



Northern Tasmania Steiner Association 2025 Annual Report



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Introduction

The Tamar Valley Steiner School continued to grow in strength, clarity, and purpose throughout 2025. This year has been marked by a deepening of our educational practice, thoughtful investment in our people and facilities, and a strong commitment to student wellbeing and developmental readiness.

Throughout 2025, we have seen the continued strengthening of Tamar Valley Steiner School as a place of meaningful learning, connection, and care. Our students are engaged and supported, our staff are committed and growing in their practice, and our community continues to work together in a spirit of shared purpose.

The school experienced a period of stability in leadership and governance over the last 12 months with both board members and leadership remaining committed and consistent. This has flowed on to increased wellbeing and support for staff with a high level of staff retention by the end of 2025.



We extend our sincere thanks to our staff, families, and Board for their dedication and contribution to the life of the school. Together, we are building a resilient and thriving educational community, grounded in the principles of Steiner education and responsive to the needs of our time.

2025 Achievements

Governance and Leadership

A key focus for the year has been the strengthening of governance and leadership capacity. Our leadership team undertook resilience training to better support wellbeing within an educational workplace and to proactively address the risks of staff burnout. The Principal attended the Steiner Education Australia Governance and Leadership Conference, further enriching our understanding of best practice within Steiner schools nationally. In addition, our School Board engaged in governance training through Independent Schools Tasmania, strengthening clarity around roles and responsibilities and supporting effective stewardship of the school. The school successfully passed their mid-registration review held in August 2025.

Site and Facilities Improvement

Significant progress has been made in the development of our physical environment. The refurbishment of the main administration area has transformed a central space within the school, creating a more functional and welcoming hub that now includes a kitchen classroom, dedicated student services and support spaces, improved staff facilities, and an accessible reception area. This redevelopment has greatly enhanced both the efficiency and flow of daily operations.

Further improvements to our site include the construction of an attic storage space, a new student shed supporting both equipment storage and woodworking activities, and the completion of our whole-school garden. Additional boundary fencing near the carpark has also improved student safety and security.



The garden, now fully fenced and supported by purpose-built infrastructure, includes orchard plantings, biodynamic preparation areas, compost systems, and class garden beds. It has already become a vibrant and productive part of school life, with produce enjoyed throughout the year.



Work towards our strategic goals has continued with intention and momentum. Planning, design and tender processes have been undertaken for the construction of two new primary classrooms, positioning the school for future growth. Playground improvements in the Early Childhood area included the addition of a climbing frame and a water pump to support healthy play, physical development, and further opportunities for learning and imaginative play.

The junior primary area had the addition of water pump with a purpose built water course and some soft fall installation to improve climbing safety in our big oak tree.



Supporting Student Learning

Our early childhood pathway has been strengthened through a supportive Kinder transition program, helping families understand the developmental expectations of Steiner education and resulting in strong enrolment commitment. The collaborative partnership between our Pre-School and Kindergarten programs has also grown, with increasing enrolments and clear pathways for children continuing into Kindergarten.

Across the school, there has been a strong emphasis on supporting developmental readiness as the foundation for engaged learning. Primary students commenced an INPP developmental movement program, while our Prep students engaged in daily movement and practical activities informed by the curative education model. These approaches reflect our commitment to meeting children where they are developmentally and supporting their readiness for academic learning.

A continued focus on creating a safe, supportive, and productive learning environment has seen the implementation of a trauma-informed, “Ready to Learn” approach to behaviour. The introduction of a clear behaviour flowchart has supported both staff and students in responding to challenges with consistency and care.



Curriculum Improvement

In the area of teaching and learning, the school has continued to build a strong and balanced curriculum. Our whole-school literacy approach has been further developed, incorporating structured literacy and the sequential Jocelyn Seamer program. Daily literacy practice across all primary classes has led to notable improvements in reading fluency. Our NAPLAN results for Grade 5 reflect this progress, with students achieving above national averages in Numeracy, Conventions of Language, and Reading, demonstrating that our developmentally aligned approach to literacy supports strong academic outcomes.

Biodynamic farming and gardening practices were re-introduced in practical lessons. With the establishment of a permanent whole school garden area facility, we have developed a Biodynamic preparations area in consultation with members of Biodynamics Tasmania. The grade 6 students buried BD 500 horns and CPP to generate our own biodynamic soil conditioners and fertilisers here on site.





We have enriched our curriculum through the introduction of Therapeutic Arts as a specialist subject across the primary school. Artistic elements continue to be woven through our classroom work, with the addition of clay modelling and therapeutic water colour painting provided in our dedicated arts room to our primary school classes.

Practical and hands-on learning has been further strengthened through the development of the student shed and expanded woodworking opportunities, supporting the growth of will, persistence, and confidence in our students.



Child Development and Wellbeing Education

Student wellbeing has remained central to our work. The continuation of the Wellbeing Officer role has strengthened pastoral care across the school, alongside the ongoing development of child safety processes and policies. New initiatives, including a Principal's letterbox and additional communication pathways, have empowered students to share concerns and feel heard. Parent and staff education has been enriched through workshops with guest educator Melanie Deefholts, and we have introduced "growing up" education sessions for students. An alumni support group has also been established, providing connection and guidance for former students now in high school.



Professional Development of Staff

Professional development has remained a cornerstone of our school culture. Teachers engaged in a range of training opportunities, including: the Newcastle Class Teacher Intensives, structured literacy and Minimum Schooling Guarantee training, and further study in Curative Education and Extra Lesson. This ongoing investment ensures that our staff continue to grow in both Steiner pedagogy and contemporary educational practice.

Teacher assistants received training in working with students with disability, and therapeutic practices to support children in the classroom.

Community and Culture

In addition to the wonderful learning experiences the students have received, below is a summary of the schools highlights and successes:

- Successful hosting of Worldpacker international volunteers who worked tirelessly on our re-wilding projects, school gardens and facilities.
- Culture sharing from elder Uncle Hank Horton and the celebration of reconciliation week were part of our lantern walk program in 2025. As we move into the cooler time of the year it was a privilege to have Uncle Hank share with us the tradition of mutton birding which occurs during the late Autumn.



- The Winter Spiral, Spring Festival, Artisan Market and Spring Fair, and Summer Festival school picnic were joyous celebrations of our community spirit and connection to the rhythms of our seasons. The heart and soul of our community is woven together through celebrating these moments.

- The Artisan Market and Spring Fair was established as an annual event with each class and many community members holding stalls and activities.



