of students awarded one or more Vocational Education and Training (VET) qualifications	10
Number of students who completed Level 3 NZCSE with University Entrance requirements and received a Selection Rank	15
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: NZCSE, VET qualification	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Post-school Destination Information from the current Next Steps survey as follows:

The Next Step post-school destination surveys identify the study, work or other point-in-time destinations of school leavers after completing or leaving all government, Catholic or independent schools in Queensland.

Information on the state survey can be found on the following link

<https://qed.qld.gov.au/publications/reports/statistics/schooling/learning-outcomes/next-step/year-12-completers>

SVSS conducted its own survey of 2021 Year 12 cohort the results are shown below.

School Response Rate
to the Survey

Number of Year 12 students in 2021 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
18	13	72%

⁸ Australian Education Regulation 2013 s60 (1)(h)(i)

⁹ Australian Education Regulation 2013 s60 (1)(h)(ii)

Summary of findings in
relation to main
destinations of students

School Year 2021	Number of Students in each category	Percentage of Students in each category
University (degree)	5	28%
VET total (Cert IV+ III, I- II, apprenticeship, traineeship)	2	11%
Working full-time	2	11%
Not studying or in the labour force	3	17%
Seeking work	1	6%
No Response	5	28%
Total Year 12 students	18	100%