



**Rudolf Steiner
Education Group
Brisbane (RSEGB)**

STRATEGIC PLAN 2017-2026

Revision Date	Version	Author	Description of Change/Revision
13/9/2016	1.0	Michael Ryan	Initial draft of new 2017-2026 Strategic Plan
21/9/2016	2.0	Michael Ryan	Amended Draft for BM and CoT feedback
9/2/2017	2.1	Joan Weir	Amended draft following CoT feedback
4/3/2017	2.2	Karen Dunshea	Incorporation of Board approved changes, COT feedback and Director input on timelines – final approved copy



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Glossary of Terms

ASBA/Somerset Education financial survey	A survey the SVSS participates in to assist in comparing financial performance with other schools and setting benchmarks for financial health.
K-12	Summary of kindergarten, pre-prep, primary school and high school groups.
RSEGB	Rudolf Steiner Education Group Brisbane, the incorporated association that established the Samford Valley Steiner School.
SVSS	Samford Valley Steiner School.



1. Background

1.1. The RSEGB Purpose

The purpose of the RSEGB is to provide the opportunity of a Steiner/Waldorf inspired education to children in Brisbane/SEQ. To advance this purpose, the RSEGB supports the Samford Valley Steiner School (SVSS) in providing a p-12 Steiner education curriculum of recognised excellence in a financially sustainable and legally compliant manner. To maximise the number of children able to benefit from a Steiner inspired education, the RSEGB is also focused on building relationships with key stakeholders, both internal and external, and facilitating the provision of training and information on the Steiner philosophy within SEQ.

1.2. Vision and Mission Statements

The Board of the RSEGB and the College of Teachers (CoT) of SVSS has developed the following combined vision statement and independent mission statements.

Shared Vision: Advancing social and cultural renewal through sound anthroposophical application.

CoT Mission: That SVSS be a living and contemporary embodiment of the spiritual, cultural, educational impulse of anthroposophy that contributes towards societal 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 endeavor is to develop free human beings who are able of themselves to impart purpose and meaning to their lives.

The following diagram illustrates how the related but slightly different Missions combine to achieve the Shared Vision.





2. Introduction to the Strategic Plan

This Strategic Plan accomplishes three important tasks:

1. It clarifies the key objectives that the RSEGB Board and CoT wish to achieve for the SVSS over the next 10 years;
2. It identifies the criteria that will be used to assess performance against each objective (these have been termed the 'End State' criteria in the Board section and as 'Indicators of Achievement' in the CoT section); and
3. It provides a timeframe over which the objectives are expected to be achieved.

The RSEGB Board has accountabilities in four strategic areas or pillars, and has grouped the objectives into these:

- Financial;
- Performance;
- Compliance; and
- Stakeholder Management.

The CoT has accountabilities in 3 strategic areas, and has grouped the objectives into these:

- The Children – A living and contemporary curriculum imbued with an anthroposophical understanding of the human being;
- The Staff – Professional development, mentoring and succession planning for staff; and
- The Community and Environment – A healthy united and sustainable community.

The Strategic Plan maintains the focus of the RSEG B Board and CoT on agreed activities that will assist in achieving the respective Missions and Shared Vision.



3. The Board Pillars

3.1 Financial

Financial accountability cannot be legally delegated by the Board and individual members can be prosecuted if they are found to be delinquent in the execution of their duties; ignorance is no defense under the law in this case. Good financial governance by the Board is also essential to the long-term sustainability of SVSS, and so all Board members need to ensure they have sufficient financial literacy to carry out this aspect of their duties.

Objective	End State	Quarterly Review				Target Date	Monitoring Frequency
		Mar	Jun	Sep	Dec		
Be financially responsible	<ul style="list-style-type: none"> SVSS is consistently positioned in the top quartile of (any) federal and state non-government school financial rankings, from year to year. 					Oct	Annually
	<ul style="list-style-type: none"> SVSS is consistently positioned in the top quartile of non-government schools participating in the annual ASBA/Somerset Education financial survey, from year to year. 					Oct	Annually
	<ul style="list-style-type: none"> Four key financial responsibilities of directors are achieved: <ul style="list-style-type: none"> Maintenance of proper financial records Appropriate financial reporting, audited when necessary and timely Financial position is monitored Insolvent trading is prevented. 					Every year	Monthly
Facilitate additional income sources	<ul style="list-style-type: none"> A gated approach is used to evaluate additional income generating ideas, ensuring that ideas meet set criteria before final presentation to the Board for approval. 					For each idea	As required
	<ul style="list-style-type: none"> Additional income sources are established progressively, commencing 2018, with the aim of School non-grant income achieving benchmarks of greater than the Board approved benchmark. 					Ongoing	Dec 2017 review



3.2 Performance

The Board is responsible for the quality of service and education provided by SVSS. Through good governance, the Board is to confirm that the SVSS has in place the processes and systems to ensure all role responsibilities are clearly defined, the incumbents of those roles are held accountable for the appropriate execution of those duties and the consequence for any failure to perform are understood.