Stewardship of the land

- Continuing the rewilding and bush regeneration on our site. A significant focus was placed on tending to our established re-gen bush paddock this year with many of the endemic species planted in 2021 showing healthy growth. Thank you to our dedicated community members who have spent many Friday mornings in the paddock!
- A rain catching shelter, rain water tank, and native bee home was built in the centre of the bush paddock to help support the watering of new plantings over the drier months. The area of new regen plantings along the entrance way to the school have been mulched, weeded, and tended with many native pines, grasses, and manuka species thriving.



- The Prep class, as part of their daily purposeful work program, set out on a cape weed eradication program. They are slowly restoring the main field grass to be free of weeds after the earthworks in 2024 to establish the playground area.
- Uncle Hank Horton visited the school for staff professional development. Staff were privileged to receive teachings on the endemic species planted on the school site and their use by aboriginal people. The lomandra were full of seed and ready to harvest for grain and flour making.
- A biodynamics afternoon was held inviting interested members of our wider school community to dig up the BD500 and establish a biodynamic preparations area at the back of the garden.



Tamar Valley Steiner School Summary

Tamar Valley Steiner School is an independent school registered in Tasmania to deliver a Steiner Education following the Australian Steiner Curriculum Framework (ASCF). At the time of census the school had 93 full time enrolled students, of which 4 identified as having Aboriginal and Torres Strait Islander background. This is a small percentage (2%) and is below the national average for independent schools. The school is located in St Leonards on the fringe of Launceston, and is considered an inner regional area. It services families who live in Launceston and the surrounding regional areas within 1 hr drive of the school.

Our school has a significant number of students coming from a Language background other than English at 13% of our full time enrolled students.

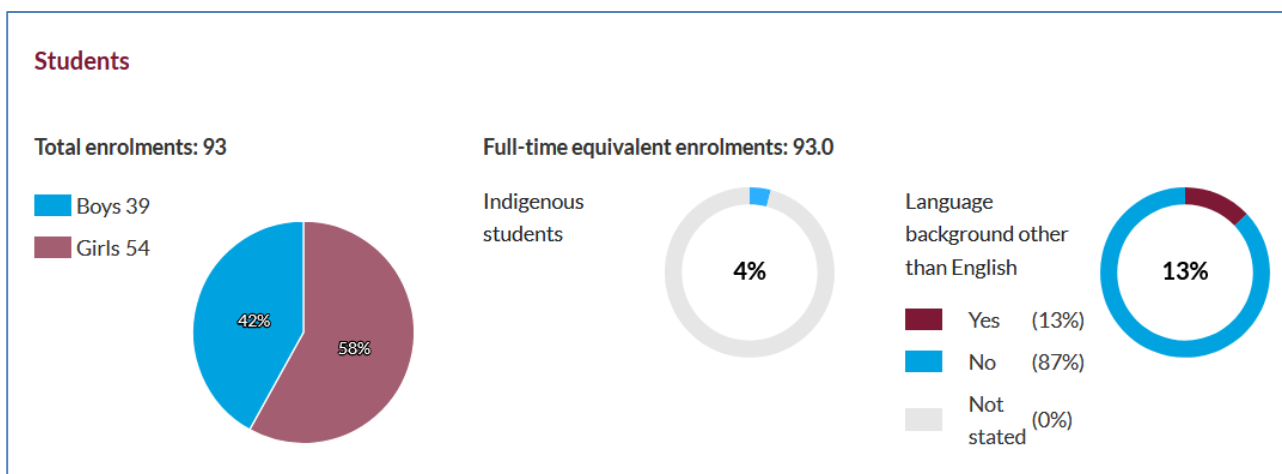


Figure 1: Background data of students enrolled at TVSS taken from the MySchool website for 2025

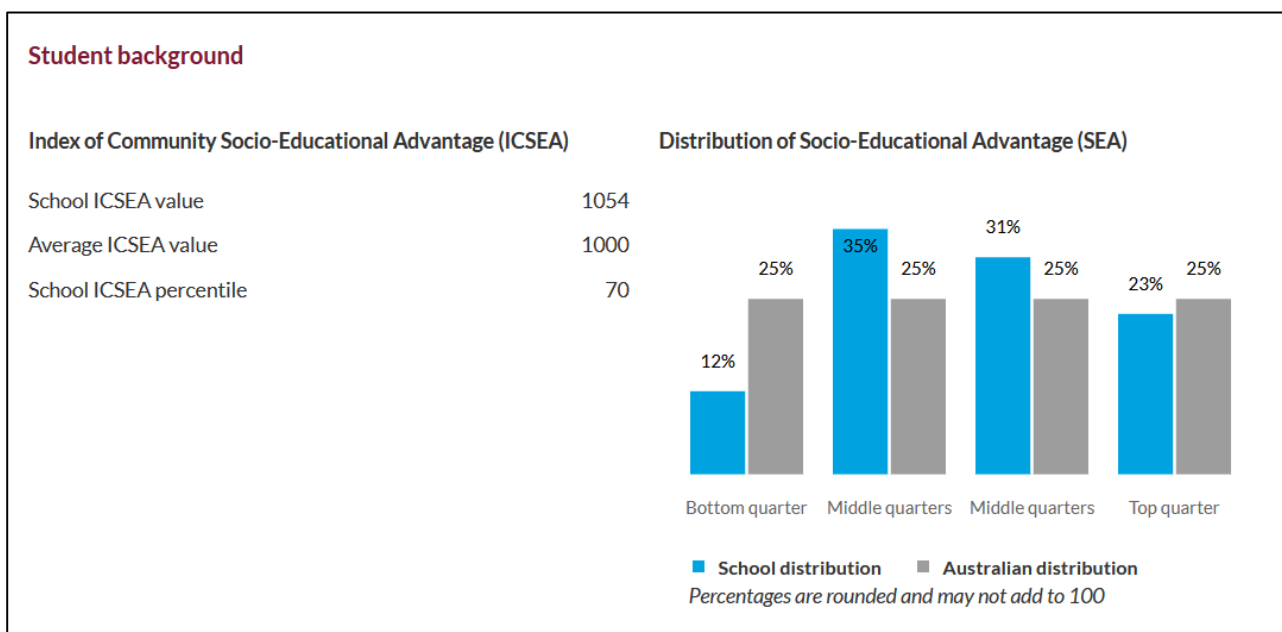


Figure 2: Index of Community Socio-Educational Advantage data for TVSS families 2025, taken from the MySchool website

Student Attendance

Attendance Statistics for 2025

Our attendance statistics show that we averaged 87% attendance for the 2025 school year.

