



tarremah  
steiner school

# School Improvement Plan 2018



*"No one need try to discover a solution of the social question that shall hold good for all time, but simply to find the right form in the light of the immediate need of the time in which they live."*

*Rudolf Steiner*

## Foreword

Steiner schools have traditionally considered the 'nature' of the school from a four-fold perspective; the physical grounds and facilities of the school, the children and their well-being, the curriculum, programmes, ideals and values which create the cultural life of the school and the teachers and staff who are the intentional agents responsible for the school.

The school is constituted of;

- a) The grounds and facilities
- b) The children
- c) The curriculum, programmes and cultural life
- d) Teachers and staff

All school health depends on the harmonious development of all four aspects of the 'being' of the school. As with a building, if an inordinate development of one wall occurs in a building to the exclusion of the other three walls, the single wall will be all the weaker for being unsupported by the others. Each wall when raised in combination, provides mutual support to the others.

The Tarremah School Improvement Plan is intended to guide and support a planned and systematic review and development of the school's activities and operations to improve teaching and learning outcomes, the administration and facilities in the school as well as enhancing the well-being of teachers and pupils alike. It is also directed to creating opportunities for staff, parents, students and other community members to critically reflect on the school's performance and to identify areas for further development in its quest for the highest quality educational outcomes for students.

The School Improvement Plan plays a critical role in the implementation of cyclical school review and improvement initiatives.

Tarremah's Review process includes:

- a) An annual **Tarremah School Performance Report** (delivered to the TSSF AGM).
- b) A **School Improvement Plan**
- c) An annual **Staff Review and Development Process** (Tarremah Pathways)
- d) An annual **Parent Survey**
- e) An annual senior **Student Survey** (Classes 8, 9 & 10)

The School Executive and the School Council have established and are driving a strong improvement agenda for the school, grounded in evidence-based research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement are striven for and communicated to parents and families, teachers and students, with accompanying timelines.

Since 2016 we have focused strongly on the following seven areas of development embedded in our Strategic Plan 2016-2021 and we are striving to continue to maintain, further develop and improve these in 2018 in what ever measure is possible given our new fiscal circumstances resulting from the 2018 budgetary austerities:

- Improved educational and behavioural outcomes for boys
- Development of further Indigenous cultural knowledge programmes
- Further development of the school Library for the cultivation of book culture and self-directed learning across the school
- Fee relief for families who might not otherwise be able to attend
- Increased investment in Learning Support teachers, resources and Teachers Aides
- Increased PD for teachers in differentiation of content and methodologies in the classroom – with special focus on students with ‘disabilities’, and in Steiner educational teacher formation
- Development of the new school website with promotional video and creative graphics to increasingly reflect the school’s vibrant and artistic culture

## **1. Introduction**

Tarremah Steiner School is a unique independent school in Huntingfield Tasmania, which values the unique spirit of each child, offering an education which is practical, academically rigorous and artistic.

The school is based upon a strong community values of children, parents, teachers and administrators working together. Socially the school offers a lively program of seasonal events, parent education and community participation.

As the school has grown, Tarremah has developed a more conscious approach to planning and documentation allowing for an informed and targeted approach to the development of resources and employees.

At the beginning of 2016 the 'Tarremah Tomorrow' community consultation day informed the development of the school's five year Strategic Plan 2016-2021 and many of the initiatives from that day are now being guided by committees with both parents and teachers as members.

Annual parent and student surveys, critical data analysis and informal feedback help to inform decisions and the development of effective policies and procedures to ensure a professional and transparent model.

As a small school with limited resources, Tarremah has developed a planned and informed approach to the improvement of the school.

## **2. Tarremah Steiner School**

Tarremah Steiner School was originally founded in South Hobart in 1988. The school soon outgrew its premises and land was chosen at Huntingfield – adjacent to a nature reserve and prime farmland. Tarremah now offers a holistic educational programme from Little Kinder to Class Ten for around 220 students.

The architecture of the school is informed by the ideas of Rudolf Steiner including the shape and colour of the buildings. The development of school buildings, landscaped gardens and playgrounds occurred as the need arose. A boost in government funding allowed the school to develop a beautifully designed Hall with sporting and drama facilities, commercial kitchen, dedicated music room and new bathroom facilities, purpose-built upper school classrooms and Science Laboratory and Art Room.