Objective	End State	Quarterly Review				Target Date	Monitoring Frequency
		Mar	Jun	Sep	Dec		
Ensure that SVSS has the resources to provide an uncompromised Steiner education, as defined by the CoT, now and in the future	<ul style="list-style-type: none"> A documented Resource Plan at full capacity by the Director and Senior Leadership Team (SLT) with the resource requirements at current enrolment and predicted enrolment for the next 2 years (rolling), including second campus resourcing (keeping in mind resourcing at full capacity within the 10-year framework). 					Dec 2017	Annually
	<ul style="list-style-type: none"> A fully resourced School in line with the Resource Plan and enrolment figures at that time. 					Ongoing	Quarterly
	<ul style="list-style-type: none"> Annual review of the Resource Plan— including performance to it—by the Director to the Board. 					Dec 2018	Annually
Well-managed Steiner educational facility	<ul style="list-style-type: none"> Operational Plan is in place, defining outcomes, timelines and responsibilities. The Director is responsible for defining the metrics included in this plan and reporting on them to the Board. The Ops Plan is developed to support the approved School Improvement Plan (SIP) and is clearly linked to the School's Strategic Plan and the Board-approved Director KPIs. 					Jan/ Feb	Annually
	<ul style="list-style-type: none"> Formal Director Performance review conducted annually, through quarterly reviews. 					Every year	Annually



Objective	End State	Quarterly Review				Target Date	Monitoring Frequency
		Mar	Jun	Sep	Dec		
Annual Board performance review	<ul style="list-style-type: none"> The Board and its members are quantitatively assessed against Board-standard metrics as defined by: <ul style="list-style-type: none"> The Guiding Standards for Governing by Australian School Boards and set up in the RSEGB Survey Monkey site Review of monthly Board meetings 					Dec	Annually
	<ul style="list-style-type: none"> A plan is established to address gaps identified through the metrics for both the Board and individual members. 					Jan	Monthly
	<ul style="list-style-type: none"> The Board maintains a minimum basic understanding of the School's underlying education philosophy through scheduled Anthroposophical education as noted in the Board Annual Work Plan (BAWP). 					May, June, July, August	Annually
To provide a Steiner education to the maximum number of children by leveraging our strengths	<ul style="list-style-type: none"> Key SVSS strengths have been identified and strategies investigated for leveraging those strengths to maximise the student population and retain students. 					Dec 2017	Annually
	<ul style="list-style-type: none"> SVSS has established additional campus/es within 15 kms of the Brisbane CBD. 					Jul 2017 start	Monthly
	<ul style="list-style-type: none"> The Steiner Senior Curriculum is embedded at SVSS and is recognised by Government bodies and Universities as a robust and quality senior standard of schooling. 					2018 start	Monthly until embedded



3.3 Compliance

There are many areas of legal compliance associated with running an educational facility. The ultimate responsibility for ensuring the School is fully compliant in all areas rests with the Board. The Board must ensure the School has the policies and procedures required for compliance in place and they are being implemented effectively. It must therefore demonstrate that it has a mechanism for reviewing policies and compliance regularly and effectively. The requirements for legal compliance do change over time so the Board must be able to demonstrate that it was diligent in keeping all members abreast of changes to compliance requirements.

Objective	End State	Quarterly Review				Target Date	Monitoring Frequency
		Mar	Jun	Sep	Dec		
Fully developed operations and governance policies and policy review mechanism	<ul style="list-style-type: none"> Governance policies are reviewed, monitored and amended as required as per the Governance Policy Monitoring Schedule. 					Within 3 months of review	Annually
	<ul style="list-style-type: none"> Operations policies of interest to the Board are reviewed annually as per a defined schedule. 					Every year	Annually
	<ul style="list-style-type: none"> Operational policies are defined as appropriate, and confirmed by the Board. 					As needed	Biennially
Board members are individually aware of their legal, compliance, and financial obligations as Board members	<ul style="list-style-type: none"> Board roles are documented with minimum requirements for each role defined for legal, compliance and financial obligations. 					March 2017	Annually
	<ul style="list-style-type: none"> Each Board member meets the minimum requirements for their role, undertaking professional development as needed. 					Every year	Annually
Operational risk management framework in place	<ul style="list-style-type: none"> The operational implementation of the Risk Management Schedule and agreed reporting timeframes are monitored for currency and relevance. 					Ongoing	Biennially



