



# Annual Report



# Samford Valley Steiner Annual Report 2025 (Based on 2024 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 Southeast 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 (e.g.: 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 2023 the Board and College worked together looking at the need of the students in our 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.



## 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 2024 the school continued its *ongoing* double streaming program completed right through to a double Class 7.

## 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

Our exchange program continued in 2024. Our students were able to travel to various Steiner Schools, whilst in return we hosted exchange students at our school.

## LEARNING ENRICHMENT

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 2024, 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 nights. Students in the Kindergarten completed their spiral and lantern walk in the second last week of term, the early years of the Primary School, had a shared story and lantern walk on the Wednesday night and Classes 5 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.

### **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.

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 teachers.

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 2024, all Primary School Classes and Classes 8, 10 and 12 produced exceptional dramatic productions.

## 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. 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 2024, we were successfully able to run over 34 programs throughout the year.



## 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.

## 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 Director Report  
Samford Valley Steiner School  
For the Year Ended 31 December 2024



In 2024, Samford Valley Steiner School continued its work as a leading independent Steiner school in Queensland, delivering a whole-child education within a growing and vibrant community. This year was shaped by operational excellence, significant enrolment demand, and purposeful investment in people, place, and pedagogy. Our focus remained clear: preparing for growth while nurturing the unique spirit of our school.

### **Strengthening Our School Community**

In 2024, enrolments remained strong with over 550 students across Kindergarten to Year 12. Demand for places continues to reflect the school's reputation for quality Steiner education, with growing waitlists particularly in Early Childhood and Primary. Our retention and engagement strategies will remain a key focus in 2025 as we prepare for continued High School growth.

What continues to set Samford Steiner apart is the strength and generosity of our parent and wider school community. From parents volunteering on camps, supporting our Early Childhood programs, and working as class carers, to those who help run events and maintain vital connections across year levels — our community contributes to the heart of this school in countless ways.

Throughout 2024, the theme of 'warmth' guided our work — from Early Childhood through to Year 12. We invested deeply in parent engagement, staff development, and community-building initiatives that fostered connection and belonging.

- We expanded parent education initiatives, including the introduction of an online Steiner Parent Education platform and the continuation of highly valued Kindergarten parent evenings.
- Our Early Childhood program thrived, with full enrolments and the introduction of additional support programs tailored to individual student needs.
- Grandparents Day and Working Bees reconnected families with school life and strengthened our shared commitment to our environment and learning spaces.

### **Delivering Educational Excellence**

Academic excellence remained a central focus throughout 2024, with strong outcomes achieved across a range of learning areas. Students engaged in rich, developmentally aligned programs that integrated intellectual, artistic, and practical learning.

In 2025, 100% of students who completed NZCSE Level 3 were awarded University Entrance, enabling direct access to university in Australia and internationally. While not all students undertake or complete the NZCSE, those who do consistently achieve strong results.

88% achieved an Independent Selection Rank (ISR) between 70 and 80, broadly equivalent to an ATAR in the top 30% of Queensland school leavers, with 25% achieving the highest available rank.

Alongside academic success, 25% completed VET qualifications, one student passed a university subject through UniSC HEADSTART, and others pursued apprenticeships or employment — including one returning to SVSS as a Teacher Aide.

These outcomes reflect the academic strength and broad real-world readiness fostered by the Steiner curriculum.

Student learning continued to flourish across the school, supported by highly skilled staff and a commitment to Steiner pedagogy integrated with contemporary educational practice.

- Outdoor Education remains a hallmark of the student experience, with over 30 programs delivered, building student resilience, leadership, and environmental awareness.
- Our Primary and High School students demonstrated exceptional creativity and academic achievement through performances, Class 8 and Class 12 Projects, and Senior Research Presentations.
- Learning Enrichment initiatives progressed, including the implementation of evidence-based literacy and numeracy intervention programs such as MultiLit.

2024 also marked a milestone in the evolution of our external identity and communications. We refreshed our brand positioning, clarified our core messaging, and commenced the redevelopment of our school website to better reflect the depth and distinctiveness of Steiner education at Samford.

