



# ANNUAL REPORT 2019



## Samford Valley Steiner School Annual Report 2019

### 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

Samford Valley Steiner School offers an inspiring and comprehensive Steiner education for children from Pre-Prep through to Year 12.

Our school is located on 20 acres of leafy, natural bushland, in the semi-rural Samford Valley. This picturesque destination is approximately 24km/35 minutes' drive from Brisbane, in South East Queensland, Australia.

It is our intention at SVSS to be true to the spirit and intentions of the educational impulses and anthroposophical insights offered by Rudolf Steiner. We are continually striving to provide and develop a curriculum and learning programme that; is inspired by a deep understanding of human development; embraces and reflects the universal values of freedom, equality, peace and democracy; and values diversity and individual worth. All curriculum content and experiences offered to young people during their schooling are purposefully and consciously considered in light of how and when the activity or knowledge will best support the child's natural development. Teachers at SVSS work to create a school where goodness, beauty and truth permeate the pedagogical, physical and social fabrics.

The Steiner Curriculum aims not only to match the key development stages of childhood, but also to stimulate important developmental experiences. A certain topic taught in a specific way can awaken new faculties, new ways of seeing, new ways of comprehending.

Rudolf Steiner also intended that the curriculum would work in a harmonising way, right down into the physical organism and into the bodily rhythms and processes. In this sense, the Steiner Curriculum has a fundamentally therapeutic task in that it enables and supports the healthy development of the whole person.

Health in this sense means a dynamic balance of the forces within the child with the ability of the individual to relate to other people and the world in a balanced way. It also means that the realisation of each child's potential is fostered in an optimal way.

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 and in 2019 the Core Principles for Samford Valley Steiner School were the results of this working together.

*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 2019, the long awaited for new building was officially opened and gave the addition of two beautiful new classrooms, additional play space and extra staffroom. The third classroom was moved into and the Kindy children could move from the demountable in the Primary School back into the Kindergarten grounds. The Early Childhood staff were dedicated and committed in preparing the new classrooms and the High School donated some plant for the garden.

The dream of the expansion of Early Childhood could now come to fruition.



## 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. 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 are not given text books or printed worksheets to work from, rather they 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 2019 the school embarked on its *ongoing* double streaming program with two Class Ones and two Class Twos, then single classes up to Class 7. The ongoing double streaming will be supported by four early childhood classes so that each year two new Class Ones will be offered.

2019 also saw a few changes in the leadership role of the Primary School Education Administrator. Cristina Rubsamen continued in a short-term role until the permanent role was filled by Tracey Taylor, experienced Steiner Class Teacher and previously CEO of Steiner Education Australia. When Pep Wright, the School Director, decided to step down from her role in Term 3, Tracey was appointed to the position of School Director and at the end of the year, Alan Drysdale, long term Class Teacher at SVSS, was appointed to the Primary School Education Administrator role.

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, artistic activities such as painting, music, drawing and weekly eurythmy offered by Pacifica College.

## 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, at the end of 2019 we gained endorsement from the Queensland Curriculum and Assessment Authority (QCAA) to deliver the Certificate of Steiner Education (CSE) as our senior assessment program.

In 2019, Levels 1, 2 and 3 were delivered to Classes 10, 11 and 12 (as we have had approval while QCAA were reviewing our final submission). Class 12 were our first students to complete Level 3. 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 of whom will be their Class Guardian. Unlike the Class Teacher the Class Guardian does not take every main lesson but only those for which she/he is a specialist. This new emphasis on specialist teaching means that the young person meets a range of experienced and passionate Specialist Teachers who can bring the full depth of their subject matter in an enlivened and extended way.

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

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

One of the highlights for 2019 was the Australian Youth Conference which was hosted at SVSS. In September, over 250 students and teachers arrived to camp together and participate in workshops and discussions for five inspiring days to discuss global problems, sustainability, moral and ethical issues, social and mental health, and to learn more about First Nations culture. Students kept commenting how they now felt part of a much wider Steiner community; they connected, they learnt together and supported each other in the midst of having a lot of fun! Dale Jones, composed a 4-voice song, in three parts, based on the Foundation Stone meditation, to celebrate Waldorf 100,



and our high school students and teachers practiced regularly as well as other Steiner schools that were attending the Youth Conference. During the Conference over 250 staff and students practiced daily, culminating in a final and moving performance to our community and a live streaming to Steiner schools nationally.



## EXCHANGE PROGRAM

During 2019 the student exchange program was busy. We had 8 students come to our school:

- 4 from Germany
- 1 USA (Santa Fe)
- 1 Chile
- 1 from Italy, Milan
- 1 From Japan, Kanagawa

We had 8 students participate on exchange during 2019:

- 5 went to Germany
- 1 Italy, Milan
- 1 South America, Chile
- 1 USA – Santa Fe

## 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 at far as possible 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.