Surveys and parent feedback identified a need for more teachers to train in Steiner Education and the last two years have seen a focus of expenditure on staff in the area of professional development in Steiner Education. A restructure of school management has seen renewed confidence in the school.

Tarremah Steiner School is now poised for growth and the development of differentiation and learning adjustment strategies and Learning Support which will add value to the school curriculum and provide a rich source of learning for all students.

## **3. Philosophy and Values**

Tarremah offers a unique style of education, which is informed by the ideas of the social reformer and educational philosopher Rudolf Steiner. Tarremah is one of forty Steiner Schools nationally and hundreds of schools worldwide.

Rudolf Steiner was strongly influenced by the scientific writings of Johannes Wolfgang Van Goethe. His aim is to educate the child towards the freedom of spirit through giving strong attention to the individuality of each child.

*“What should be taught and cultivated... must be drawn solely from a knowledge of the growing human being and of individual capacities... The question should not be: What does a human being need to know and be able to do for the social order that now exists? But rather: What capacities are latent in this human being, and what lies within them to be developed? Then it will be possible to bring ever new forces into the social order from the rising generations. The life of the social order will be what is made of it by a succession of fully developed human beings who take their place in the social order. The rising generation should not be molded into what the existing social order desires to make of it.” Rudolf Steiner*

Each student is encouraged to strive for personal excellence within the rich social and intellectual forum that aims to promote attributes such as self-confidence, resourcefulness, initiative and social consciousness.

## **4. Steiner Curriculum**

Tarremah's teachers work with the indications given by Rudolf Steiner in his many lectures to teachers. They strive to become responsive to the children and responsible for their role in every child's development and their role in the school.

Tarremah's teaching programme's content is provided by the Australian Steiner Curriculum Framework, which is ACARA (Australian Curriculum Assessment and Reporting Authority) approved and delivers education through a thematic rather than a subject based methodology. They are encouraged to present their lessons in a creative and artistic way using the best materials and resources available to them.

Teachers stay with the same group of children for many years and develop a level of trust which encourages children to ask questions and learn.

## **5. Organisation and Governance**

Tarremah Steiner School's organisational structures have developed out of the republican ideals promoted by Rudolf Steiner in the first 'Steiner' school and are perhaps articulated most succinctly when he stated, "The school, therefore, will have its own management run on a republican basis and will not be managed from above. We must not lean back and rest securely on the orders of a headmaster; we must be a republic of teachers and kindle in ourselves the strength that will enable us to do what we have to do with full responsibility. Each one of you as an individual has to be fully responsible."<sup>1</sup> All staff are encouraged to take responsibility for the school and to participate as far as they are able with the deliberative decision making processes in the school. All parents are encouraged to participate fully in Class Parent meetings, the Parents and Friends Association, the Tarremah Steiner School Foundation and the School Council.

The main organizational groupings are captured in the diagram on the following page:

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<sup>1</sup> Stuttgart, *Faculty Meetings* (GA 300a).

## Governance Framework – Key Groups

### **Tarremah Steiner School Foundation (TSSF)**

Membership is open to all parents and employees. Responsible for electing Council Members to oversee management of the school.

### **School Council**

The governing body elected by the TSSF are responsible for overseeing the legal and financial obligations of the school are being met and the School Executive's management of the school remains congruent with the constituted aims of the school. Functions of the Council are elaborated in the Constitution of Tarremah Steiner School Foundation.

### **School Chair**

The School Chair is an educator with a strong background in Steiner pedagogy who facilitates the management of the school through the School Council, College of Teachers and School Executive.

### **School Executive**

This is the executive management group in the school. It is a representative body comprised of the ECC Faculty Chair, the Primary Faculty Chair, the Secondary Faculty Chair, the Educational Administrator, the Business Manager and the School Chair.

### **Business Manager**

The Business Manager is responsible for the financial reporting and operations of the school

### **College of Teachers**

The heart of the republican structure in Steiner Schools, this group decides on pedagogical issues including forming policies and procedures for the school. All teachers are encouraged to have some input in the management of the school working in consultation and co-operation with the Executive.

### **Educational Administrator**

Supports the educational programme including delivery of the Steiner curriculum and the development of teaching staff

### **Faculties**

The Early Childhood Centre (ECC), Primary school and Secondary school areas are convened and represented by elected Faculty Chairs.