### **Investing in People and Place**

Staff capability and wellbeing remained a key priority. Recruiting and retaining high-quality staff remains a sector-wide challenge. Samford Steiner has continued to strengthen its Employee Value Proposition, investing in staff wellbeing, professional learning, and a supportive workplace culture to ensure we attract and retain dedicated educators.

Professional development was offered across leadership, governance, pedagogy, mental health, and cultural capability.

- Workforce planning commenced to align staffing structures with projected growth, in preparation for double streaming through the High School by 2029.
- The school secured Kindy Uplift funding to enhance First Nations perspectives and curriculum content in our Early Childhood programs.
- Teacher Aide Appreciation Week was a highlight, reflecting our values of respect and community contribution.
- The Parents and Friends Association (PAFA) continued their valuable work, raising funds to support the school community and enhancing our shared spaces.

Significant progress was made in site management and capital works planning. We finalised the Stop Drop and Go area to improve traffic flow and safety, completed the upgrade of the wastewater treatment plant, and secured additional funding to revamp our Kindergarten kitchens. Preparation also progressed for the MADFLA building project scheduled for 2025-2026. The school remains committed to sustainable site development that honours our natural environment and supports future growth.

### **Financial Stewardship and Governance**

2024 saw continued financial stability, underpinned by strong enrolments and prudent financial management.



Key governance achievements included:

- Advancement of the Master Plan for site development
- Securing Block Grant Authority funding for future infrastructure projects
- Continued implementation of risk management frameworks and policy review

## **Looking Ahead**

As we look to 2025, our focus remains on:

- Completing workforce planning and role clarity across the organisation
- Commencing construction of the MADFLA building
- Embedding a focus on student retention through deeper parent engagement, parent education, and strengthening the student experience
- Executing a refreshed marketing strategy, including paid advertising, to bolster waitlists, enhance reputation, and build visibility in the wider community

The school will also continue the development of its new Strategic Direction in 2025, in alignment with the work already commenced by the Board and College.

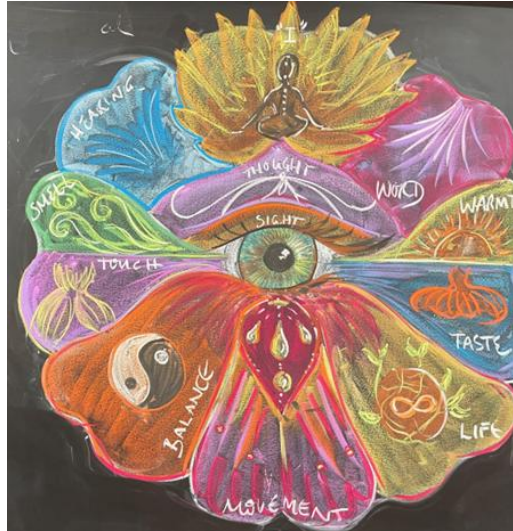
Together, we continue to build a school community that honours the whole child and prepares them to thrive in a complex and changing world. I thank our staff, families, Board, College, and community for their contribution and support throughout 2024.

Carly Sheard  
School Director



Samford Valley  
Steiner School

## President's Report to the Annual General Meeting



Rudolf Steiner Education Group Brisbane  
Samford Valley Steiner School  
For the Year Ended 31 December 2024

As President of the Samford Valley Steiner School Board, I am pleased to present this annual report to our community. This report reflects on a year of significant achievement, renewal, and continued commitment to our purpose as a leading independent Steiner school.

### Governance and Strategic Oversight

The Board's mission remains steadfast: to steward the long-term sustainability of the school and ensure that children can access an education grounded in the principles of Anthroposophy, as given by Rudolf Steiner. Our highest endeavour is to support the development of free human beings who can impart purpose and meaning to their lives.

In 2024, the Board provided strategic oversight across a number of critical areas:

- Governance renewal and leadership succession, including the appointment of four new Board members and a new College Chair.
- Ongoing stewardship of the Master Plan and preparation for future site development, including liaison with local council and Block Grant Authority funding processes.
- Strengthened financial oversight, with the school maintaining a strong financial position as outlined in the Treasurer's Report.