The SVSS Learning Enrichment Team supports each student to access learning in a way that they may understand themselves, others, and, also achieve to their fullest potential. Through the provision of a high standard of professional knowledge and practice in specialised teaching, our service delivery strives to enable that all students may in their thoughts, feelings and deed thrive in the community and make a difference in the world.

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 and then strive to support the diverse needs of the children.

The 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 integrate children with additional needs, identify which therapies or targeted programs can support individual children and collaborate with teachers and assistants, work with the EA and support teachers with adjustments that need to be made. They help to monitor and review and meet with parents when required.

The ideal is for children to be in their class and the Learning Enrichment Team to upskill the teaching assistants and collaborate with teachers. The NCCD process also requires significant oversight and coordination, providing support for teachers who are collecting the data as evidence.

In 2019 a full Learning Enrichment Review was completed which led to more support being offered across the school as needs were identified. In addition, the Learning Enrichment Team were provided with a new classroom space, Boombana, which allowed for more movement and small groups to be catered for. The Learning Enrichment teams identified needs for additional staff in both High School and Primary School.

In the Primary School a full-time aide position was created for Boombana which at the commencement of the year was predominantly a reset room but was increasingly indicating a need for a parallel space for some children to access their learning. In the reshuffle of buildings, the original Boombana room became part of Admin and a music hut became Boombana.

On completion of the new Kindergarten building the demountable became vacant and the Learning Enrichment room moved into the demountable and became Boombana2. Boombana1 became a reset room, parallel class and also a space for therapeutic exercise programs. Children from Class 1 to 8 used the room as required and participated in therapeutic programs, including sand play and guinea pig cuddling. In classrooms, one legged stools and wobble stools were introduced for some students.

In the High School additional learning support was identified. The already stretched support staff were frequently unavailable as they accompanied camps. The current team under Caroline's

coordination was becoming insufficient. It also became clear a space for quiet study was needed. The room behind the art room became a shared space for quiet study and also music. Caroline also invested in many outdoor tables for quiet individual and group study. In the classrooms, standing desks and one-legged stools were trialled to support some students.

At the close of 2019 the budget matched the identified needs from the Learning Enrichment Review for 2020 to increase support for the Learning Enrichment Team and find a separate study room. At the end of 2019 an extra 5 days Teaching Assistant position was granted for 2020 as well as increasing the Wellbeing Officer position to three days per week. Also included in the budget for 2020 was a new position of Special Education Teacher and two additional days of Teacher Aide assistance, commencing 2020.

## 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 the child to increasingly find orientation in time.

In today's fast-paced life, of holidays in far away countries, with human relationships which are often breaking apart too rapidly, such a place of 'inner residence' cannot be given enough weight. 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 2019, we celebrated the arrival of the two new classes of class one children. On the grass outside the classrooms, parents gathered to watch their children receive roses from students of Class 12. The children were then led by their new teachers through the decorated arch into their new classrooms.

### **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' originated at SVSS as a Primary School event, and directed historically by Alan Drysdale, in 2019 chartered new waters. Led by Carla Deiana and Carly Sheard the festival included more High School involvement, an even richer musical element, double streamed gnomes and meteorites and was eloquently directed on the day by Master of Ceremonies, Simon Andrews. The hall was full to capacity with some parents resigned to the gardens outside.

### **Ascension Day**

Following the Easter break and 50 days after Easter day we celebrated the descent of the Holy spirit upon the apostles. Class 7, following the traditions of previous Class 7s camped overnight at the base of Mt Warning to then climb the peak in the early hours and watch the sun rise. There are many Spiritual mountains, which become the place of pilgrimage for seekers of spiritual experience. Mt Sinai, Mt Zion, Mt Athos, Mt Kailash and here in Australia, Mt Warning. Mt Warning is sacred to our indigenous community thus requiring reverence and deep respect from our students as they undertake the challenge of climbing difficult terrain in dimly lit circumstances, usually to be rewarded by an amazing 'wow' experience.

At school the younger classes made kites, blew bubbles and lay on the grass watching clouds floating across the sky.

### **Whitsun**

Taking the form of a school assembly, Whitsun follows Ascension, the gift to mankind of the Holy Spirit. Traditionally celebrated as a whole week, it's celebrated with peace doves, white flowers, white clothing and white foods. Dressed overwhelmingly in white, the Lower Primary School enjoyed making doves. This was followed with singing the Whitsun songs, congregating in the a hall to listen to a Whitsun story then returning to classrooms to enjoy some white delicacies.

### **Winter Festival**

At the end of Term 2, we celebrated with the winter festival. Each Primary School class made lanterns, the styles very much dictated by the curriculum content of their age. Meeting at dusk each class listened to a story in their rooms before walking in a procession through the dark, carrying lit lanterns to the amphitheatre. Class 12 students brought fire to light the torches for Class 7 to perform their fire eurythmy to the accompaniment of adult and senior student choral singing and music, conducted and composed by Dale. The evening concluded with the whole school progressing with lit lanterns following Class7 who then lit the St John's fire. Around the fire everyone joined in the class led singing.