### **Parents and Friends**

Parents and Friends are a voluntary group which meets each month to facilitate the social and cultural life of the wider school community, including supporting the school and teachers.

### **\* Student Council**

Representatives from the secondary school are given a voice through the Student Council

## Governance Framework – Meetings

| Group   | Frequency of Meetings      | Level of Responsibility   |
|---|----------------------------|---|
| Tarremah Steiner School Foundation (TSSF)   | Annual                     | Electing school council   |
| School Council  | Monthly                    | Strategic and financial decisions <ul style="list-style-type: none"> <li>• Review against KPI</li> <li>• Progress of strategic initiatives</li> </ul> |
| School Chair  | Daily informal interaction | School Management   |
| Business Manager  |                            | Financial reporting   |
| Educational Administrator   |                            | Educational development   |
| Faculties <ul style="list-style-type: none"> <li>• ECC</li> <li>• Primary</li> <li>• Secondary</li> </ul> | Weekly                     | Decisions about day to day school operations  |
| Student Council   | Currently in development   |   |
| Parents and Friends   | Monthly                    | Co-ordinate parent led activities   |
| College of Teachers   | Weekly                     | Whole school development  |
| School Executive  | Weekly                     | Approval of School-wide decisions   |



## **6. School Improvement Plan**

Working with a de-centralised, distributive organizational structure, Tarremah encourages staff, teachers, parents and community members to help inform the strategic direction of the school.

Parents are able to be involved in working bees and fund raising and governance and so take some responsibility for the improvement of the school.

### **6.1. Community Consultation**

In 2016, parents, teachers, alumni, administration staff and selected community members were invited to a facilitated community consultation day, 'Tarremah Tomorrow'. At this event the participants strove to identify strengths, address weaknesses and to identify areas for improvement.

From this event, the five year Strategic Plan 2016-2021 was developed and core Initiative groups were formed.

The annual Parent Survey and Student survey will help as an integral part of community consultation to inform how effective previous improvement plans have been, and what areas to focus on in the coming year and to identify any trends developing in the community's perception of the school and its operations.

Discussion of the Survey results at the College of Teachers, at Faculty meetings, with the School Executive and School Council will assist in determining priorities for improvement.

### **6.2. Improvement Plan Cycle**

Strategic Plan (every five years)

Marketing Plan (every three years)

School Improvement Plan 2018 (annual)

Business Plan 2018 (annual)

### **6.3. Review of Goals from 2016**

- Successfully completed Science Laboratory and Art Room
- Completed new Class 9 and 10 buildings
- LOTE relocated into a dedicated space
- Secondary Learning Support relocated into a dedicated space
- Introduced the Tarremah Pathways – Employee Review and Development Programme
- Introduction of an annual Parent Survey

- Development of a school garden and the introduction of a horticulture programme  
Classes 1-10
- Recruitment of more Steiner trained staff (2 more)
- Increased levels of school support for staff to acquire Steiner Professional Learning
- Development of a new comprehensive website
- Establishment of a teacher study group
- Establishment of a parent study group
- Review of the Five Year Strategic Plan
- Landscaping of areas around Class 9 and 10
- Water pump installed in playground
- Drainage of oval addressed
- Installed a long jump/beach volleyball sand pit
- Construction of a Parkour facility by students
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## 7. Goals for 2017

The five national reform directions dovetail into the 7 Goals identified in Tarremah Strategic Plan.

Quality Teaching and Quality Learning is approached through the Training and Education goal, whilst Curriculum Development assists us in Meeting Student Needs.

Transparency and Accountability is achieved through having clear communication policies and systems. Empowered School Leadership in a Steiner School means the entire teaching body takes responsibility for school decisions.

