



# Tarremah Strategic Plan

## 2022-2026



*“Our highest endeavour must be to develop free human beings, who are able to impart purpose and direction in their lives.” Rudolf Steiner*

## **Acknowledgement of Country**

*The Tarremah Community acknowledges that we are privileged to learn, live and grow on the lands of the muwinina people, the traditional custodians.*

*We acknowledge the hardship and losses of the Tasmanian Aboriginal people, and also their enduring strength and culture. We commit to working together for a better future.*

*We pay our respects to the Elders past and present and we are grateful for the land on which our school is built.*

## **Introduction**

Founded in 1988, Tarremah now offers Early Childhood, Primary and Secondary education up to Year 10.

Applying the principles of Steiner education, Tarremah strives to recognise and respect the unique spirit of each child. Teachers work with a deep and broad curriculum to create an environment which addresses the developmental changes of the growing individual. Steiner education aims to cultivate each child's inner life of imagination, creativity, and enthusiasm for academic challenge and enjoyment of physical activity. Teachers strive to provide a balanced development of the intellectual, emotional and practical. The creativity and joyfulness of healthy children is encouraged through an artistic approach to all learning areas.

Tarremah will now build on its strong foundation and further establish as a significant independent educational institution. Steiner Education is more than ever suited for our time.

This strategy for 2022-2026 provides the direction for further growth and development of the School in a manner that sustainably delivers the best outcomes for our students, staff, families and the broader community. The plan builds on findings of the annual parental surveys as well as the previous Tarremah Strategic Plan.

The Strategic Plan is primarily built around the premise of maintaining the health and wellbeing of three key platforms:

- *Education*, both in our philosophy and programme delivery
- *Community*, both within the School and without
- *Governance and finance*, ensuring functional structures, regulatory compliance and financial viability

The *School Improvement Plan* will outline priorities, timeframes and responsibilities for delivery of the agreed strategic initiatives and will be reviewed and updated annually. The School Council of the Tarremah Steiner School Foundation and the School Executive will maintain responsibility for ensuring implementation, review and update of the *School Improvement Plan*.

Matt Bale

School Chair

Penny Finlay

Chair, TSSF Council

## Our Vision

Our vision is to see the development of enthusiastic learners, creative individuals and active citizens through Steiner Education.

## Our Purpose

Our purpose is to contribute to the well-being of humanity by providing a centre for learning and inner development, where individual students can reach their highest potential by:

- developing their emotional, cognitive, social, physical, academic and spiritual skills to equip them to meet the challenges of the future,
- being supported to become adults who can impart purpose and direction to their lives,
- being guided to become committed members of society through their self-awareness, empathy, open-mindedness, creativity and responsibility.

Steiner Schools in Australia operate independently with a common goal – *“to develop free human beings, who are able to impart purpose and direction in their lives.”* Rudolf Steiner. With this end in mind Steiner Schools in Australia operate under the following seven core principles.

### SEVEN CORE PRINCIPLES

1. Recognition and welcoming of the unfolding spirit of each individual informs meaningful attitudes to all aspects of the school.
2. Steiner/Waldorf education fosters social renewal by cultivating individuals who initiate their own learning from life and serve an ethical future.
3. Anthroposophical insights into child development inspire and guide the wisdom within the educational program and practice.
4. Steiner/Waldorf schools support creative freedom to teach purposefully within the dynamics of the shared agreements of the School’s collegiate.
5. The conscious establishment of human relationships fosters individual and community health.
6. Continuous education in support of professional and personal growth is an ongoing activity for the collegiate of teachers, the staff, and board.
7. Collaboration and shared responsibility provide the foundations of school leadership and governance.

## Our Values

*Community   Creativity   Passion   Reverence   Responsibility*

## Our Goals

1. Deepen our engagement with, and evolution of, the Steiner pedagogy in all we do
2. Enable each child to attain their highest potential
3. Ensure strong and transparent governance and leadership
4. Ensure long term sustainability
5. Strengthen meaningful connections with our community

## Development Opportunities

Analyses of our annual School Surveys (Parent, Staff and Student) provide valuable insight as to where the school needs to focus its efforts. The Strategic Plan documents how we will build upon our strengths while addressing development and improvement opportunities.

### **Recent Surveys have noted the following as the most positive experiences of Tarremah**

- Watching children develop, become individuals, and build confidence
- Festivals and Fairs, Ceremonies, Birthdays, Shakespeare
- Community, Friends, Relationships
- Outdoor Program
- Early Childhood Centre
- Happy, Fun, Enjoying School, Engaged
- No Cultural pressures, No Fashion pressure
- Belonging, Acceptance

### **We recognise that we can always improve our practice, our current focus includes:**

- Refining Communication, ensuring notification of Events, Parent-Class Teacher/Guardian Communication, avoiding clashes with Events
- Deepening understanding of best practice in Steiner Education
- Deepening engagement with external bodies – educational, health and wellbeing

## **Key Elements of Our Strategy**

This analysis of the strengths and distinguishing features of Tarremah, future opportunities, and resource constraints, informs how the path towards our Vision and our Purpose can be guided over the next five years. It can be summarized as follows.