### Spring Festival

During the morning, Primary School children created beautiful garlands of flowers to wear around their hat brims. The Primary School and High School gathered on the High School oval. Each class performed a spring dance informed by the curriculum. Class 4 performed the traditional maypole dancing. Class 5 brought Greek dancing and Class 6 marched like Roman soldiers. This year was enhanced by High School participation, not only in the form of providing music but also performing ballroom Latin American dancing. Inspired by workshops from two teenage amateur expert dancers the High School students showed great enthusiasm and ability as they displayed their dances. The afternoon concluded with the usual Rainbow relay with great cheering on from the crowd.



### Advent

In the lower primary play area, children and families gathered at dusk to watch a simple nativity play and sing traditional Christmas carols and some popular Christmas songs. Conducted and arranged by Jane Blomkamp.

### Kindergarten Festivals

Kindergarten held their own festivals in the following manner:

#### Autumn festival

'Oats and beans and barley grow'. Parents joined the 3 classes in the kindergarten garden. In pairs the children sang and danced. They also played a game of falling leaves running into the centre of the circle to shelter under silken cloths. The dancing was followed by shared lunch on picnic blankets on the grass.

#### Winter Festival

Kindergarten performed their winter spiral in the main hall. The spiral constructed from greenery became aglow with apples supporting lit candles as each child individually entered the spiral, lit his candle and placed it carefully on a golden circle within the greenery.

(Kindergarten generously left the spiral for Primary and High School children to also make use of with their classes on the following day).

### **Spring Festival**

Spring festival was similar to the autumn festival. The children dressed in spring costumes danced together and with their parents. They sang songs of butterflies, flowers and spring before sharing lunch on picnic rugs in the garden.

### **Advent**

Advent in Kindergarten is also graduation for some children as they prepare to leave Kindergarten and look forward to joining Class One after the holidays. Prior to the festival each child had made a wreath with one candle. The parents with their children then decorated the other three candles. After a shared meal the pre-preps left for the holidays with their terms work. The Preps remained, each child received a crown made by his parent and following a short goodbye celebration left kindergarten for the last time.

### **End of year Primary and High School**

The whole school gathered in the school on two consecutive days to celebrate and acknowledge the Graduation of the Grade 12s and the Grade 7s. Both events were poignant as Class Guardian, Teachers and Class Teacher spoke of the school journey of each student.



## MUSIC

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

### PRIMARY SCHOOL MUSIC

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

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

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.

In 2019, in recognition of the excellent and growing music program, a new music building was completed and officially opened in Term 2 with a Primary School Music Night.



## 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.

*“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 Drama teacher, Nicole Ostini.

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.

### **Class 8: Shakespeare Main Lesson**

#### **Twelfth Night** by William Shakespeare

The tale of a young woman who disguises herself as a man and becomes entangled in the courtship of two local aristocrats upends conventions of romance and gender roles. First staged in 1602, **Twelfth Night** is one of Shakespeare’s most performed plays.

### **Class 9: Tragedy and Comedy Main Lesson**

Performance excerpts from:

**Trojan Woman** by Euripides

**Oedipus Rex** by Sophocles,



**The Frogs** by Aristophanes  
Medieval Morality play **Everyman**  
Improvised scripts from **Commedia Dell'Arte**  
Shakespeare's **Romeo and Juliet**

#### **Class 10: Performance Main Lesson**

##### **The Insect Play** by Brothers Capek

The Insect Play is an unconventional and much-celebrated satire which tells the story of myriad insects and the multi-layered and complex society which binds them; its comical allegory serves to illuminate the competing philosophies of life doing battle in Europe in the first half of the twentieth century.

#### **Class 11: Elective**

Monologues from various plays

#### **Class 12 Play**

##### **The Seagull** by Anton Chekhov

The Seagull by Anton Chekhov is a slice-of-life drama set in the Russian countryside at the end of the 19th century. The cast of characters is dissatisfied with their lives. Some desire love. Some desire success. Some desire artistic genius. No one, however, ever seems to attain happiness.



## OUTDOOR EDUCATION PROGRAM 2019

Below is a summary of our extensive Outdoor Education Program for 2019. This program forms an integral and inclusive aspect of all our student's 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. It is not so much a matter of whether or not they attend camp, but rather how well they participate. During camps our students have to eat together and sleep together, they work together and play together; the camps are a complex dynamic of effort and reward, of 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.