### 7 Strategic Goals

**Goal 1: TRAINING AND EDUCATION**

Enable each child to attain their highest potential through the depth & strength of our Steiner approach to learning

**Goal 2: CURRICULUM DEVELOPMENT**

Recognise that the Steiner Education is a living and growing pedagogy and as such we shall continue to review our curriculum in the context of the times in which we live

**Goal 3: CULTURE AND VALUES**

Establish a cohesive & nurturing culture that promotes diversity, well-being and connection to each other and our environment

**Goal 4: POLICY AND SYSTEMS**

Ensure we have strong foundations with clearly defined structures and mechanisms of communication to enable efficiency & professionalism

**Goal 5: FINANCIAL SUSTAINABILITY AND DEVELOPMENT**

Grow and ensure long term sustainability through prudent investment and identification of alternative income streams

**Goal 6: COMMUNITY AND PARTNERSHIPS**

Create meaningful connections with our community and promote the unique educational offering of our school

**Goal 1: TRAINING AND EDUCATION**

Enable each child to attain their highest potential through the depth & strength of our Steiner approach to learning

| <b>Initiative</b>                        | <b>Project</b>               | <b>Who is responsible?</b>                | <b>Measure of Success</b>                                   |
|--|------------------------------|---|---|
| <b>Steiner Approach to Teaching</b>      | Weekly Study Groups          | School Chair                              | Teacher Attendance  |
|  | College Study                | Educational Administrator                 | Teacher Participation                                       |
|  | Practical Experiences        | Faculty                                   | Faculty Participation                                       |
| <b>Professional Development Process</b>  | In-house, Local              | Educational Administrator<br>School Chair | Number of events<br>Attendance                              |
|  | National and International   | Application for targeted PD               | Teacher Participation                                       |
| <b>Transitions - Overcoming barriers</b> | ECC to Primary               | Transitions Working Group                 | Less drop off in numbers<br>Ease of transition for children |
|  | Primary to Secondary         | Primary and Secondary Faculty             | Less drop off in numbers                                    |
|  | Secondary to College         | Educational Administrator                 | Ease of transition for student                              |
| <b>Human Resource Policies</b>           | Review of all policies       | School Executive / School Council         | Accessible, well known policies                             |
|  | Anti-Bullying Policy         | School Executive / School Council         | Policy updated and on website                               |
|  | Complaints Management Policy | School Executive / School Council         | Policy updated and on website                               |
| <b>Human Resource Processes</b>          | Employment/Induction Process | Form Committee                            | Employee satisfaction and knowledge                         |
| <b>Parent Education</b>                  | Regular teacher talks        | Teachers                                  | Participation at events                                     |
|  | Guest speakers               | Parent Education - Working Group          | Participation at events                                     |

## **Goal 2: CURRICULUM DEVELOPMENT**

Recognise that the Steiner Education is a living and growing pedagogy and as such we shall continue to review our curriculum in the context of the times in which we live

| <b>Initiative</b>                      | <b>Project</b>   | <b>Who is responsible?</b>                    | <b>Measure of Success</b>  |
|--|--|---|--|
| <b>Engaging Boys Positively</b>        | Current Curriculum adaptation                                | Educational Administrator                     | Part of teacher planning and documentation process.<br>Boys more engaged     |
|  | Gender based mentoring                                       | Teachers in the middle /upper school          | Programme developed and implemented (1 afternoon a week as needed)           |
|  | Transition/Pathways gender programme                         | Primary School Faculty                        | Programme in place and implemented 2017 (Class 5)                            |
| <b>Artist in Residence</b>             | In-house teaching  | Primary and Secondary Faculties               | Integrate into teaching programmes   |
|  | On site artist working                                       | Primary and Secondary Faculties               | Establish one-off programme for visiting artists                             |
|  | Canteen  | Parents and Friends Committee                 | Engagement of students and parents in lunch programme                        |
| <b>Paddock to Plate</b>                | Curriculum development                                       | Primary and Secondary Faculties               | Teachers consider gardening in cross curricular planning for cooking classes |
|  | Cooking classes  | Primary and Secondary Faculties               | Integrate into teaching time   |
| <b>Outdoor Education</b>               | Develop and refine program                                   | Outdoor Co-ordinator<br>Marketing             | Marketing of developed programme   |
| <b>Barnyard</b>                        |  | Committee                                     | Project to be established later  |
| <b>Balanced Approach to IT</b>         |  | IT Committee                                  | More engagement in technology by students in the middle/upper school         |
| <b>Gardening Program</b>               | Garden is maintained and supported and developed             | Gardening Teacher                             | Programme established<br>Garden  |
|  | Gardening classes run on regular basis throughout the school | Educational Administrator                     | Timetabled   |
| <b>Development of Student Council</b>  | Establish a foundation group                                 | Secondary Faculty                             | Project to be established later  |
| <b>Electives for School Curriculum</b> |  | Student Council                               | Partner with Secondary Faculty   |
| <b>Learning Support</b>                | Develop and refine programmes                                | Learning Support Teachers                     | Social, Emotional, Academic improvement with individuals                     |
|  | Improve communication to parents                             | Faculties, Learning Support, School Executive | Survey results   |