This is an improvement on the 2024 attendance rates of 85% attendance. During 2025 we had a selection of students on part-time attendance agreements as part of their individual learning plans. Our goal is to reach 90% attendance, in semester 1 2025 we reached 89% attendance which is edging closer to the attendance rates we are hoping to achieve.



Reporting period: Semester 1 Term 3

Student attendance rate	Percent ¹
All students	89%
Indigenous students	-
Non-Indigenous students	-

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	61%
Indigenous students	-
Non-Indigenous students	-

¹ When a school's results are unavailable or there are fewer than, or equal to, five Indigenous or non-Indigenous students, a dash '-' will be displayed. This is to protect the privacy of students.

Figure 3 - Attendance Statistics for Semester 1 2025, sourced from the Myschool website.

Reporting period: Semester 1 Term 3

Student attendance rate	Percent ¹
All students	86%
Indigenous students	-
Non-Indigenous students	-

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	46%
Indigenous students	-
Non-Indigenous students	-

¹When a school's results are unavailable or there are fewer than, or equal to, five Indigenous or non-Indigenous students, a dash '-' will be displayed. This is to protect the privacy of students.

Figure 4 - Attendance Statistics for Term 3 2025, sourced from the Myschool website.

Our School Attendance Recording and Follow up Process

Attendance is recorded in the school's student management system, TASS. Parents must notify the school of any absences in writing (email or SMS) by 9:00 am on each day of absence. Teachers must complete attendance at 8.50am each day with all unexplained absences followed up by administration on the day of absence. Where absence from school is known in advance, parents must do a written notification to school administration and class teacher for absences over one week, or to the Principal for any absences of more than five weeks.

Attendance and ongoing absenteeism is monitored and followed up by the Administration team. If necessary, the Principal will invite the parent to a meeting with the teacher to discuss the absences and develop a plan to improve attendance to at least 80% unless a formal application for part-time attendance has been approved by the OER (Office of the Education Registrar). If there is no significant improvement in attendance, referral may be to a third party or specialist for intervention or OER or a Compulsory Conciliation Conference. In circumstances where it is determined that the child will have difficulty attending full-time due to additional needs, application for part-time attendance in the first instance may be made to the OER, as the School does not take part-time enrolments without approval.

Staffing Statistics and Qualifications

Tamar Valley Steiner School employed 11 teaching staff and 19 non-teaching staff during 2025 with a combination of full-time and part-time employment. This equated to the full-time equivalent of 9.0 teaching staff which is lower than 2024. The Principal is included in the teaching staff numbers. None of the 2025 staff identify as Aboriginal or Torres Strait Islander. Three of our staff come from non-english speaking backgrounds and are bilingual. The non-teaching staff employed - including administration, maintenance and learning assistants, was a total of 9.1 full-time equivalents.

2025	
School facts	
School sector	Non-government
School type	Primary
Year range	Prep-6
Location	Inner Regional
School staff	
Teaching staff	11
Full-time equivalent teaching staff	9.0
Non-teaching staff	19
Full-time equivalent non-teaching staff	9.1

Figure 5: TVSS Summary Data for 2025 from MySchool Website

All teachers employed at Tamar Valley Steiner school are degree qualified. The school employed two new class teachers with full registration in 2025. TVSS continues to support our provisionally registered teachers to complete their full registration qualifications with ongoing training and mentoring.

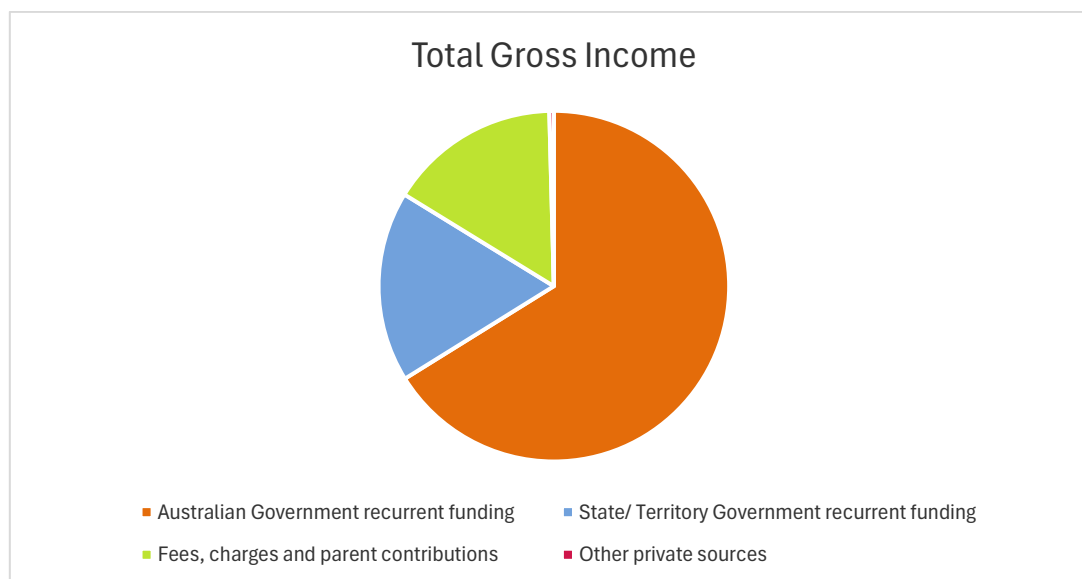


Financial Summary

The school is a low-fee paying private school and we receive funds from Federal and State governments along with contributions from parents as fees and charges.