<i>What do we do?</i>	We provide high quality Steiner education from early childhood to secondary school.
<i>How do we deliver it?</i>	We provide excellent teachers and staffing through supporting continued teacher development in all aspects of education, to ensure our pedagogy aligns with research based best practice. We provide support and guidance to our teaching staff and an environment that is nurturing and stimulating for all students.
<i>What makes us different?</i>	We provide an international educational alternative that is a <u>truly</u> holistic, child-centred approach that develops the mind, body and soul based on the philosophies of Rudolf Steiner.
<i>How will we support development?</i>	We will continue to consolidate Playgroup - Class 10 ensuring that class numbers are strong, and that staff are experienced and receiving ongoing training. We will continue to ensure existing and future programs can be resourced and delivered with increasing rigour.
<i>How are we going to fund it?</i>	We will stive to strike the balance between student numbers, fee levels and expenditure so that we can maintain value for money while generating adequate surpluses to ensure our long-term viability.

## **GOAL NO. 1**

### **Deepen our engagement with, and the evolution of, Steiner pedagogy in all we do**

Tarremah's pedagogy combines spiritual, intellectual, emotional and physical dimensions of learning thus offering a truly integrated approach. The educational program is uniquely student-centred and developmental.

*'Student-centred' means that we judge successful teaching by the students' engagement.*

*'Developmental' means that the child's journey from the magic of early childhood to the questioning world of adolescence is supported by carefully prepared learning experiences, tailored to respond to specific age groups.*

#### **In fulfilling this goal, the community will see:**

- Staff that enliven content with best practice pedagogy, to meet the needs of the students in time and place, with a commitment to providing an inclusive environment for all children, meeting their diverse needs.
- A Curriculum and Program Development that is informed by an understanding of the pedagogical indications given by Rudolf Steiner.
- A program that meets with the requirements of local, national and Steiner specific curriculum components which have been adopted by the School.
- A program that encourages an exchange of ideas through collaborative practice and moderation of assessment.
- A school that makes discerning and deliberate choices to balance our collective wisdom and tradition with the needs for the future.
- A strong professional development program in place for all teachers and staff which develops a deep understanding of Steiner Education as a modern and continually evolving pedagogy.
- That we are recognised by the Steiner community as a model for Steiner education within Australia.
- Strong connections with local, national and international Steiner movement.

## **GOAL NO. 2**

### **Enable each child to attain their highest potential**

#### **In fulfilling this goal, the community will see:**

- Every effort being made to support high quality teaching, in line with the Steiner pedagogy, ensuring our values are underpinned by effective attraction, retention and performance management practises.
- That staff are being engaged in their areas of expertise and skill in a way that provides them with a sense of recognition and fulfilment.
- That we ensure the curriculum addresses the particular age and developmental needs of each of our students and develops with increasing relevance for the times in which we live.
- A connected and consultative approach to child health and wellbeing between all stakeholders (Teacher / Teacher's Assistant / Learning Support / parents / professionals), acknowledging the multiple perspectives of the child's behaviour, to ensure we see the whole child.
- A parent body which is engaged, aware of and educated about the fundamental principles of a Steiner education. A parent body that can then share in the children's experience so that they can hold, respect and protect each child and their individual way of learning.
- A comprehensive approach to the transitions our students make over the course of their education both within our school as well as from the school to further education.
- That students are given the opportunity for a voice in their own learning.
- That the students are respectful, resilient, and from self-knowledge, have an interest in the other, as well as the world.

### **GOAL NO. 3**

#### **Ensure strong and transparent governance and leadership**

##### **In fulfilling this goal, the community will see:**

- An effective and invigorated leadership model for the school that provides stewardship for the School's strategies and policies.
- A contemporary approach to managing risk, ensuring that appropriate care is given to legal and fiscal responsibilities that enables it to focus on educational priorities.
- A healthy and fully functional College of Teachers that are at the heart of the school's policy and operational activities.
- A thorough and robust set of Tarremah Policies and Procedures that inform the 'way we do things', align to the Steiner philosophy and school values, as well as giving the school a 'licence' to operate.
- A School Council that is a visible and cohesive group of people which provide a strong and diverse set of capabilities and who, through their inclusive approach, support the development and growth of the School.
- Proactive, trusting and open communication between all sectors of the School's community.



## **GOAL NO. 4**

### **Ensure long term sustainability**

#### **In fulfilling this goal, the community will see:**

- A good balance between conservative financial management and appropriate resourcing and spending to ensure that opportunities which lead to growth are encouraged and supported.
- A strong level of enrolment across the school, with many classes at capacity.
- A strong process for managing issues that supports retention of students and limits withdrawals due to dissatisfaction with the School.
- A school program that is run on the basis that staff have a clear understanding of its impact of each part, on the overall financial sustainability of Tarremah.
- An ongoing focus on the identification of new and alternative sources of income (such as grants) for the school.
- Strong financial control that maintains a 4-6% net operating margin to support the ongoing development of school facilities.

## **GOAL NO.5**

### **Strengthen meaningful connections with our community**

#### **In fulfilling this goal, the community will see:**

- Strong connections with local, national and international Steiner movement.
- A broad community-based program of anthroposophically orientated activities which address local, global and societal issues.
- That Tarremah is recognised for its unique and valuable educational offering which enables it to attract and retain both students and the very best teachers and staff.
- Healthy relationships between the all community members, particularly between staff students, parents and teachers.
- A school that reflects the diversity of the communities in which we exist and encourages inclusion for all, with continuing access for lower income families, as well as a diversification of cultural and ethnic bases.
- A school that builds strong connections with Tasmanian Aboriginal people and looks for opportunities to continue building indigenous learning into the curriculum.
- A school that takes a leadership role in sustainable practices within the community. This would include:
  - using a clear set of sustainability principles, drawing from the commitment and expertise of the community, and
  - educating students in environmental sustainability and provide a working model.