### **Goal 3: CULTURE AND VALUES**

Establish a cohesive & nurturing culture that promotes diversity, well-being and connection to each other and our environment

| <b>Initiative</b>   | <b>Project</b>  | <b>Who is responsible?</b>                                | <b>Measure of Success</b>   |
|---|---|---|---|
| <b>Establish Core Values</b>  | Facilitate a session to identify and refine VALUES for the school | School Chair  | Establish an agreed set of values and integration of values into the things we do |
| <b>Staff Induction Process</b>                                      | Audit, review, recommend, create process and document             | School Chair, Educational Administrator, Business Manager | All staff have participated in the induction process                              |
| <b>Develop leadership structure which supports these values</b>     | Review values in School Council, School Executive and College     | School Executive, School Council, College                 | Vibrancy of the school culture  |
| <b>Environmentally Sustainable Workplace</b>                        | Waste, composting   | ES Committee  | Review waste compared to initial audit  |
|   | Curriculum development  | ES Committee  | Integrate ES into curriculum at all levels  |
|   | 0 carbon footprint  | ES Committee  | Review based upon initial audit   |
| <b>Alumni Development</b>   | Develop connection with and between Alumni                        | P&F, Marketing  | Alumni participate in school events   |
| <b>Parents and Friends Activities</b>                               | Spring Fair (Still undergoing review)                             | P&F   | Participation of community in event   |
|   | Heartwarmers Cafe   | P&F   | Participation of community in event   |
|   | Fundraising events  | P&F   | Levels of working capital in P&F increase   |
| <b>Seasonal Festivals Review</b>                                    | Refine and develop seasonal festivals                             | College   | Programme of events for the year  |
| <b>Communication Group</b>  | Develop strategies  | P&F   | Survey results show marked improvement in communication                           |
|   | School policies review  | School Executive / School Council                         | Survey results show that targeted areas have been addressed                       |
| <b>Social/cultural events for teachers and administrative staff</b> | Culture of support and recognition                                | Faculties, School Executive and P&F                       | Improved morale   |
| <b>Low Income Fee Relief</b>  | Ensure accessibility to Steiner education                         | Business Manager, School Executive                        | Sufficient allocation of funds to meet demands this year                          |
| <b>Bursary for Refugee Family</b>                                   | Increase diversity in school                                      | Business Manager, Executive                               | Sufficient allocation of funds to meet demands this year                          |

**Goal 4: POLICY AND SYSTEMS**

Ensure we have strong foundations with clearly defined structures and mechanisms of communication to enable efficiency and professionalism

| <b>Initiative</b>                    | <b>Project</b>                                    | <b>Who is responsible?</b>          | <b>Measure of Success</b>   |
|--------------------------------------|---|-------------------------------------|---|
| <b>Policy Review and Development</b> | Audit all Policies                                | School Executive / School Council   | All policies are reviewed and have version control                          |
|                                      | Accessibility of policies                         | School Executive and Administration | Available in electronic form online and hard copy in the Office             |
| <b>Review Leadership Structure</b>   | Ensure functionality of organizational structure  | School Executive / School Council   | New school leadership model in place<br>More responsible and active College |
| <b>Review Compliance Systems</b>     | WHS   | WHS Officer                         | Procedures and processes updated  |
|                                      | Risk Assessment process                           | School Council                      | Procedures and processes updated  |
| <b>Review Human Resource Systems</b> | Recruitment Process                               | School Executive                    | Process articulated   |
|                                      | Employment Process                                | School Executive                    | Process articulated   |
| <b>Enrolment Process</b>             | Review process and recommendations                | School Executive                    | Link between tours, enrolment, induction, capturing data                    |
|                                      | Establish friendly and efficient customer service | School Executive                    | Feedback from surveys   |
| <b>Exit process</b>                  | Improve participation in exit surveys/interviews  | School Executive / School Council   | Improved rate of responses  |