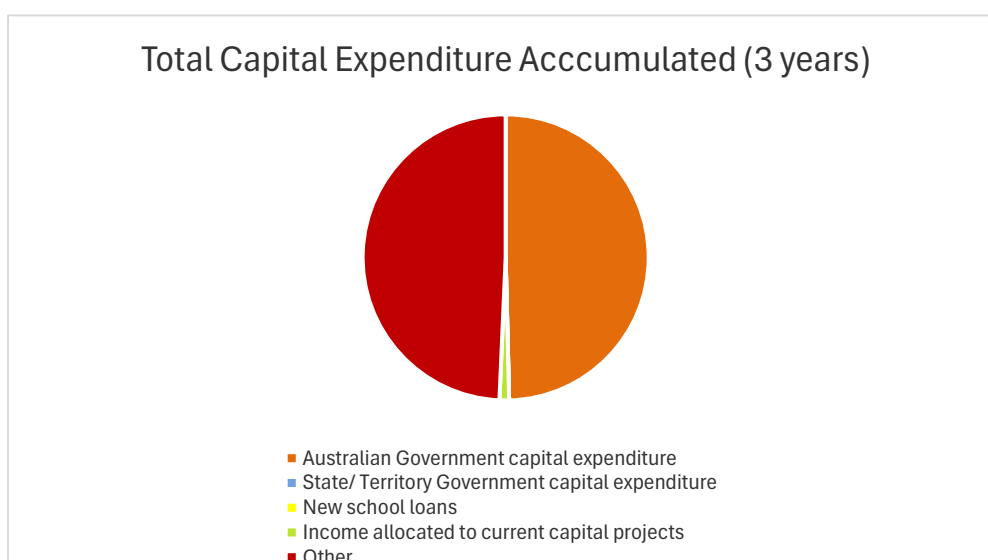
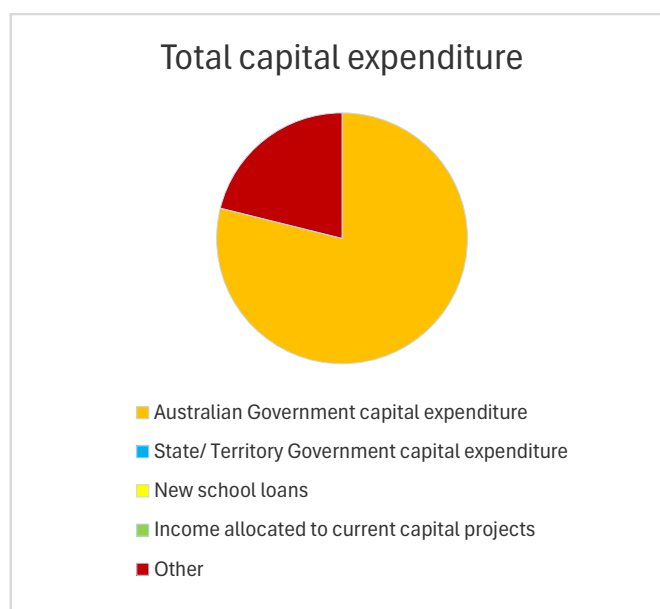
Full-time equivalent enrolments relating to recurrent income and capital expenditure		93	
Net Recurrent Income 2025		Total	Per student
Australian Government recurrent funding		\$1,708,549	\$18,371
State/ Territory Government recurrent funding		\$454,631	\$4,889
Fees, charges and parent contributions		\$408,759	\$4,395
Other private sources		\$10,739	\$115
Total gross income (excluding income from government capital grants)		\$2,582,678	\$27,771
Deductions			
Income allocated to current capital projects		\$0	\$0
Income allocated to future capital projects and diocesan capital funds		\$0	\$0
Income allocated to capital debt servicing (including principal repayments and interest on loans)		\$178,802	\$1,923
Subtotal		\$178,802	\$1,923
Total net recurrent income		\$2,403,876	\$25,848

Figure 6: Funding allocations MySchool website data for 2025



Capital expenditure in 2025 was allocated to the finalisation of the Stage 4 development project and the beginning of our Stage 5 and 6 development.

	Capital Expenditure	Total	\$ Accumulated
	Australian Government capital expenditure	\$241,753	\$822,615
	State/ Territory Government capital expenditure	\$0	\$0
	New school loans	\$0	\$0
	Income allocated to current capital projects	\$0	\$17,979
	Other	\$64,739	\$817,427
	Total capital expenditure	\$306,491	\$1,658,020

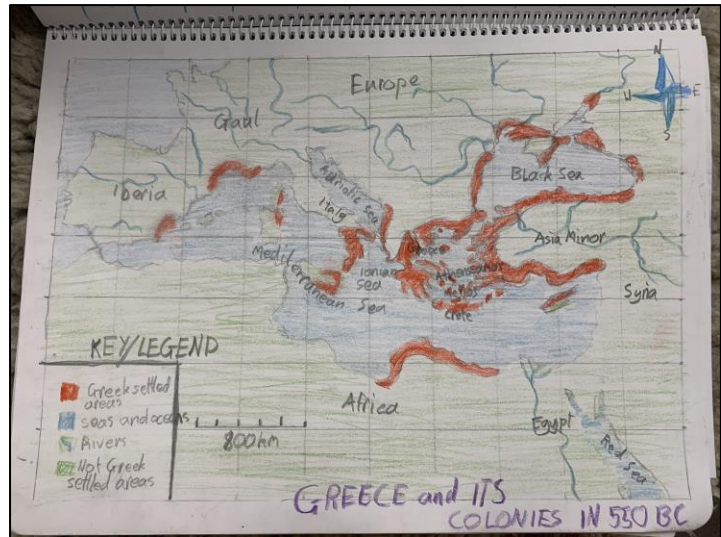
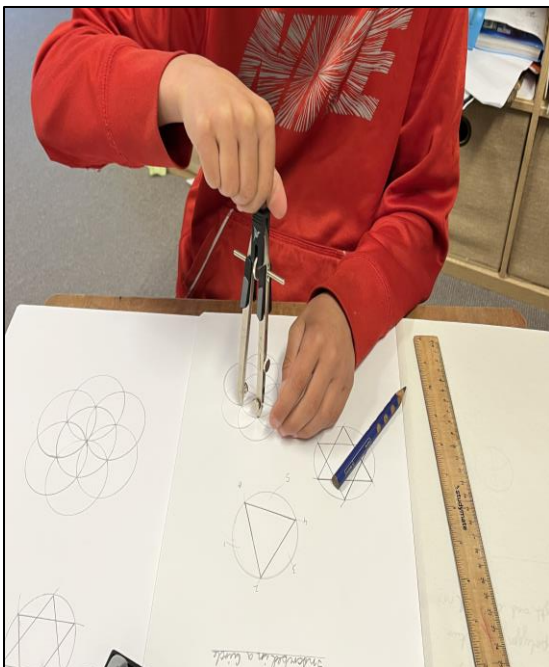


Figures 7 and 8: Capital Expenditure breakdown 2025; accumulated capital expenditure taken from the MySchool website 2025.

Student Achievement

The Steiner Curriculum is a broad curriculum that values achievement in academia, the arts, and practical skills with equal importance. Class teachers are responsible for teaching main lessons, practice lessons, craft, bush school, and outdoor learning activities.