Class 3 - Term 4, Farm Camp: Hosanna Farm Stay (3 days)

Class 4 - Term 4, History Camp: Minjeribah (4 days)

Class 5 - Term 3, Greek Olympics: Noosa Pengari (2 days)

- Term 4, Culture Camp: various locations SE Qld (3 days)

Class 6 - Term 2, Geology Camp: Girraween National Park (5 days)

Class 6 and 7 - Term 2, Music Intensive Camp: Watson Park (3 days)

Class 7 - Term 1, Canoeing Camp: Cooloola National Park (5 days)  
-Term 2, Ascension Camp: Woolumbin National Park (2 days)  
- Term 4, Cultural Camp: Tangalooma, Moreton Island (4 days)

Class 8 - Term 1, Sailing Camp: Lake Wivenhoe (5 days)  
- Term 2, Bike Camp: Brisbane Valley Rail Trail (5 days)  
- Term 3, Hike Camp: Springbrook – Lamington (5 days)

Class 9 - Term 1, Mountain Camp: Mount Barney National Park (5 days)  
- Term 2, Agriculture Camp: Kilkivan (18 days)  
- Term 3, Reflections Camp: Brisbane River (10 days)  
- Term 4, Minimalist Camp: Moreton Island (4 days)

Class 10 - Term 2, Survey Camp: Ipswich area (9 days)  
- Term 2, Independent Expedition: Cooloola Wilderness Trail (3 days)  
- Term 3, Art Camp: Melbourne City (5 days)

Class 11 - Term 2, Sailing Camp: Moreton Bay (5 days)  
- Term 4, Biology Camp: various locations SE Qld (3 days)  
- Term 4, Leaders Camp: BP Park Samford (3 days)

Class 11/12 - Term 3, VocEd Vertical Camp: Brooyar State Forest (5 days)

Class 12 - Term 4, Zoology Camp: Lady Musgrave (6 days)

### **Parents Outdoors Program (POP)**

- Term 1, Bike Camp: Brisbane Valley Rail Trail (3 days)
- Term 3, Canoe Day: Brisbane River (1 day)
- Term 4, Farm Camp: Hosanna Farm Stay (3 days)

Ride 2 School Day - Term 1 (1 day)

Youth Conference - Term 3, SVSS (5 days)

## **OUTDOOR CLASSROOM**

2019 saw the opening of our first 'Outdoor Classroom' at SVSS. 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. In Class 10 student may go on exchange programs and in 2019.

## VET PROGRAM

Vocational Education and Training (VET) is a new addition to our Senior High School offerings (since 2018), where students can elect to undertake one of our offered Certificate II programs. VET, by its nature, is a practical and hands on approach that delivers skills and knowledge required for specific industries. Samford Valley Steiner School is a Registered Training Organisation (RTO) in its own right



and we have plans to increase the range of certificates offered in the future. The qualifications we offered in 2019 were Certificate II in Music Industry and Certificate II in Outdoor Recreation.

### **Cert II Outdoor Recreation**

This is a natural step for many of our students who thrive in our Outdoor Education program, and in many ways is a natural extension of this. The key increase in skill set is that of Leadership. To hold a Certificate II in Outdoor Recreation is to be a qualified 'Assistant Guide', perfect for our Senior students as they start to become leaders in their school, and so in life. They learn what it takes to organise and plan outdoor activities and camps, lead activities on primary camps and become proficient in roping activities. The 2019 activity disciplines included Rock Climbing, Abseiling and Bushwalking.

So far, we have had 9 students complete the course and at least two have since earned employment in the sector. In the future we hope to increase our industry engagement, provide a wider variety of disciplines and are looking into the possibility of offering a Certificate III Outdoor Leadership course as well. In addition to the actual industry skills, this course provides many more transferrable skills applicable to any walk of life such as self-reliance, organisation, contingency planning, resource management, working with children, working under a manager and much more besides.

### **Cert II Music Industry**

The Certificate II in Music Industry qualifies the student as vocationally competent to assist a Sound Engineer in the professional production of live music and sound recording. Its focus is on audio production rather than a performance focus, which compliments the years of student's performance practice throughout their schooling. The course also has a strong practical relationship to the delivery of school curriculum and events e.g. Conferences, Festivals, Assemblies, Talent Nights, Discos and Dances.

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

## **SOCIAL HEALTH AND WELLBEING**

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

There is initially, with very young children, a need for constant and consistent positive and gentle guidance from adults who are steeped in personal discipline. Gradually we begin to expect children to develop self-discipline and to take more responsibility for their behaviour and actions. Teachers

support this process and movement by using specific behaviour management techniques at different stages of children's development.

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

## SCHOOL DIRECTOR'S REPORT AGM MARCH 2020

### **2019 Waldorf 100; *Learn to Change the World* – celebrating 100 years of Steiner education**

It is my pleasure to provide the School Director's Report to reflect the school year of 2019; the year that globally celebrated 100 years of Steiner education.

The verse above was given to teachers by Dr Rudolf Steiner at the end of his first teacher's course. Our Board and College together reflected on what this means as an individual, for teachers and for a governing body in 2019, one hundred years later. Imagination, courage and truth are necessary in all areas of life and as a school we have a responsibility for the soul life of each student, to support them to thrive and build confidence, resilience and an unfolding knowledge of themselves and the world.

The Board and College also worked together over a weekend, deeply discussing what Steiner education means for us as Samford Valley Steiner School. Together, we developed seven Core Principles that align with our Vision, Mission and Values. I will use these principles as headings with which to provide my report.

