

Annual Report

2022



Samford Valley Steiner Annual Report 2023 (Based on 2022 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 Pippis 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 2022 the Board and College worked together to begin to strategic plan for the successful transition for double streaming for the High School.

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 2022, 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 2022 the school continued its *ongoing* double streaming program with two class ones, two class twos, two class threes, two class fours, two class fives and then single classes in class six and seven. 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.

The Faculty 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.

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 they are 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

With the borders opening for travel in 2022 the High School students were able to participate in our exchange program again. Students were able to travel to various Steiner Schools, whilst in return we hosted exchange students at our school.

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 continued to function as a multipurposed space. It is widely utilised with students from the primary classes benefiting from specialised movement programs, reset and withdrawal as necessary in small group.

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 2022, 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 performed to the community on the last day of our term. Even with a smaller audience, it was still exciting to have our community back at our festivals.

The Winter Festival

The Winter Festival was held over three night for the first time in the school's history. Students in the Kindergarten completed their spiral and lantern walk by Tuesday night, the early years of the Primary School, had a shared story and lantern walk on the Wednesday night and Classes 4 to 12 celebrated on the Thursday night. There was a light, that was lit by Class 7 on Tuesday with the

winter sun that was carried through the three nights to connect the three nights of winter celebration.

Ascension

The Class 7s travelled south to camp overnight in order to climb a mountain in the early hours of the day. With only some headtorches, they watched the sun rise after ascending the mountain in the dark, marking the date of Ascension.

Whitsun Festival

The High School transformed the Whitsun Festival in 2022 to make a more meaningful festival to the students in the school. The High School students were able to delve deeper into the meaning of Whitsun in guardian classes before the festival.

Spring Festival

Our Spring Festivals brought back even more community to celebrate the turning of the seasons once more. The Kindergarten children could dance and sing, and the Primary and High School students danced the maypole and competed in the rainbow relay. Leading up to the festival, it is always hard to imagine the heat of the day, but our Spring Festival sunshine always is at its best.

End of year Primary and High School

The school gathered in the school on two consecutive days to celebrate and acknowledge the Graduation of the Grade 12s and the transition of 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 Steiner School, 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 instil 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 2022 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.

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 2022, all Primary School Classes and Classes 8, 10 and 12 produced exceptional dramatic productions and performed to eager audiences.

OUTDOOR EDUCATION PROGRAM 2022

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 2022, our Outdoor Education program slowly returned to pre-Covid conditions, with some adjustments including programs being run closer to Brisbane.

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.

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. The qualifications we offered in 2022 were Certificate II in Outdoor Recreation and Certificate III in Outdoor Leadership.

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.

SCHOOL DIRECTORS REPORT TO AGM

Samford Valley Steiner School
School Director Report
Year ending 31 December 2022
Theme for the year – Diversity, Equity and Inclusion

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

2022 was the year of flexibility and change. We saw new teachers beginning with classes, a change in leadership and changes in the community. There were floods and school closures, yet at the end of the year we finished strong with community events, building back community.

STUDENTS

After beginning the year later than expected, students were eager to return to school. High School students started the year with online learning and the rest of the students with a delayed start. Yet, there were to be more interruptions to the student's learning. In February came the floods so teachers had to creatively work to ensure the students still received the full curriculum. We were lucky to have limited damage to our school.

Unexpectedly, we did start the year off with some changes in staff. This in turn led to a decrease in enrolment numbers. We were lucky enough to have support from founding and long-standing teachers such as Chris Jack, Anne Anderson, Timothy Dunn and Jenny Aguis, who returned to teach across the school and provide stability. New teachers started and most quickly became a part of the school community.

The Kindergarten had full classes and implemented many new initiatives such as a reimagining of the gardening program. In the Primary School, double streaming reached all the way up to Class 5. With the doubling of the students in each grade brought new problems to solve, yet also new joys to our school.

The Senior Representative Council (SRC) continued to grow in strength over the year, visiting the Senior Leadership Team once a term and providing valuable feedback from the students. The feedback has fed into changes such as the way teachers communicate about upcoming events with Senior students and initiatives such as whole school events run by SRC.

There was difficulty filling the First Nations Partnership, Cultural Advisor role until term 4. Teachers continued to embed First Nation Perspectives into their teaching, build awareness and respect for those who came before on our land. In the last term, the new Cultural Advisor began to build partnerships back again with First Nations peoples and we had guests who brought authentic First Nation perspectives to our staff and students. With continuity in this position in 2023, this will continue to develop.

