

Strategic Direction 2026-2028

Samford Valley Steiner School



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Pillar overview

Internal working document (governance version): this document aligns the School Director, College of Teachers, SLT and Board. It sets outcomes, priorities and boundaries. Enabling strategies remain the source of truth for detailed initiatives, measures and delivery plans. Our Strategic Direction is grounded in the school's values of Authentic Connection, Sacred Wonder and Courageous Integrity, which guide how we work, make decisions and engage as a community.



1. Purpose and intended use

This Strategic Direction sets the whole-school priorities for 2026–2028. It is designed to:

- Align existing strategies under one coherent umbrella so the school is not working from competing documents.
- Guide annual operational planning, budget decisions and sequencing across initiatives.
- Support clear governance reporting through a limited set of headline outcomes and indicators.
- Embed pedagogical excellence as a whole-school strategic priority, with curriculum and pedagogy stewarded through strong educational leadership, disciplined review and shared accountability for quality and coherence

This is an internal working document. A separate public two-page Strategic Direction is derived from this to share with the wider community.



2. Whole-school non-negotiables (apply across all pillars)

These foundations underpin all strategic work. They are not optional and are resourced and governed accordingly.

- Steiner pedagogy: the school actively maintains, reviews and supports the development of its pedagogical practice in line with our Core Principles, Steiner's indications, contemporary educational insight, and the developmental needs of students, with clear expectations for professional practice and continuous improvement.
- Child safeguarding and child safe obligations: maintain a culture of safety and respect, supported by clear policies, safe recruitment, training, reporting pathways and continuous improvement.
- Compliance and assurance: meet regulatory, funding and governance obligations through clear accountabilities, disciplined documentation and regular review of critical compliance areas.
- WHS and duty of care: identify and manage safety risks proactively, including incident response and post-incident support and ensure a consistent safety culture.
- Financial sustainability: maintain disciplined budgeting, long-term financial planning and responsible resourcing so learning, wellbeing and campus priorities remain viable over time.



3. Strategy architecture (delivery system)

This Strategic Direction is delivered through enabling strategies and plans. These remain the source of truth for detail, measures and implementation planning:

- **Stewardship of Steiner Pedagogy Strategy** — four domains: individual professional learning; mentoring and collaboration; whole-school improvement practices; foundations of Steiner education.
- **Student Wellbeing Strategy 2026–2028** — wellbeing, safety and positive relationships; student voice; inclusion/cultural safety; family partnerships; tiered supports.
- **Parent Engagement Strategy 2026–2028** — parent partnership model: belonging, communication, partnership, trust, empowerment.
- **People and Culture Strategy 2026** — staff wellbeing/safety, capability and organisational coherence; culture and connection; workforce sustainability.
- **Workforce Planning 2026–2028** — prepares the school for enrolment growth and High School double streaming by aligning staffing, structures and budgets to evolving student and family needs.
- **Marketing Strategy 2026** — strengthens enrolment demand and reputation through clear brand positioning, consistent community storytelling, and data-informed digital campaigns
- **Weaving Culture Strategy 2026–2028** — strengthens cultural capability and belonging by embedding respectful, culturally safe practice across curriculum, community rhythms and school operations.
- **Place and Infrastructure** — 10-year Master Plan refresh from 2026 (BGA funded): costed, sequenced renewal and development pipeline.

These foundations and strategies provide coherence over more effort.

4. Strategic pillars (outcomes, focus areas and initiative pipeline)



Pillar 1: Deepening the Educational Journey

Intent: Strengthen the coherence, quality and distinctiveness of Steiner pedagogy, combining enduring principles with contemporary educational insight. Delivery is enabled through the Stewardship of Steiner Pedagogy Strategy across four domains - individual professional learning, mentoring and collaboration, whole-school improvement practices and foundations of Steiner education - while preserving educational leadership space for the School Director and College to lead curriculum, pedagogy and assessment method.

Outcomes by end of 2028:

- Pedagogical coherence: shared Steiner pedagogical principles, consistent practice across year levels, and strengthened High School rigour for adolescent development and pathways.
- Professional learning: targeted training, collaboration and mentoring that builds shared pedagogical language and Steiner foundations.
- Student engagement: meaningful assessment and feedback that supports agency and growth.
- Challenge and inclusion: appropriately challenging and inclusive learning across the school.
- First Nations perspectives: culturally safe integration supported by a documented approach, staff learning and agreed indicators.