#### **1. SVSS values teachers' inner willingness to teach out of Steiner's human developmental picture in order to deliver a living pedagogy**

To work at SVSS means to be fully committed to Steiner education and the picture of human development that Steiner gave through his multitude of lectures and books. This needs to come from within, it is not a requirement that can be gained by doing a quick course.

To deliver a living pedagogy, each teacher needs to know themselves and know their students. We are indeed fortunate to have staff who are willing to continue to develop their understanding and strive to deliver lessons that engage the students and meet their learning and developmental needs. In addition, we have been attracting new teachers that have already completed studies in Steiner education as they are fully committed to providing a living education for our students and at the end of 2019 managed to secure contracts with committed and professional individuals who are keen to work in a Steiner school.

#### **2. 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.**

As education in the 21<sup>st</sup> century continues to be a political football, and with federal and state education policy treating students as economic commodities, rather than human beings, it is important that at SVSS we are able to exert our independence and continue to be able to deliver a fully balanced Steiner curriculum.

We are fortunate that we can teach from the Steiner Education Australian Curriculum Framework, which has been recognized by the Australian Curriculum, Assessment and Reporting Authority as comparable to the national curriculum. In addition, to retain the integrity of the main lesson program in the senior years, at the end of 2019 we gained endorsement from the Queensland

Curriculum and Assessment Authority (QCAA) to deliver the Certificate of Steiner Education (CSE) as our senior assessment program.

In 2019, Levels 1, 2 and 3 were delivered to Classes 10, 11 and 12 (as we have had approval while QCAA were reviewing our final submission). Class 12 were our first students to complete Level 3. Assessments were moderated and linked to main lesson programs as well as other areas, including the Senior Research Project. This has been the culmination of several years of work and engagement with QCAA and the Steiner Education Development Trust (SEDt) and is a great tribute to Tim Dunn and Pep Wright, working with QCAA and the high school staff to achieve this significant result. Other schools in Australia have been waiting for SVSS to gain approval and we are certainly leading the way in this area nationally and will provide support to other schools in this endeavour.

The Arts program is greatly valued throughout the school and is essential in providing a balanced education. Current research shows that students engaging in the Arts have higher academic achievement, and are more socially and emotionally resilient. To further incorporate the Arts into our programs, 2019 was the first year that the "Arts Camp" was introduced for Class 10 and a trip to Melbourne allowed students to explore the galleries, street art and theatre of Melbourne, visit the Fringe Festival and have a truly arts-based cultural experience. In 2019, we witnessed many performances from our student music ensembles. They played at festivals, classes sang and played at assemblies and important events, such as the MAD night, which was a huge success.

In 2019 SVSS have contributed to Eurythmy across Australia by supporting Pacifica College, a national Eurythmy training program that has international accreditation. Eurythmy teachers taught some Primary classes and Class 7 performed Fire Eurythmy at the Winter Festival under Jan Baker-Finch's artistic flair. Pacifica College students also performed each term for the school community and it has been a wonder to see the first-year students' progress. Bothmer Gymnastics is also highly important and Ted Muller was able to continue with several classes with an aim to extend the program in 2020. All classes played either games or sport each week as movement and coordination is very important, as well as exercise and fun.

### **3. Professional development in the light of anthroposophy is provided and expected to be pursued with an ongoing commitment**

Teachers spent many days together in 2019 with Professional Development opportunities provided by the school and elsewhere. SVSS started 2019 with an ambitious program of reviewing all classes from Kindergarten to Class 12. This was achieved by the end of the year and provided a whole overview of child development and how our curriculum meets each student on their progressive learning journey. SVSS staff presented at these PD days and learnt from each other.

Staff also studied together each week in Faculty meetings, College, Administration meetings and Senior Leadership Team meetings. This study is essential for us to work out of the developmental picture Steiner gave us and to discuss 21<sup>st</sup> century challenges and goals within this framework and understanding.

The Early Childhood staff engaged in a year-long study program, the Art of Early Childhood Education. This was a joint venture between the Australian Association of Rudolf Steiner Early Childhood Education and SVSS, with 8 modules over the year and attracting teachers from NSW and



QLD. Primary teachers attended the Glenaeon Class Intensive, High School teachers attended the Melbourne intensives, and throughout the year there were other opportunities for teachers to continue to develop their understanding of human development and relate it to their curriculum areas and classes.

#### **4. Staff and students learn through lived experiences in a beautiful and nurturing natural and built environment**

We opened two new buildings in 2019; the beautiful, nurturing Early Childhood classrooms, Silky Oak and Water Lily, and the state-of-the-art Music Building. These spaces were well designed by Paolo Denti and his pentArchi team and built with skill and care by Murray Bailye (Art House Building Co) and his crew. It shows the great value we place on music, with it having its own purpose-built home in the school.