**Goal 5: FINANCIAL SUSTAINABILITY AND DEVELOPMENT**

Grow and ensure long term sustainability through prudent investment and identification of alternative income streams

| <b>Initiative</b>   | <b>Project</b>  | <b>Who is responsible?</b>        | <b>Measure of Success</b>                               |
|---|---|-----------------------------------|---|
| <b>Increase Student Enrollments</b>                                   | Marketing Plan implementation   | School Executive / School Council | Increased classroom sizes                               |
| <b>Increase Student Retention</b>                                     | Marketing Plan implementation   | School Executive / School Council | Increased retention rates across identified points      |
| <b>Protect and Improve Financial Position</b>                         | Identify alternate sources of income for the school and opportunities to grow the school in sustainable way | School Executive / School Council | Improved financial position                             |
| <b>Risk Management - financial, safety etc</b>                        | Risk Assessment and recommendations   | School Council                    | Decisions to reduce risk                                |
| <b>Evaluate Fee Structure including bursary, family discounts etc</b> | Advertising this Communication with families  | School Council, Business Manager  |   |
| <b>Capital Expenditure/Investment Plan</b>                            | Establish a plan of capital investment and spending which supports strategic                                | School Council, School Chair      | Plan developed  |
| <b>ECC Extensions and Gardening development</b>                       | ECC Extension   | Executive, ECC                    | Improved capacity in ECC                                |
|   | Reception Area improvement  | School Executive,                 | Progress with planning for extension                    |
|   | Permaculture Landscaping  | Gardener                          | Ongoing   |
|   | Permaculture Fencing  | Marketing, Executive, P&F         | Fencing Plan established                                |
| <b>Day Care, Holiday Programme</b>                                    | Evaluate financial viability for the school   | School Executive                  | Survey results and Business Manager's financial reports |



## **Goal 6: COMMUNITY AND PARTNERSHIPS**

Create meaningful connections with our community and promote the unique educational offering of our school

| <b>Initiative</b>  | <b>Project</b>   | <b>Who is responsible?</b>              | <b>Measure of Success</b>  |
|--|--|---|--|
| <b>Create connection to other Educational institutions</b> | UTAS Connections   | Council                                 | UTAS recognition   |
|  | Student Practicum Placements – Steiner and UTAS                            | School Chair                            | Students participate   |
|  | Working with other schools within Tasmania                                 | School Chair, Educational Administrator | Cross curricular opportunities<br>Professional Development                         |
|  | Working with SEA and other Steiner Schools                                 | School Chair, Educational Administrator | Cross curricular opportunities<br>Professional Development                         |
|  | Independent Schools Tasmania   | School Chair, Educational Administrator | Develop relationships and connections  |
| <b>Greater Awareness of Tarremah in the Community</b>      | Engage with Local Council initiatives                                      | College and School Executive            | Extent of engagement over the year   |
|  | Social Media Website   | Marketing                               | HITS, Facebook followers   |
|  | Presence in community through events, displays                             | School Executive, Teachers              | Increased presence in relevant events, libraries, Sustainable Living Tasmania etc. |
|  | Advertising and Media  | School Executive                        | Dependent upon objectives e.g. Tour attendance                                     |
|  | Word of Mouth  | Parents, Teachers, P&F                  | Enrollments, Attendance  |
|  | Tarremah holds events for wider community                                  | P&F                                     | Attendance at Community Events   |
| <b>Students Attend public events</b>                       | Develop parent education programme   | Parent Education Committee              | Programme established and running  |
| <b>Alumni</b>  | Music concerts<br>Students involved in school wide events and competitions | Teachers                                | Continue presence in the community   |
|  | Our Alumni become ambassadors for the school                               | Marketing                               | Promotion<br>Alumni Attendance at Events   |

## References

Aboriginal and Torres Strait Islander Education Action Plan 2010-2014

ComLAW Website: Australian Education Regulation 2013

Guide to the Australian Education Act 2013

Guide to the Australian Education Act 2013: Section D3 and Planning Process

[www.education.gov.au/national-school-improvement-tool-0](http://www.education.gov.au/national-school-improvement-tool-0)

National Safe Schools Framework

<http://www.safeschoolshub.edu.au/documents/nationalsafeschoolsframework.pdf>

Tarremah Business Plan 2016-2021

Tarremah Pathways – Employee Review and Development Programme

Tarremah Business Plan 2018

Student and Parent Surveys 2017