Objective	End State	Quarterly Review				Target Date	Monitoring Frequency
		Mar	Jun	Sep	Dec		
Ensure robust appropriate constitutional framework for Governance which reflects both current needs and anticipated future possibilities	<ul style="list-style-type: none">• The Constitution is current and relevant, accepted by the RSEGB members, and formalised with the relevant government agency.<ul style="list-style-type: none">○ A formal review of the Constitution is undertaken every 5 years.○ The Constitution is monitored biennially for currency and relevance.					Q4'17	Biennially



3.4 Stakeholder Management

Stakeholders are those who have a vested interest in SVSS, such as the staff, the College of Teachers, and the parent community. The Board will pay due regard to the interests of its various stakeholders. It is responsible for enhancing the public profile and reputation of the School and will therefore ensure it has a clear understanding of who its key stakeholders are both internally and externally and have a clear policy of engagement with each group.

Objective	End State	Quarterly Review				Target Date	Monitoring Frequency
		Mar	Jun	Sep	Dec		
Positive reputation and recognition of the Board	<ul style="list-style-type: none"> The strategy for consistent interaction with stakeholder groups is defined and enacted. 					?	Annually
Influence levels of local, state and national government on decisions that affect SVSS	<ul style="list-style-type: none"> The Steiner curriculum continues to be a recognised curriculum in Queensland. 					Every year	Annually
	<ul style="list-style-type: none"> Strategies are in place to continue to deliver an unrestricted year 12-tertiary pathway. 					Every year	Annually
Encourage a strong and connected community of parents	<ul style="list-style-type: none"> The Board members are actively involved in SVSS events. 					Every year	Quarterly
	<ul style="list-style-type: none"> Community of parents are aware of who the Board are and its function in SVSS. 					Every year	Annually
Create and maintain strong positive relationship between Board and staff	<ul style="list-style-type: none"> Staff are aware of who the Board are and its function in SVSS. 					Every year	Annually
	<ul style="list-style-type: none"> The Board has an understanding of the function of the College of Teachers facilitated through bi-annual Board-College events. 	May		Sep			Biannually



Objective	End State	Quarterly Review				Target Date	Monitoring Frequency
		Mar	Jun	Sep	Dec		
Strong and continuing connections with key stakeholders	The Board maintains oversight of operational external stakeholder management:						Annually
	<ul style="list-style-type: none"> Continuing strong connections with alumni including a formalised alumni community 						
	<ul style="list-style-type: none"> Strong links with universities in relation to admission arrangements, receiving student teachers and participation in Teacher Education Courses 						
	<ul style="list-style-type: none"> Strong links, of mutual relevance and benefit, to Anthroposophical societies 						



4. The CoT Strategic Areas

The College Strategic Plan is supported by a two-year School Improvement Plan, with specific outcomes tracked through a linked operational plan. The progress percentages recorded in this document reflect, at a high level, progress achieved and recorded in the operational improvement plan.

4.1 The Students

Our educational philosophy views students as young human beings gradually unfolding and developing on their journey to adulthood. Therefore, we place significant focus on nourishing the social and emotional development of the students as well as on academic rigour and achievement. This is achieved through a carefully designed and implemented curriculum based on the developmental needs of the students at different ages. Our School aims to provide an educational environment that serves the freedom of the human spirit by emphasising the balanced and disciplined development of the child as a whole human being.

Objective	Indicators of Achievement	Progress %				Target Date	Monitoring Frequency
		25	50	75	100		
Offer a living and contemporary curriculum imbued with an anthroposophical understanding of the human being, that supports the developmental and pedagogical needs of each individual student	<ul style="list-style-type: none"> Robust, engaging music program with ensembles / orchestra / choir in the Primary and High School. 		*			Dec 2018	Annually
	<ul style="list-style-type: none"> An established Primary and High School Bothmer gymnastics program. 					Dec 2021	Annually
	<ul style="list-style-type: none"> An established Well-Being program to support the pedagogical, social and emotional needs of all students. 					Dec 2021	Annually
	<ul style="list-style-type: none"> An established agriculture and outdoor classroom curriculum, including an excellent farm garden, RTO-approved subject offerings in the High School and a fully resourced camp and sailing program. 					Dec 2026	Annually
	<ul style="list-style-type: none"> An established language program throughout the School offering two languages where appropriate. 					Dec 2021	Annually