Early Childhood is a wonderful first entry into our school and with the two extra purpose-built classrooms, we can now offer more places to families. Another milestone in 2019 was the roll out of on-going double streaming, which is a significant undertaking by the school. To support this vision, we increased from two to three mixed aged Prep and Pre-Prep classes when the Silky Oak classroom opened in Term 2. We also started the process to expand to four classrooms in 2020 and preparations ensured this eventuated. In addition, we examined the feasibility to offer a number of places to children turning 4 years of age and plans were made for this to start later in 2020. To prepare for 2020, at the end of 2019, an ambitious program was planned to move the first building that was placed on the school site almost 33 years ago. Before dividing the building into two classrooms, a smoking ceremony was held and stories were told about the early days. In its place will be a two storey 6 classroom building to house the extra classes that double streaming creates. Learning about sustainability and the environment is valued and crucial for the future, therefore students are engaged in activities to learn about sustainability, outdoor classroom activities, and involved in an outdoor education program that encourages resilience, independence and working together collaboratively. The gardening program continues and expands across the school, as does student voice in sustainable decisions and activities. Sustainability is not only learnt, but must be practiced and at the forefront of our decisions. In 2019, we began work on a draft sustainability policy that will impact across the school and ensure we are responsible, ethical and sustainable.

#### **5. SVSS's structure provides a stable framework through collaborative heart leadership**

There are many leaders at SVSS. Each teacher is a leader; leading their class and class community through the years. There are also formal structures and roles, and in 2019, although there were some key changes to staff, the school was held stable and continued to thrive, as we have so many who lead in their own areas and take responsibility for their tasks. Stability was also achieved by many people stepping up and going beyond their usual duties or role descriptions. These are the quiet achievers that are the magical thread that binds our school together and I hope they realise their efforts are appreciated and they feel our gratitude.

Cristina Rubsamen remained in the Primary School Education Administrator role until I was appointed, commencing in Term 2. Marilou Araullo was appointed as the first Early Childhood Education Administrator and ably lead the Early Childhood expansion and preparation of the new rooms. In Term 3, Pep Wright, our Director, stepped down from her position for personal reasons,

and I was fortunate to be appointed as School Director at the end of Term 3. Pep gave tirelessly to the school community in her role as Director, leading with vision and a deep understanding of Steiner education. It was a relatively smooth transition when I stepped into the School Director role, holding both positions in Term 4 with the support of Carly Sheard, until Alan Drysdale was appointed as the new Primary School Education Administrator. Alan has been at SVSS for over 20 years as class teacher and brings much wisdom and commitment to teachers and students.

Donna Jones, our newly appointed Economic Development Manager, unfortunately resigned due to ill health and our Board Treasurer, Rob Hewitt stepped into the breach and lead the budget process for 2020 to completion, staying to support us until Steve Klipin was appointed to the role. Steve has great experience in leadership, governance and management in the Steiner context and we are very fortunate to have him as part of the leadership team. With the new leadership appointments in 2019, it enabled us to start 2020 with a strong and fully committed Senior Leadership Team.

We farewelled long standing teachers, Jenny Agius and Tim Dunn at the end of 2019. Their dedication and gifts to the school over many years has been outstanding. Our High School German and Biology teacher, Mel Erhartmaier, left to work at Noosa Pengari Steiner School, much closer to home for her. Shavarnia Williams, our receptionist also left in Term 4 and has been missed. Fortunately, our recruitment processes resulted in us obtaining excellent new staff for 2020, as SVSS is a well-respected school in the Steiner community and a vibrant place to work.

I must acknowledge the outstanding work of our Administration team, as with all the changes, they were the keel that held us strong and stable throughout the changes, being flexible, responsible and highly professional at all times with changing leadership and at times, reduced human resources. Throughout the year, the Board of Directors remained mindful of their governance responsibilities and were rigorous, responsible and compassionate. We are well placed to continue to have stable, heart-centred leadership in 2020, with the School Improvement Plan for 2020-2021 being completed by the Senior Leadership Team and College in 2019, with the theme of *Wellbeing for All*; students, staff and the community.

All the above people have led with heart, courage and compassion to lead the school in their area of influence, with integrity and commitment.

#### **6. 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**

How we positively interact with every student, and the warmth of relationship they have their peers, teachers, and parents is essential. It is how we meet each other, how we react, support, nurture and learn to know each other, that we can meet this core principle. It is one of the most essential. It requires the whole community to support this, not just the teachers, leadership or curriculum. One of the highlights for 2019 that reflects this core principle is the Australian Youth Conference which was hosted at SVSS. In September, over 250 students and teachers arrived to camp together and participate in workshops and discussions for five inspiring days to discuss global problems, sustainability, moral and ethical issues, social and mental health, and to learn more about First Nations culture. Students kept commenting how they now felt part of a much wider Steiner community; they connected, they learnt together and supported each other in the midst of having a

lot of fun! Dale Jones, composed a 4-voice song, in three parts, based on the Foundation Stone meditation, to celebrate Waldorf 100, and our high school students and teachers practiced regularly as well as other Steiner schools that were attending the Youth Conference. During the Conference over 250 staff and students practiced daily, culminating in a final and moving performance to our community and a live streaming to Steiner schools nationally. I acknowledge the vision of Pep Wright to host the conference at SVSS, the support of Steiner Education Australia who provided support and finance to different aspects of the conference, Joan Weir (for her expertise in events management and attention to detail) and the High School staff, led by Delaney Crawley. Without their commitment to this event, it would not have been possible.