Focus areas (education-led, with SLT support for systems and resourcing):

- Collegial review and learning quality: refresh and strengthen the review cycle and follow-through with external contribution.
- Assessment and feedback clarity: define consistent expectations and exemplars
- Inclusive practice as core pedagogy: align learning enrichment supports with classroom practice through coordination and shared expectations.
- Pedagogy stewardship implementation (four domains): individual professional learning pathways; mentoring and peer collaboration; whole-school practices for improvement (e.g., consistent approaches and disciplined review cycles); and foundations of Steiner education (anthroposophical study and network engagement).
- First Nations curriculum integration: partner respectfully and build staff capability to deliver culturally safe learning.



Initiative pipeline classification (internal):

Initiative	Scope (what this actually covers)	Status
Learning quality, assessment and collegial review refresh	A unified learning quality system covering collegial review, shared, assessment expectations, feedback consistency and evidence of practice. Does not prescribe curriculum content or teaching methods.	Active
Curriculum and pedagogy framework and review (School-led) Curriculum and Pedagogy Growth and Development strategy	College-led articulation and review of curriculum and pedagogy, including coherence across year levels and High School rigour. SLT supports process, resourcing and communication.	Planned
First Nations curriculum integration	Development and implementation of a culturally safe approach to embedding First Nations perspectives, supported by staff learning and agreed indicators of practice.	Active
Inclusive learning alignment	Alignment between classroom practice and learning enrichment systems to support inclusive learning. Focuses on coordination, pathways and clarity rather than pedagogical method.	Planned

Boundaries: curriculum review, pedagogy development and assessment design are led by the School Director and College of Teachers. SLT supports resourcing, people systems and parent communication systems.



Pillar 2: Sustainability and Stewardship

Intent: Steward the school's physical environment and resources so SVSS remains safe, functional, beautiful and financially sustainable as the school grows. Sustainability includes infrastructure renewal, weather resilience, asset stewardship and environmental responsibility, not only new buildings.

Outcomes by end of 2028:

- Master plan pipeline: a prioritised, sequenced campus renewal and development pipeline (safety, learning impact, sustainability).
- Outdoor and flexible spaces: safer, more weather-resilient learning and play environments.
- Asset stewardship: planned refurbishment/renewal reduces reactive maintenance and amenity decline.
- Environmental sustainability: embedded in learning and operations, with agreed measures of impact.
- Financial sustainability: disciplined budgeting and long-term planning aligned to the master plan pipeline.
- Organisational capability: role design, workforce planning, and leadership development support long-term sustainability.

Focus areas (SLT-led, informed by education leaders):

- 10-year Master Plan refresh commencing 2026 (BGA funded): roughly costed, staged, sequenced; includes refurbishment and enabling infrastructure (shade, tuckshop, playgrounds).
- Outdoor learning and play uplift: staged improvements prioritised for safety, usability and learning impact.
- Weather resilience and flexible spaces: ensure spaces remain safe and functional in changing weather conditions.
- Resource stewardship: energy, water, waste and maintenance planning improvements with measurable targets.
- People and culture: staff wellbeing and safety systems (including post-incident support and workload sustainability); coherent professional learning, induction and mentoring; leadership and communication clarity (decision-making pathways and two-way communication); culture, community and connection; and workforce sustainability through role clarity, organisational design and HR systems.



Initiative pipeline classification (internal):

Initiative	Scope (what this actually covers)	Status
10-year campus Master Plan refresh	Externally funded refresh producing a roughly costed, staged and sequenced pipeline for renewal and development, including refurbishment and enabling infrastructure priorities.	Active (2026)
Outdoor learning and play uplift	Identification and prioritisation of outdoor learning and play improvements, sequenced through the Master Plan and annual capital planning.	Pipeline
Weather resilience and asset risk planning	Assessment and prioritisation of weather-related and asset risks, informing maintenance, renewal and future capital works rather than committing to delivery.	Pipeline
Organisational capability and workforce sustainability	Workforce planning, role clarity, leadership capability and succession considerations required to sustain learning quality and organisational health over time.	Active
Resource stewardship program	Baseline setting and improvement planning for energy, water, waste and maintenance, with measurable targets linked to student learning where appropriate.	Planned

Delivery links: Master Plan refresh becomes the primary delivery vehicle from 2026, with annual capex and repairs and maintenance plans as the execution layer.