To further embed and strengthen the Arts in our school, an Arts curriculum review began. Along with this, there was a successful Technology Curriculum review completed this year and a Learning Enrichment review that begun and rolled over into 2023.

Our graduating Class 12 brought many gifts to the school last year, including their inspirational Senior Project Presentations and their final Class 12 production.

In terms of academic results:

- 100% CSE students awarded Certificate of Steiner Education Level 3 with University Entrance
- 32% CSE students achieved our top selection rank
- 38% students achieved VET Certificates - Certificate III or II
- 100% University success for students who applied to university

Some University enrolments include:

- Bachelor of Law/Bachelor of Arts – Australian Catholic University (ACU)
- Bachelor of Film, Screen and New Media – Queensland University of Technology (QUT)
- Bachelor of Business – QUT
- Bachelor of Popular Music – Queensland Conservatorium, Griffith University

STAFF

With the theme of Diversity, Equity and Inclusion, it was intended to begin the year with professional development around this topic from Lisa Divine, a well-respected Anthroposophist. However, the beginning of the year had other ideas. Firstly, with the delayed start to the year and then the floods, this professional development for staff was delayed until later in the year. Our other school based professional development included a three day conference with guest presenting around our theme of Diversity, Equity and Inclusion. To ensure that all teachers have opportunity to broaden and strengthen their understanding of the pedagogy and underlying philosophical ethos of the school, teachers were also involved in a Teacher Appraisal process which identified individualised professional learning and encouraged peer observation to develop their practice. This year, we also had a Teacher Mentor in the Primary School.

It was intended that we were to host the 2022 Steiner Education Australia's teacher conference. However, this had to be moved online due to lockdowns.

Eurythmy continued to be supported so in the future classes at SVSS it could be a central curriculum offering. This was done through continuing support of Pacifica, having students of Pacifica work with classes to develop their practice and luckily having the support of Jan Baker-Finch to work with Class 7 and 12 to hold

the central piece at the Winter Festival, the fire eurythmy. In the budget, the Eurythmy teacher position was included so we could have a teacher in 2023, as the first class of Pacifica graduated at the end of 2022. There were several initiatives with Independent Schools Queensland, QUT and Griffith University this year. The first was with professors from QUT who implemented a program Leading for Equity and Inclusion. Twenty 'Inclusion Champions' (both teachers and teacher aides) were given professional development and workshops in term 2 which supported these teachers and teacher aides with inclusive practice. The successes in this program were also shared with Steiner schools across Australia.

We were also again involved in the EPIC project. Supported by professors from Griffith University and Independent Schools Queensland, teachers implemented new practices to increase parent engagement. With many successes, teachers from our school shared their learnings with all independent schools in a report, articles and a video clip published by Independent School Queensland.

STRATEGY AND DIRECTION

Although there were changes in staff and leadership over the year, the many strategic and visioning projects continued with great collaboration. 2022 was to be the end of our current School Improvement Plan. Early in the year, work began reviewing our current plan to see how we were tracking and what would come next. Through collaboration, the teachers and Senior Leadership Team ideas were collated to develop the new School Improvement Plan ready to implement in 2023 to 2025.

As double streaming would begin in the High School in 2025, the Board and College of Teacher's retreat this year centred around what was needed to have successful double streaming in the High School. Teachers from the High School also collaborated so a Change Management Plan could be created to be more successful when we begin double streaming in 2025.

This year was also time for our school to undergo our five-year cyclical review for the Non-State School's Accreditation Board. This review is a part of the accreditation process to ensure schools are operating appropriately. It delves into the curriculum, financials, site, governance practices, policies assessment and reporting to ensure schools are operating with the legislation and providing quality education to their students. Our external reviewer from Independent Schools Queensland gave us glowing reviews and although the final report is yet to be approved by NSSAB, we have been able to show that we are operating effectively. The school was also given a grant by Independent Schools Queensland to be involved in a research project. The two-year project will continue into 2023 as we research what practices we can use to assist teachers become a part of our community (induction) and have the support to provide quality Steiner Education to their students.