A key part of the curriculum which aims to develop ethical and resilient human beings is our camps program. Students have to persevere in the face of challenges, support each other and learn self-sufficiency. Simon Roberts has been integral to developing this program, with a team of committed teachers and teacher aides, so that our students can participate in activities and programs which challenge them to move beyond their comfort zone and learn valuable life skills.

The Senior Research Project is another example of students developing skills in planning, time management, strategy and commitment to complete a project, as well as public speaking skills.

The topics the students chose in 2019 were very broad and showed an interest to explore and understand ethical questions facing youth today, such as Rohan and his *Climb for Sanity*, Phoebe and her exploration of feminism, Jemima and her insight into caring for horses (animal care).

Nishka Varghese from the SRC reported that: *In early 2019 the SVSS high school Student Representative Council visited the Brisbane Parliament House where they participated in a leadership workshop and learnt the basic structure of government. The SRC highlighted that a new fan was needed for the school and \$100 was provided, which the SRC was thankful for.*

*The 2019 Ride to School on Friday 22<sup>nd</sup> March was organized by the SRC which was a huge success. A big project for the 2019 SRC was the National Youth Conference. They helped organize and set up a lot of the activities for the conference including planning and running the 80's disco. Part of the SRC role is to represent the students in each class who bring updates and issues.*

## **7. Clear, transparent communication which fosters warm, caring relationships and recognises individual contributions, encouraging community growth.**

PAFA have a strong contribution towards community growth and building caring relationships. They run Friday Foodies, liaise with our Site Manager, Paul Clarke with Working Bees, provide support to Festival preparation and the Trivia Night, to name some of the activities they are involved in.

Bronte Beck trialled our first Tuck Shop program with great success, providing nourishing meals to students and staff, and giving parents (and students) a break from lunch boxes once a week. Simon Roberts, our Outdoor Education Coordinator ran the POP Program, and parents and teachers had the opportunity to go on camp or one day outdoor adventure events to experience outdoor fun with a social focus. This will continue in 2020 as it was highly valued.

On my first day at the school in 2019, I asked a few parents what they felt could improve, and 'communication' was a resounding focus. I made a personal commitment to this and started cuppa

mornings to have more opportunity for dialogue with parents. We also ran several information nights for parents, and the College Working Group for Parent Education planned events for new parents for the beginning of 2020. There are new ideas and strategies that will be achieved in 2020 to improve communication and provide more opportunity for parents to learn about Steiner education from Kindergarten to Class 12. We also welcome community input and comment as to further ways we can improve.

***The healthy social life is found  
When in the mirror of each human soul  
The whole community finds its reflection  
And when in the community,  
The virtue of each one is living.***

I look forward to the beginning of the next 100 years of Steiner education!

Tracey Taylor  
School Director



School Sector:

Independent

School's Address:

5 Narrawa Drive Wights Mountain Queensland 4520

**Total Enrolments:** Schools might wish to include comparative data from previous year(s) here

391 students from Pre-Prep through to Year 12

Year Levels Offered:

K-12

Co-educational or Single Sex:

Co Educational

**Characteristics of the Student Body:** For example, the numbers and proportions of boys and girls; the proportion of Indigenous students; ethnicity; cultural backgrounds etc.

The student body was made up of 199 Males and 192 Females.

Distinctive Curriculum Offerings:

Learning Enrichment programs, Outdoor Education Programs, Music Programs, Ballroom Dancing, Rock Climbing, VET Programs, International Exchange Programs, Work Experience, German Language, OSHC Programs and Vacation Care.

Extra-curricular Activities:

Australian National Youth Conference celebrating 100 years of Waldorf education, with 250 students across Australia and NZ attending for a week-long program.

Ride to School Day was well supported with students, teachers and parents.

Primary students participated in National Book Week and this culminated in a book parade dress up involving students and teachers.

#### Social Climate:

School commitment to the Social Health and Well-Being policy with pastoral care incorporated daily through teaching practice, expectations and unique ability to build strong relationships between students and teachers through the Class Teacher Period and with High School Guardians. In the High School Guardians address social issues through their seminar classes. Our Wellbeing Officer also provides support to staff, students and families. In 2019 an Electronic Communication Policy was developed for all staff. For parents, a Parent Code of Conduct policy was developed.

#### Parental Involvement:

Parent participation and engagement is vital to the health of our school. Throughout the 2019 year, there were many opportunities for parents to enhance their understanding of Steiner Education and support their children's development. These opportunities included participation in class parent/teacher evenings that are held for each class, each term. Parents were encouraged to attend other education events such as talks, seminars and workshops. These events were advertised in the Newsletter and on the school's website.

All parents are welcome to join the Parents and Friends Association (PAFA). PAFA aims to promote in the parent/friend body an understanding of the workings of the school community, thereby encouraging as many parents and friends as possible to be involved. They organise social and/or fundraising events, including festiValley and cultural events, and assist in the planning of whole school events such as parent education evenings and workshops.