Student achievement is not focused on testing and scores, it is in the development of knowledge and skills. Our students participate in daily numeracy and literacy alongside history, geography, science and artistic modalities. With the considered choice to refrain from utilizing digital technology until high school, our students



achieve significant skills in handwriting, drawing, craft, visual art, movement and modelling.



Specialist lessons

The strings program continued to flourish in 2025 with each class from grade 3 to 6 participating in class lessons and ensemble groups. Our graduating grade 6's have been our first group to receive 3 full years of strings tuition at Tamar Valley Steiner School, with the program beginning when they were in grade 3. We are very proud of their achievements into becoming an accomplished group of strings players and performers.



Outdoor Learning – Gardening, Bush School, Camps and Excursions

At Tamar Valley Steiner school we pride ourselves in delivering meaningful experiential experiences to our children as part of their learning each year. Each week the children are participating in garden and outdoor learning experiences on campus. In addition to this they younger grades attend in weekly bush school at Trevallyn Reserve and we host a range of additional camps and excursions tailored to the curriculum and developmental stages of each age group.

- Our Kinder and Prep ventured to Punchbowl reserve to explore the local waterways and landscapes.
- Class 1's, 2's and 3's had full day bush school experiences at Trevallyn Reserve to deepen their connection to place and experience seasonal changes.
- Class 3 participated in their first camp experience at the Hagley Farm School.
- Class 3/4 camped on the school grounds in tents, cooking on an open fire and exploring the local landscapes as part of their geography unit.



- Class 5's ventured to Ben Lomond to stay in a mountain hut for a truly alpine experience! The students tested their resilience and studied the unique mountain flora.
- Class 6's started the year with a Cradle Mountain camp staying in a scout hut along the Overland Track bringing a sense of adventure and testing of endurance and skills. They completed their year with a coastal camp which provided an opportunity to explore copper cove as part of Geology studies.

Academic Achievement

Student academic progress is measured through benchmark testing and through assessment against the Australian Steiner Curriculum Framework achievement standards. Academic merit awards presented to our class 5 alumni of 2024 in their new highschools.

NAPLAN results are used nationally as a comparative tool to assess the student learning levels in each school. The average of each year level results for TVSS are tabulated below. As stated on the MySchool website, due to the fact that our NAPLAN student cohorts are below the minimum of 11 students, the grade 3 results are not statistically viable to be used in comparison to national averages. However, we had a total of 13 students from class 5 assessed last year which allowed our school to be compared to national averages. The dark green highlight shows that the school was well above average for our reading scores, close to average with writing and spelling, and above average for Grammar and Numeracy highlighted in light green.

We are exceptionally happy with these results as our classes do not do preparation work for NAPLAN as they do in other schools, and it demonstrates that students at our school are able to attain above average results even when the testing conditions and expectations are unfamiliar.

Compare to	<input type="radio"/> Students with similar background	<input checked="" type="radio"/> All Australian students					
	Reading	Writing	Spelling	Grammar	Numeracy		
Year 3	403	371	379	391	368		
Year 5	565	492	482	537	519		

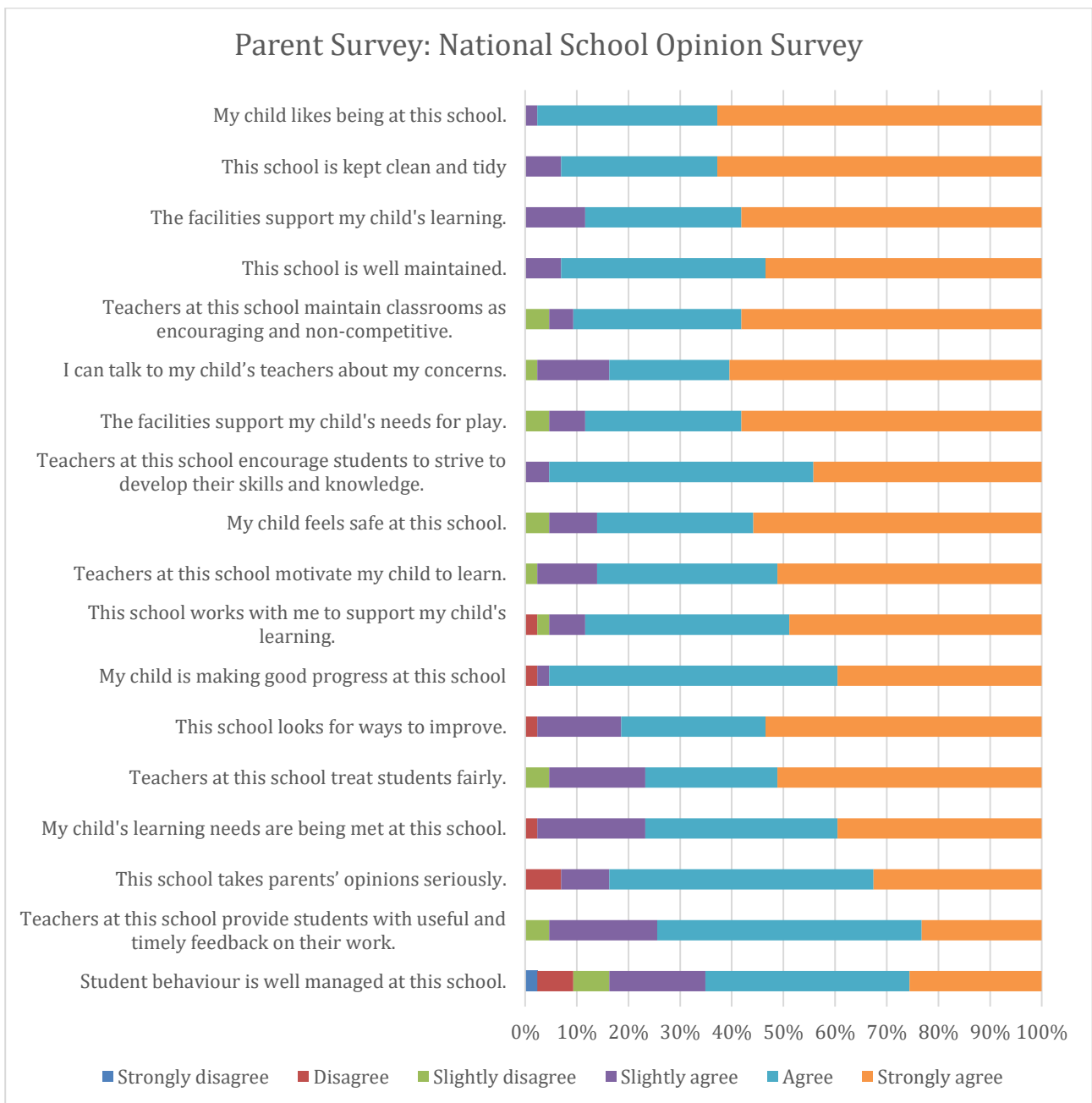
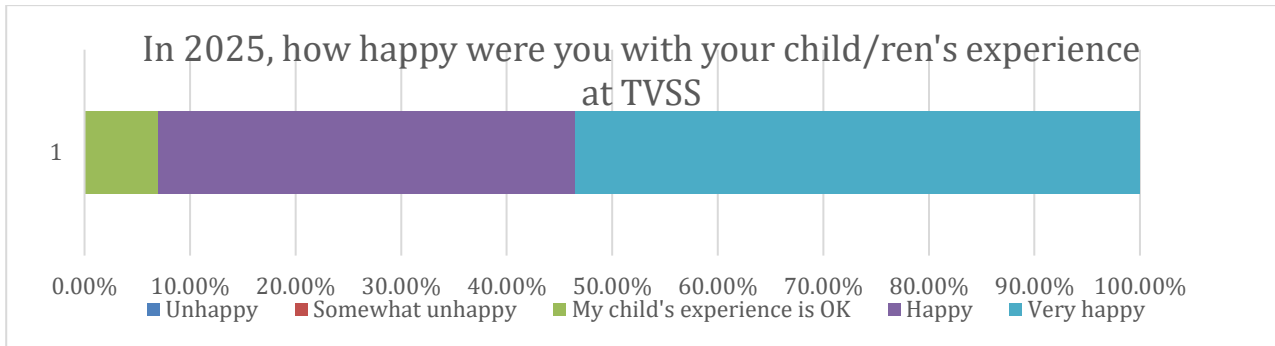
NAPLAN participation for this school is 77%
 NAPLAN participation for all Australian students is 95%