COMMUNITY

At the Parents and Friends Association (PAFA) AGM, a new group of parents reformed PAFA. It with much gratitude, the school thanked the past PAFA members who held their positions through the last trying years. With great enthusiasm, PAFA was able to support festivals, the returning Bush Dance and much more. There were many other events that were brought to rebuild community throughout the year. Cuppa time was held termly, two community forums, the Parents Outdoor Program (POP) had many events, parent information sessions were able to come back to in person yet the new possibilities of online attendance assisted in helping more parents attend. With festivals, we were able to invite parents again. We also wanted to invite parents to participate in the festivals a little more with such inclusions as the contributing to the biodynamic prep for the Spring Festival.

We have continued to foster relationships with Steiner schools in Queensland and Australia. Events such as inter-school sports days, camps with other Steiner High Schools and the Greek Olympics gave opportunities to students to interact and get to know other students from Steiner schools. We were involved in many online workshops both with staff presenting and attending with member schools of Steiner Education Australia. Many teachers and leadership teams came from other Steiner schools to observe and collaborate.

ENVIRONMENT

The Master Planning process was completed with a clear direction for the school over the next ten years. This has been published and available to view on our website. The process of developing the Master Plan had input

from all members of our school community. It has given a clear direction for future projects in which the first stages are underway.

With the completion of the new six classroom building, this year all 13 Primary School Classes (Classes 1 to 5 doubled streams, 6, 7 and Boombana) had their place. The classrooms for the 15 Primary School classes are ready for when double streaming reaches Class 7 in 2024.

This year, there has also been a stability in our site team, with our new Facilities Manager and maintenance and grounds team. They were busy, especially each holiday period, with much needed maintenance and updates across the 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.



Rudolf Steiner Education Group Brisbane Inc.



RSEGB President Report

For the year ended 31st December 2022

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 the Board focuses our attention are:

1. Financial
2. Performance
3. Compliance
4. Stakeholder Management.

2022 – A Review

Like many others, 2022 was a year of change, of highs and of lows. The following summarises the notable achievements and events for each of the Board's four pillars:

1. Financial:

The School maintains a 10 year financial model. In July 2018, when the decision to fully double-stream the School was made, the model showed that 2021 to 2024 would be the most challenging years. We are now within that period and prudent financial management remains a priority (refer to the Treasurer's Report for details).

2. Performance

Our wonderful School Director, Tracey Taylor, gave notice on 11 April and left the School on 17 June as she accepted an amazing opportunity as the Director of Education Policy in Canberra. We were very fortunate to have Tracey at the School, are truly grateful for all she provided, and are happy and proud of her progression into this important role. Starting in April the Board embarked on an international search for a suitable replacement but was not surprised that the best candidate was already amongst us. Carly Sheard, our Primary School Director, was appointed to the position on 20 June 2022. Carly is already excelling in the role and provides the Board with absolute confidence that the future of the School is in great hands. Carly's anthroposophical knowledge and strategic views are also being recognised beyond our School as evidenced by her selection as the Australian representative on the International Forum for Waldorf Education.

In October we were reminded of the extraordinary children that attend our School as we were captivated by the Class 12 Senior Research Project presentations and the Class 8 project presentations. Our future is truly bright with these remarkable students advancing social and cultural renewal.

Whilst the Board's only employee is the School Director, our governance role extends to ensuring that the organisational structure of the School is able to effectively deliver the School's Vision, the College's Mission and the Board's Mission. To this end, the Board has been working closely with Carly on drafting a revised organisational structure that we hope to finish in 2023 and that will meet the growing needs of a fully double-streamed school.

3. Compliance

The implications of life with Covid-19 continued to be felt throughout 2022. We welcomed the lifting of the Public Health Direction and mandated vaccinations for school staff and volunteers on 31 October 2022.

Decisions on mandatory vaccinations for education facilities now reside with the owner/operator of the facility, and we welcome to the School all those interested in supporting our vision and values.

Every five years the Queensland Non-State Schools Accreditation Board (NSSAB) assesses whether each non-state school in Queensland has met the legal obligations required for accreditation. In March 2022 our School submitted to NSSAB a plan outlining how we proposed to demonstrate compliance. The plan was endorsed by NSSAB and the School collected the required information throughout 2022. The final report was submitted to NSSAB for review in February 2023.