### High School Growth and Master Plan Implementation

Further detail on the delivery of these operational initiatives is outlined in the School Director's Report. At a governance level, the Board maintained oversight and strategic support across all key growth initiatives.

2024 marked a pivotal year of preparation for the expansion of our High School program. The Board worked closely with the Senior Leadership Team to support planning for the first double-streamed Class 8 cohort commencing in 2025 — a significant milestone in the school's growth trajectory.

Key areas of focus included curriculum development aligned with Steiner pedagogy, resourcing and staff planning to support a larger student cohort, and operational readiness for the new timetable and facility use requirements.

Master planning also advanced during the year, with detailed work on the upcoming building project that will house two new flexible learning areas, a covered outdoor learning area, and a central space for our front office, administration, and leadership team. The school also engaged with Moreton Bay Regional Council on development approvals and continued preparations for long-term site capacity expansion. This work ensures the school is well positioned to meet growing enrolment demand while preserving the integrity of our educational offering and natural environment.

### **Strategic Planning for the Future**

The Board worked alongside the College of Teachers and Senior Leadership Team to guide a strategic planning process that was inclusive, values-driven, and reflective of our community's aspirations. This process included consultation with over 165 parents, staff, and students, providing valuable insights into our collective priorities for the future.

In 2024, the Board supported whole-of-school workforce planning to ensure staffing structures align with enrolment trends and financial sustainability. Additionally, a refresh of the school's brand positioning and messaging was undertaken to strengthen visibility and engagement in 2025 and beyond.

This important strategic work will continue in 2025, culminating in the development of a new Strategic Plan to guide the school's next chapter of growth and evolution.

### **Community and Culture**

While the School Director's Report details the many ways our community contributes to daily school life, the Board wishes to acknowledge the broader cultural impact of this participation.

It is through this deeply embedded spirit of connection and shared responsibility that our school sustains its warmth, resilience, and identity. The Board remains deeply grateful for the trust, care, and commitment shown by our parent community, volunteers, and the Parents and Friends Association.

### **Acknowledgements**

On behalf of the Board, I would like to extend our deepest thanks to all of the staff of Samford Valley Steiner School — our teachers, teacher aides, grounds and maintenance staff, administration, and finance teams. It is their daily commitment, expertise, and care that ensures the children in our school thrive within a nurturing and inspiring environment.

Most importantly, we acknowledge our students — whose creativity, curiosity, and spirit of enquiry bring life to our school every day. Their growth, learning, and contribution are at the heart of everything we do.

I would also like to thank Carly Sheard, our School Director, for her leadership and dedication throughout 2024. I also acknowledge my fellow Board members for their time, expertise, and commitment to governance in service of the school community.

Finally, I recognise the contribution of outgoing Board member Michael Ryan for his long-standing service and guidance.

We look forward to continuing to guide the school with care, integrity, and purpose as we enter the next exciting chapter of growth and development.

Cherrie Wilson

President

# Samford Valley Steiner School Annual Report

(Based on 2024 data)

## Contextual Information<sup>1</sup>

School Sector: \*

Independent

Year Levels Offered:

K-12

Co-educational or Single Sex: \*

Co educational

Characteristics of the Student Body:

Of the student body 15 students identified as First Nations. 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 483 students

## Workforce Information

Staff Composition, Including Indigenous Staff:

80 Full Time Staff and 31 Part Time Staff  
60Teaching staff and 50Non-teaching staff  
There were two First Nation staff members employed in 2024

<sup>1</sup> Australian Education Regulation 2013 s60 (1)(a)

## Qualifications of Teachers and Standards:

Qualification	Standards
The qualifications of teachers include Doctorates Masters, Bachelor, Diploma and/or Certificate. There was also a teachers QCT Permission to Teach	All teachers uphold the standards of the Queensland College of Teachers to maintain their registration, including actively engaging in professional learning and the three domains of teaching (professional knowledge, professional practice and professional engagement) and seven standards within these domains.