The Parent Craft Group gathered regularly in 2019 to make simple toys and figures for the seasonal table and for play. Parents were encouraged to come along. It is always a great opportunity to make new friends, to learn new skills, and to make simple toys suitable for young children. Also, in 2019 PAFA organised parent talks such as Lou Harvey-Zahra and Friday Foodies, which incorporates food, music and craft stalls occurred on a regular basis.

#### Parent, Teacher and Student Satisfaction with the School

##### Satisfaction Data:

Due to change of leadership in 2019 the Annual Parent Survey was not completed; however, data was gathered by collecting feedback at parent meetings, class meetings and regular communication with parents by email through the Education Administrators, School Director and of course teachers who connect on a daily or weekly basis with parents of their students. Class meetings are held once per term and parent/teacher interviews each semester. Working Bees were extremely well attended which is a positive way of hearing feedback. The School Director implemented cuppa mornings which were a way to engage with parents and hear about any issues that needed to be addressed.

Teacher satisfaction was gauged through weekly faculty meetings, meetings with EAs and whole school faculty meetings. At the end of the 2019 school year 2 teachers retired and one relocated. The rest of the teaching staff remained. Admin staff were all retained.

Student satisfaction was gauged through meetings with parents and students though no formal survey was given. The School Council also gave feedback to teachers about student satisfaction or areas for improvement.

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies.

Title: School Director, Tracey Taylor

School Income Broken Down by Funding Source

*Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.*

## Staffing Information

Staff Composition, Including Indigenous Staff:

The School is an equal opportunity employer with a total of 39 Teaching staff. Our School Director is female. The School has 16 High School teachers made up of 4 Males and 12 Female teachers and 21 Primary School teachers made up of 4 Males and 17 Females. The School also has a Male Outdoor Education teacher that teachers across both the High School and Primary School. The Administration staff consist of 2 full time members and 24 part time members.

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	3 %
Masters	22 %
Bachelor Degree	68 %
Diploma	5 %
Certificate	5 %

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Lakshmi Talk	5
Jane Swain & Katherine Scharff Early Childhood PD	4
Barbara Baldwin Inclusive Education	15

Wellness in Schools	1
Glenaeon Primary School PD	6
Bothmer Gym PD	2
Wilderness First Aid	1
High School Intensive PD	4
CSE NZ PD	1
Outdoor Classroom Workshop	2
Musical Futures Australia Song writing PD	1
Bronze Medallion First Aid	7
University of Qld Leaders Forum	2
Glam Conference	3
SEA Assessment workshops	2
UQ PD on indigenous perspectives	2
Whole School Faculty	39
Child Protection Workshops	39
WH&S Workshops	39
Lou Harvey Zahra Classroom Management Workshop for Primary staff	18
6 full days of staff PD on Steiner education	35
Difficult Conversations Workshop	1
Total number of teachers participating in at least one activity in the program year	39

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
39	\$39672	\$1017
The total funds expended on teacher professional development in 2019		\$39672
The proportion of the teaching staff involved in professional development activities during 2019		100%
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		



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

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
39	183	292	96%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96% in 2019			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
35	30	86%
From the end of 2018 86% of staff were retained for the entire 2019 school year		

## Key Student Outcomes

*[Schools may wish to include comparative data from previous year(s) in this section]*

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

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
71553	391	5452	66101
The average attendance rate for the whole school as a percentage in 2019 was 92%			

Average student attendance rate for each year level:

Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance	Average attendance rate as a percentage in 2019
71553	391	5452	66101	92%

Year levels	Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance	Average attendance rate for each year level as a percentage in 2019
Pre-Prep	7137	39	91	7046	99%
Prep	6039	33	215	5824	96%
Class 1	7869	43	606	7263	92%
Class 2	9882	54	671	9211	93%
Class 3	5124	28	823	4301	84%
Class 4	5307	29	332	4975	94%
Class 5	3843	21	406	3437	89%
Class 6	5124	28	234	4890	95%
Class 7	4026	22	439	3587	89%
Class 8	5307	29	174	5133	97%
Class 9	3660	20	485	3175	87%
Class 10	4209	23	382	3827	91%
Class 11	2379	13	347	2032	85%
Class 12	1647	9	247	1400	85%

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

Attendance at school is the responsibility of everyone in the community.

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 relevant EA 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 or festival

### NAPLAN results for Years 3, 5 and 7 and 9 in 2019

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

### Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	12	9	75%

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

Year 12 Outcomes: Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Education Profile	9
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	3
Number of students awarded a Queensland Certificate of Education at the end of Year 12	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	N/A
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	33%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	33%

#### Post-school Destination Information:

Fewer than five responses to the 2020 Next Step survey were received from students who completed Year 12 at Samford Valley Steiner School. Consequently, information on the post-school destinations of Year 12 completers from 2019 is not available for reasons of data confidentiality.