Pillar 3: Building our Communities

Intent: Nurture belonging, wellbeing and clear communication across students, staff and families so our community stays warm, connected and accountable as the school grows.

Outcomes by end of 2028:

- Parent partnership: predictable communication, visible leadership and reliable feedback follow-through.
- Student wellbeing and safety: consistent child-safe, restorative and trauma-informed practice; early intervention and tiered supports; students feel safe, included and known with clear age appropriate pathways for reporting. Student voice valued and taken seriously.
- Inclusion: clear, navigable learning support pathways and improved staff capability for diverse needs.
- External partnerships: strengthen recognition of the NZCSE and equitable post-school pathways.

Focus areas (shared across School Director, College, SLT and Coordinators):

- Parent engagement model: strengthen belonging, communication, partnership (parent understanding of Steiner education), trust (feedback follow-through and representation) and empowerment (leadership visibility and access), supported by clear systems, shared responsibility and consistent practice.
- Wellbeing framework: positive school vision; inclusion and cultural safety; student voice; family partnerships; consistent Tier 1–3 supports; restorative and trauma-informed practice (with review and follow-through).
- Inclusion and learning support: clear pathways, coordinated learning enrichment and teacher aide capability uplift.
- Reputation and connection: community events and alumni connection aligned to brand and capacity.



Initiative pipeline classification (internal):

Initiative	Scope (what this actually covers)	Status
Parent engagement model implementation	Implementation of predictable communication rhythms, parent education, feedback standards and follow-through, aligned to the Parent Engagement Strategy.	Active
Outdoor learning and play uplift	Embedding consistent, trauma-informed and restorative practices across the school, with clear decision pathways and follow-through.	Planned
Inclusion pathways and capability uplift	Clear, navigable inclusion and learning support pathways for families, including teacher aide capability and coordination.	Planned
Brand, reputation and community connection	Community-facing storytelling, events and alumni connection aligned to capacity and the school's brand positioning.	Planned

Boundaries: detailed delivery sits in the Parent Engagement and People and Culture strategies. Educational culture and wellbeing approaches are shared responsibilities with School Director and College leadership.

Pillar	Indicator	What success looks like
Deepening the Educational Journey	<p>Pedagogical coherence Student engagement and retention</p> <p>Learning quality and feedback</p> <p>Inclusion and learning support effectiveness</p> <p>High School strength and pathways</p>	<p>Consistent Steiner pedagogical practice across year levels, evidenced through collegial review and shared indicators of practice</p> <p>Stable or improving attendance and retention, particularly at key transition points</p> <p>Consistent, clear assessment and feedback practices understood by students and families Clear, consistent learning support pathways with strong alignment between classroom practice and Learning Enrichment</p> <p>Strong retention through High School and clear, credible post-school pathways (including NZCSE outcomes and destinations)</p>
Sustainability and Stewardship	<p>Master Plan delivery and capital alignment</p> <p>Planned vs reactive maintenance</p> <p>Financial sustainability</p> <p>Workforce sustainability and alignment</p> <p>Workplace health and safety</p>	<p>Progress against a staged, prioritised Master Plan aligned to safety, learning impact and long-term development</p> <p>Increasing proportion of planned maintenance and asset renewal, reducing reactive works and associated risk</p> <p>Budget performance maintained with clear alignment between enrolments, resourcing and long-term financial planning</p> <p>Staffing structure aligned to enrolment and strategic priorities, with clear roles and reduced duplication</p> <p>Proactive safety culture demonstrated through incident trends, near misses and assurance activities</p>
Building our Communities	<p>Parent engagement and satisfaction</p> <p>Student wellbeing and safety</p> <p>Inclusion and accessibility</p> <p>Enrolment demand and conversion</p> <p>Community connection and reputation</p>	<p>Positive parent feedback trends, increased engagement and improved communication clarity and follow-through</p> <p>Students feel safe and supported, with consistent and timely responses to wellbeing matters</p> <p>Families can clearly access and understand learning support pathways; staff capability continues to strengthen</p> <p>Strong enquiry pipeline with improving conversion rates and healthy waitlists at key entry points</p> <p>Strong participation in events, positive community sentiment and growing reputation</p>



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