^{NB} A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

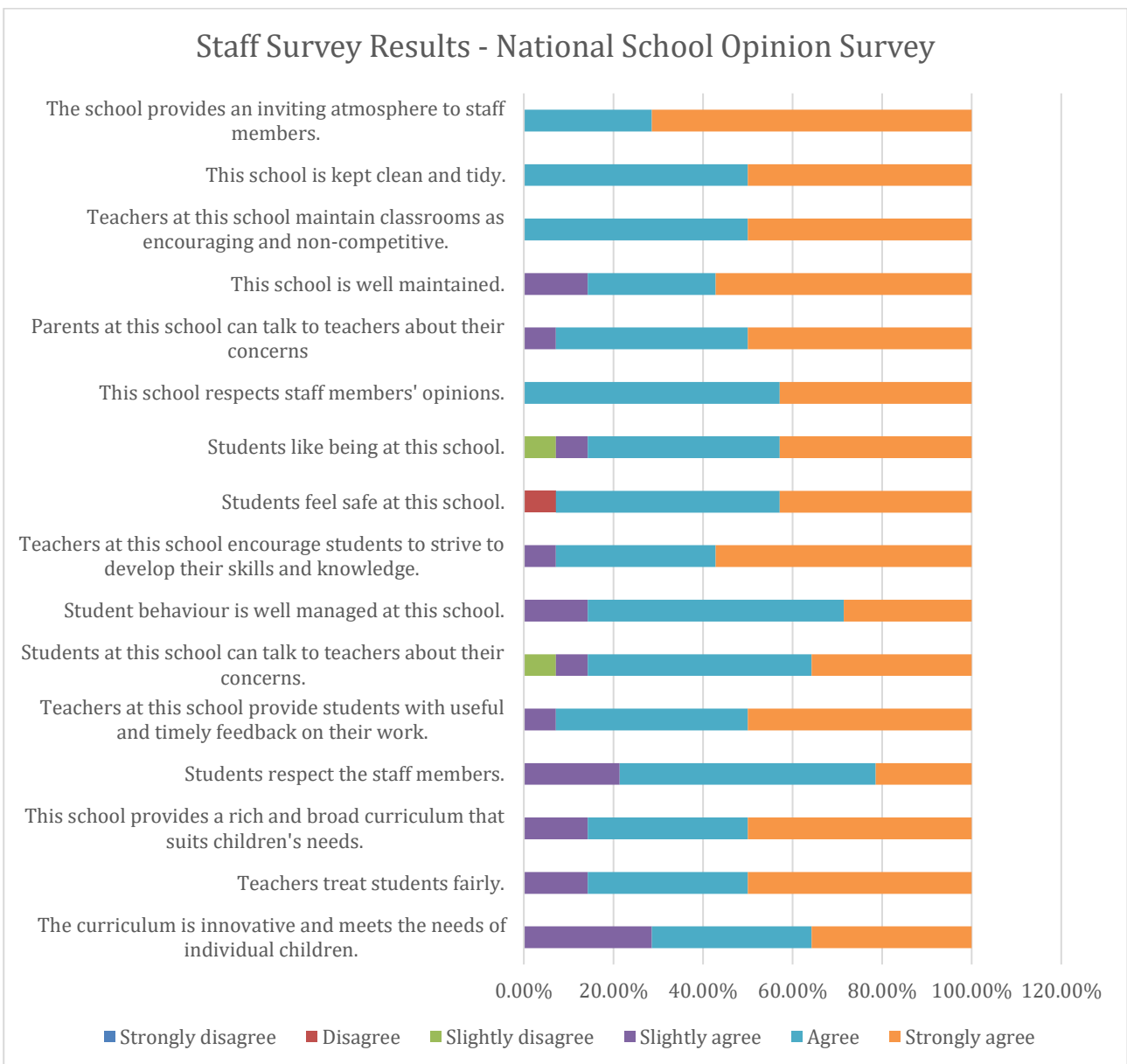
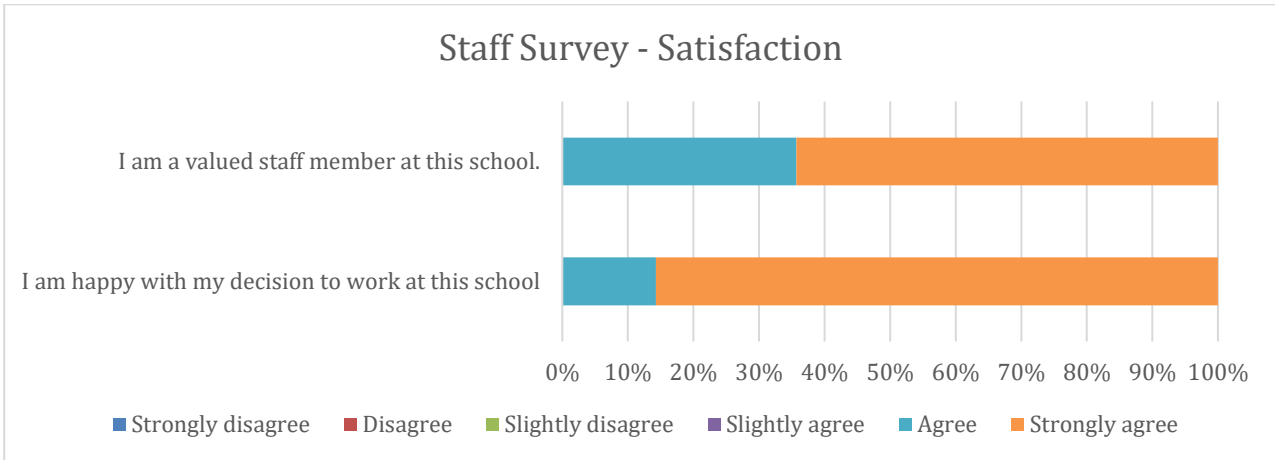
Figure 3: Tamar Valley Steiner School NAPLAN results 2025, from the MySchool website.