The Board embarked on an update of the 2013 RSEGB Constitution this year and presents the revised version to Association members for voting upon at the AGM. The revised version aims to modernise the document, formalise the position of Anthroposophical Representative as an Office Bearer of the Board (along with the President and Treasurer) and enable the AGM to be held anytime within the first half of the year (which will allow extra time to finalise the financial audit of the preceding year's accounts). To assist Association members in understanding the amendments made, a 'clean' copy, a 'tracked changes' copy and an Explanatory Statement have been provided in the AGM Information Pack.

In accordance with our new Master Plan, and with the double-stream Primary School building completed in 2021, the infrastructure development priorities moved towards:

- - **improving traffic flows and carparking**: this will be achieved by widening the entrance to the HS carpark, relocating the bus out of the PS carpark and into the HS carpark, extending the stop-drop- go area of the HS carpark, and upgrading the PS carpark to improve safety and provide an additional parking spaces.
- - **replacing the wastewater treatment plant**: the existing plant is almost at capacity and will be replaced with a new wastewater treatment plant with sufficient capacity to accommodate a fully double-streamed school.
- - **constructing a new multi-purpose building**: this new building will provide centralised administration offices and additional HS teaching rooms to support double-streaming as it enters the high school in 2025.
- - Block Grants Authority (BGA) applications were submitted in March 2022 for the PS Carpark and the multi-purpose building and in October 2022 we were notified that ~40% of the costs for these capital works will be funded by the Government under the BGA scheme. This is a significant amount of funding and a welcomed result.

4. Stakeholder Management

The staff of SVSS voted in favour of the Enterprise Bargaining Agreement (EBA) and as such the EBA took effect on 1 July 2022. This agreement provides clear and transparent employment conditions for our staff. driving at these times.

Samford Valley Steiner School Annual Report

(Based on 2022 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 215 girls and 197 boys

Of the student body 1.7% 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 included in the State Census were 412 students

Workforce Information

Staff Composition, Including Indigenous Staff:

37 Full Time Staff and 49 Part Time Staff

13 Male Staff and 73 Female Staff

44 Teaching staff and 42 Non-teaching staff

There were no Indigenous staff members employed in 2022

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

2022 School Revenue

	\$
Commonwealth Recurrent Grants	3,880,235
State Recurrent Grants	818,539
Queensland State Govt ISQ Grants	222,068
Queensland State Govt Textbook Grant	21,442
Queensland State Govt Capital Grant	150,313
Tuition Fees	3,846,724
Outside School Hour Care Fees	199,846
Conference Revenue	100
Sale of Goods	27,946
Sundry	14,488
Donations	3,941
	<u>9,185,642</u>

Social Climate

Parent, Teacher and Student Satisfaction with the School *³

An annual parent survey was undertaken in 2022 and the reports and an Executive Summary shared with the Senior Leadership Team.

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 College of Teachers and the Senior Leadership Team and feed into our School Improvement Plan.

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

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

Overall the parent survey was very positive with some constructive feedback for improvements in the school. This feedback was also used by Faculty Directors to assist in providing strategic direction in the three faculties.

The Student Representative Council (SRC) now meet with the Senior Leadership Team once per term for more student input and student voice. Feedback from the SRC has led to new practices in the High School and input for policy and information sharing.

Satisfaction Data:

The School had a teacher retention rate of 88% from 2021 to 2022 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
470	86950	13057	73,893
The average student attendance rate for the whole school in 2022 was 88%			

Average student attendance rate for each year level: *5

Year levels	Average attendance rate for each year level as a percentage in 2022
Prep	85%
Year 1 Group	89%
Year 2 Group	89%
Year 3 Group	91%
Year 4 Group	88%
Year 5 Group	87%
Year 6 Group	86%
Year 7 Group	89%

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

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

Year 8 Group	90%
Year 9 Group	85%
Year 10 Group	88%
Year 11 Group	82%
Year 12 Group	86%

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 2022 *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:

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

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

- 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 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 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 2022	
Number of students awarded a Senior Education Profile	16
Number of students awarded one or more Vocational Education and Training (VET) qualifications	6
Number of students who completed Level 3 NZCSE with University Entrance requirements and received a Selection Rank	13
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: NZCSE, VET qualification	88%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Post-school Destination Information*¹⁰

At the time of publishing this School Annual Report, the results of the 2022 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school’s website in September after release of the information.

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

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

¹⁰ Australian Education Regulation 2013 s60 (1)(h)(ii)