## Funding Information

### School Income Broken Down by Funding Source <sup>\*2</sup>

#### 2024 School Revenue

\$

Commonwealth Recurrent Grants	5,522,759
State Recurrent Grants	1,060,891
Queensland State Govt ISQ Grants	563,560
Queensland State Govt Textbook Grant	28,811
Queensland State Govt Capital Grant	435,932
Tuition Fees	4,849,712
Outside School Hour Care Fees	337,629
Conference Revenue	0
Sale of Goods	29,268
Sundry	29,983
Donations	29,658

**12,888,203**

## Social Climate

### Parent, Teacher and Student Satisfaction with the School <sup>\*3</sup>

An annual parent survey was undertaken in 2024 and the reports and an Executive Summary shared with the Senior Leadership Team and the Board

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 Strategic Direction planning for 2025.

Overall, the parent survey was very positive with some constructive feedback for improvements in the school. Some clear areas for improvement was clear pathways for learning support referrals, building the profile of Parents and Friends Association (PAFA) as well as developing the complaints process for improved handling of grievances and complaints.

To ensure adequate professional development, all teachers, leadership and general staff are given many opportunities to participate in individualised school paid professional development. The school also has a school run professional development program that is developed in collaboration with the College of Teachers. There was just over \$60,000 allocated to professional development in 2024.

<sup>2</sup> Australian Education Regulation 2013 s60 (1)(g)

<sup>3</sup> Australian Education Regulation 2013 s60 (1)(f)



Satisfaction Data:

The School had a teacher retention rate of 93% in 2024.

## Student Outcomes

Average student attendance rate (%) for the whole school: <sup>\*4</sup>

Total number of students	Number of possible attendance days	Total number of days absent	Total attendance days
521	98,469	15,232	83,237
The average student attendance rate for the whole school in 2024 was 84.53%			

Average student attendance rate for each year level: <sup>\*5</sup>

Year levels	Average attendance rate for each year level as a percentage in 2024
Prep	83.54
Year 1 Group	91.07
Year 2 Group	89.43
Year 3 Group	89.93
Year 4 Group	88.44
Year 5 Group	89.41
Year 6 Group	89.49
Year 7 Group	87.87
Year 8 Group	89.42
Year 9 Group	88.23
Year 10 Group	89.05
Year 11 Group	91.26
Year 12 Group	88.27

<sup>4</sup> Australian Education Regulation 2013 s60 (1)(d)(i)

<sup>5</sup> Australian Education Regulation 2013 s60 (1)(d)(i)

## A description of how non-attendance is managed by the school: <sup>\*6</sup>

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 2024 <sup>\*7</sup>

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 these reasons,

<sup>6</sup> Australian Education Regulation 2013 s60 (1)(d)(ii)

<sup>7</sup> Australian Education Regulation 2013 s60 (1)(e)

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

## Year 12 Outcomes: <sup>\*8</sup>

*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 <sup>\*9</sup>*

*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 2024	
Number of students awarded a Senior Education Profile	12
Number of students awarded one or more Vocational Education and Training (VET) qualifications	2
Number of students who completed Level 3 NZCSE with University Entrance requirements and received a Selection Rank	8
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: NZCSE, VET qualification	83%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

## Post-school Destination Information<sup>\*10</sup>

- Bachelor of Bachelor of Marine and Antarctic Science - University of Tasmania
- Bachelor of Arts - University of Queensland
- Bachelor of Creative Arts (Drama) - University of Technology
- Bachelor of Exercise and Sport Sciences (Honours) - deferred - University of Queensland
- Apprenticeship
- University of Sunshine Coast – Tertiary Preparation Pathway
- Torren University

<sup>8</sup> Australian Education Regulation 2013 s60 (1)(h)(i)

<sup>9</sup> Australian Education Regulation 2013 s60 (1)(h)(ii)

<sup>10</sup> Australian Education Regulation 2013 s60 (1)(h)(ii)