Parent and Staff Satisfaction – Survey Results

Parent Survey Results (43 responses):



Staff Survey Results (15 responses):



School Improvement Plan Outcomes

In early 2023 a new Strategic Plan was developed for a five year period (2023- 2027). A summary of the strategic plan’s key focus areas for 2025, and the results of the 2025 School Improvement Plan are presented below.

Strategic Plan 2023 – 2027 Overview

The Strategic Plan Goals are organised into five key focus areas:

- Growth and Development
- Quality Teaching and Learning
- Community Health and Wellbeing
- Environmental Stewardship
- Organisational Stability

Strategic Progress – Report on School Improvement Plan 2025

Focus Area: Growth and Development		
Goal 1: Be a hub for families from Early Years to High School		
Strategic Goals	Targets/Measures	Progress in 2025
1.1 High school commencing 2026	- Class 7 in 2027 - Class 8 in 2027	In Progress – Goal adjusted to aim for Year 7 in 2027. Feasibility for year 7 in 2027 was conducted.
1.2 Heart of the school warmly welcomes and builds community (central amphitheatre)	- Heart Amphitheatre built by 2026.	Delayed due to project tender and cost re-estimations, on track to be built by the start of 2027
1.3 School of first choice for our families	- > 85% of our families chose our school as their preferred school for their children. - Increased compliance with agreements in Parent Handbook, e.g., minimal technology use, healthy food	Achieved: Full Kinder 2025 and full kinder 2026 enrolment applications received. Systems improvement with Kinder 2026 open days and early enrolment process was implemented with 100% of kinder 2026 families choosing Steiner education as a school of first choice. New enrolment processes for primary school students transferring to our school include Parent Education and an established nurture journey with trial days to ensure alignment with our school.
1.4 Play spaces enrich curriculum and children’s development at all stages	- Play spaces and play elements for every age group that are mapped to developmental needs of each age group	Progress in 2025: The early childhood play space was improved with the addition of a climbing frame and monkey bars; a water pump and mud kitchen area; and wicking bed planter boxes.

		Improvement of the Junior Primary play space with the addition of a water play area with water pump and channel. Offering of structured games at lunch time for supported participation of younger primary school children.
1.5 Out of school hours care and early learning	<ul style="list-style-type: none"> - OSHC offered by 2024. - Early learning offered by 2025 	<p>Achieved: OSHC and a Preschool collaborative program were established in term 2 2024, and have continued to grow and operate successfully.</p> <p>Many families with children in the Adventure patch pre-school program in 2025 have enrolled their children in Kinder in 2026.</p>

Focus Area: Quality Teaching and Learning		
Goal 2: Inspired Steiner teaching engages and builds resilient and empathic learners		
Strategic Goals	Targets/Measures for 2025	Progress in 2025
2.1 Inspired Steiner Teachers who are well-supported	<ul style="list-style-type: none"> - Each staff member has identified their strengths and is supported through the performance review process to grow their area of inspiration and strengthen its delivery in the curriculum. - Each staff member has a professional development plan with equitable funding. - Each teaching staff member has a long-term career plan that fits the school's needs. - All teaching staff are supported to gain proficient teaching registration 	<p>Achieved:</p> <p>Annual reviews of all staff were conducted and professional development goals outlined and funded in accordance with goals.</p> <p>Numerous professional development opportunities were funded by the school including start of the year Class Teacher Steiner Intensives, Literacy training days, in house professional development days.</p> <p>Staff wellbeing supports continued.</p> <p>Training and PD communicating the new requirements of gaining proficient registration.</p>
2.2 Align with the Core Principles of Australian Steiner Schools	<ul style="list-style-type: none"> - All teachers to attend Intensive Training in 2025 	<p>Achieved:</p> <p>Professional Development at intensive training</p> <p>Principal attended a Steiner Education Australia Governance, leadership and Management conference and delegates meeting.</p>
2.3 Curriculum development guided by ASCF and Steiners Indications	<ul style="list-style-type: none"> - Continued Eurythmy Curriculum in 2025 - Meet the Minimum Schooling Guarantee set by the Tasmanian Government in a way that is aligned with Steiner pedagogy and child development 	<p>Achieved:</p> <p>Eurythmy program for students in term 2, 2025.</p> <p>A whole school literacy program was established and delivered in 2025 with each class receiving the Jocelyn Seema structured literacy program, whilst also maintaining the Steiner literacy content through main lessons and practice lessons.</p> <p>Reading fluency increased across the school in each grade</p>