	<ul style="list-style-type: none"> An extended early years program catering for children from birth – 7 years is offered. 					Dec 2019	Annually
	<ul style="list-style-type: none"> A full K-12 Steiner Curriculum is offered that includes clear and recognised pathways to tertiary study. 					Dec 2017	As needed
Offer the opportunity for as many South-East Qld families as possible, who are seeking Steiner Education, to access a quality and authentic Steiner experience	<ul style="list-style-type: none"> A second campus of SVSS is established in the inner suburbs of Brisbane City. 					Dec 2017	
	<ul style="list-style-type: none"> A distance mode of delivery for Prep and Primary School is offered to support families on our waiting list and in rural/remote areas where Steiner Ed is not currently available. 					Dec 2021	Annually



4.2 The Staff

The dedicated staff of SVSS strive to offer an education that is true to the spirit and intentions of the educational impulses and insights offered by Rudolf Steiner. Staff acknowledge that to achieve this, ongoing study into the nature of the human being as both a spiritual and physical being is required. Teachers work with the Australian Steiner Curriculum but know that this Framework must be transformed and enlivened by seeking an ever-expanding understanding, through personal and professional development activities, of the self, the children before them, our unique time and place and an understanding of the spiritual basis of the curriculum and our work. Our teachers work with an understanding of the health-giving and healing nature of this unique education to nurture the social, emotional, academic and soul needs of the child.

Objective	Indicators of Achievement	Progress %				Target Date	Monitoring Frequency
		25	50	75	100		
Embed professional development and mentoring programs to ensure that all staff are working consciously with the underlying principles and ethos of Steiner Education	<ul style="list-style-type: none"> A well-developed mentoring process is implemented for all staff. 					Dec 2017	Annually
	<ul style="list-style-type: none"> Teacher education programs are in place that encompass existing staff development components enabling teachers to actively deepen their understanding of the K-12 curriculum and human development. 					Dec 2017	Annually
	<ul style="list-style-type: none"> A well-trained Class Teacher and Class Guardian Community that is able to cover the pastoral / guidance care of the students across the School, with the support of the School's Wellbeing Officer. 					Dec 2018	Annually
Embed succession planning for identified teaching and key administrative roles	<ul style="list-style-type: none"> A succession plan is established for the Director and Education Administrators and key specialist teaching roles. 					Dec 2018	Annually
	<ul style="list-style-type: none"> Teacher education programs and recruitment strategies are in place to ensure an ongoing supply of new Steiner trained teachers. 					Dec 2017	Annually



Utilise and develop the skills and knowledge of our experienced staff to contribute to broader educational dialogue and thus promote the benefits of Steiner Education	<ul style="list-style-type: none">SVSS staff continue to be sought after to present at local, State, National and International Professional Development for Steiner Staff.					Dec 2021	Biennially
	<ul style="list-style-type: none">SVSS staff are actively engaged in undertaking and publishing action research projects.					Dec 2021	Biennially



4.3 The Community and Environment

“The healthy social life is found when in the mirror of each human soul the whole community finds its reflection, and in the community the virtue of each one is living.” Rudolf Steiner

The Samford Valley Steiner School community, like our education, is based upon the fostering of healthy relationships. We seek to actively engage our community in our mission to contribute towards social renewal. At SVSS we view ourselves as a community of learners – teachers, parents, and students – striving to achieve individual, communal and global growth and understanding.

We seek to embrace all members of our community; students, former and present parents, alumni and friends of the School, and ensure that the voice of each has opportunity to be heard and the contribution of each is valued. We strive to communicate and interact with our community in a way that fosters ever strengthening relationships, trust and meaningful connection.

As human beings, we have a role and responsibility as stewards of our natural world and environment. At SVSS we seek to engage students with their living environment in such a way that they develop a strong appreciation for and meaningful connection to the natural world and as such will enter adult life with a commitment to ethical stewardship of the world.

Objective	Indicator of Achievement	Progress %				Target Date	Monitoring Frequency
		25	50	75	100		
Foster a healthy united community that reflects the spiritual cultural impulse of Anthroposophy	• A prerequisite parent orientation program prior to enrolment is established.					Dec 2018	Annually
	• A comprehensive framework is in place for a parent education pathway from pre-Kindergarten – Class 12.					Dec 2018	Annually
	• College visibly models healthy social practices and identifies and engages in action towards social renewal.					Ongoing	Annually
Embed School-based sustainable practices	• Our School, students and community are active, positive and aware contributors to global sustainability.					Dec 2021	Annually