	<ul style="list-style-type: none"> - Bush School Program for each year level link to ASCF content descriptors and Achievement Standards by 2025 - Teacher is trained in Extra Lesson and is delivering an Extra Lesson program in the school 1 day a week by 2026 	<p>Whole school bush school curriculum linked to ASCF achieved in 2024, and delivered in 2025.</p> <p>Two teachers in progress with Extra Lesson training, with Extra lesson sessions being run with 5 students in 2025.</p>
2.4 Improve Student Learning referencing ASCF outcomes and SEA National Assessment Strategy	<ul style="list-style-type: none"> - TVSS Assessment processes align with new SEA National Assessment Strategy in 2027 	<p>No longer relevant, the SEA is not focusing on developing the national assessment strategy.</p> <p>Review of student report structure was conducted to align with the updated ASCF key learning areas.</p> <p>Introduction of literacy and numeracy screeners to inform teaching practice.</p>
2.5 Build students' capacity for engagement, cooperation, resilience, empathy, and respect	<ul style="list-style-type: none"> - Documented and clear behaviour management system established. - Reduction in frequency of behaviour incidents for individual students demonstrated in 2023 and proceeding years. - Introduce School wide Berry St Model - Ready to learn - initial training July 2024 	<p>Implementation of developmental movement programs in all classes which helps increase students capacity to be ready to learn.</p> <p>Establishment of a new system of behaviour support through a behaviour flow allowing children to reset and be ready for learning, and classes to be less disrupted. (Berry Street Model)</p> <p>Essential for the success of all learners was the introduction of a student support area to facilitate 1:1 learning outside the classroom when needed.</p> <p>A reduction in school wide behaviour incidents was noted over the 2025 period, term 1 through to term 4.</p>

Focus Area: Community Growth and Wellbeing		
Goal 3: Nurture Connections for a Culture of Belonging		
Strategic Goals	Targets/Outcomes	Progress in 2025
3.2 Community Projects aligned with School development needs	<ul style="list-style-type: none"> - Implementation of projects with community input and participation such as a community garden - Increased community capacity to lead and work with school on community projects 	Consistent parent volunteer work on the bush regen area throughout 2025
3.3 Community Engagement plan drives development of school as a hub for families	<ul style="list-style-type: none"> - Evidence that community engagement contributes to the goal of the school as a hub for families 	A further expansion and development of the Spring Fair and Artisan Market occurred in 2025 with a parent led team coordinating the market that was open to the wider community for the first time. Many families contributed and felt proud of the vibrant community we have at the school

3.4 Adopt New Child Safe National Principles	- Schedule of Reviewing of Child Safe Policies is within the Annual School Calendar under Administration Compliance requirements	On track: Board and staff have completed some child safe modules on the National Child Safe Framework
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Focus Area: Environmental Stewardship		
Goal 4: Environmental Harmony		
Strategic Goals	Targets/Outcomes	Progress in 2025
4.1 Site planning and development creates harmony with the seasons	- Capital development incorporates local landscape and seasons into the design	New Whole School garden redesigned and built around the custom play space Design work with architects regarding the integration of the new developments of the Amphitheatre and classrooms in harmony with the landscape.
4.2 Regenerate our land; grow food and create a sustainable future.	- School garden established and providing surplus produce for students/community. - Improved land regeneration at St Leonards campus	Achieved: Garden shed, and whole school garden were established in 2025, including orchard plantings. The school garden beds for each classroom were further developed and the school site garden plan updated with the addition of a hazelnut orchard. Rewilding and maintaining our bush regeneration areas was a strong focus in 2025 with volunteer world packers and a dedicated parent team transforming the site.
4.3 Reduce our Environmental Impact	- Multiple initiatives undertaken to reduce environmental impact including reduction in energy use, cleaner energy, water use, pollution, and waste.	Green waste and paper hand towel recycling was established. A garden- green waste and compost pile were established as part of the whole school garden re-development. A maintenance/ recycled materials storage centre was built near the back entrance of the school. Curtains installed in the Early Childhood area to reduce the requirement for airconditioning in warmer months. Watering timer systems were implemented for summer watering of lawn and garden beds. This reduced water use and allowed for watering in the cooler times of the day.
4.4 Foster relationships with and support local Aboriginal Tasmanians	- Connections with local Aboriginal Tasmanians established.	Connections with Uncle Hank Horton were established with staff PD and culture sharing at the start of 2025; and Uncle Hank joining us at the Lantern Walk festival for culture sharing and acknowledgement of country.

Focus Area: Organisational Stability		
Goal 5: Stable and healthy staff, leadership and governance		
Strategic Goals	Targets/Outcomes	2025 Progress and Comments
5.1 Succession plan for Leadership and Board.	<ul style="list-style-type: none"> - Succession plan in place for key positions (Principal, Business Manager, other leadership positions, Chair of the Board, Secretary of the Board) - Functional Board recruitment strategy 	<p>Continuation of a College Executive rotation for all College of Teacher members to develop leadership skills.</p> <p>Conducted a strengths analysis and job scope of the current leadership team.</p> <p>Trialled a model of delegated responsibilities to an acting assistant principal (term 2) and a part time school coordinator in Term 3 and 4.</p> <p>Principal performance review and initiation of a contract renewal at the end of 2025.</p> <p>Successful recruitment of a new board members and a new board Chair and Secretary.</p>
5.2 Quality teaching staff secured	<ul style="list-style-type: none"> - Performance review process linked to professional development and strategic goals of staff retention. - Strategic long term career planning for key teaching staff 	<p>Achieved:</p> <p>Staff have established professional development plans and annual reviews linked to long term career planning.</p> <p>100% of retention of teaching staff in 2025</p>
5.3 Development plan matches goals.	<ul style="list-style-type: none"> - Sound long-term financial planning that clearly supports capital development goals while ensuring operational targets are met. - Clear use of industry metrics (via Somerset Education) to manage financial stability and sustainable development as a fundamental priority 	<p>Detailed financial modelling looking at the key components of the school's budget was conducted prior to setting the 2025 budget. Feasibility analysis of expansion into high school was conducted</p> <p>Build development plans have been forecast to match the growth in student numbers in the school predicted over the next 5 years.</p>
5.4 Marketing to secure supportive families	<ul style="list-style-type: none"> - Strong long term marketing plan linked to strategic goals. 	<p>Marketing focussed Kinder 2026 enrolments and attracting parents with pre-school children to align with our goal of families choosing Steiner Education as a first choice.</p>
5.5 Staff wellbeing is managed with sustainable workloads	<ul style="list-style-type: none"> - Staff surveys show high levels of satisfaction. - Staff surveys show high levels of wellbeing. - Staff culture of managing work-life balance and not working any more than reasonable additional hours 	<p>2025 Progress: a shift to reducing stressors and workload associated with parent communications and behaviour management</p> <p>Wellbeing check ins and surveys showed staff wellbeing has improved since 2024</p> <p>Resilience PD to support staff to assess and manage the elements of their life that can build wellbeing and resilience at work and home</p>