



tarremah
steiner school

School Improvement Plan 2023



“The need for imagination, a sense of truth, and a feeling of responsibility - these are the three forces which are the very nerve of education.” Rudolf Steiner

Foreword

Steiner schools have traditionally considered the 'nature' of the school from a four-fold perspective; the physical grounds and infrastructure of the school; the children and their well-being; the curriculum, programs, 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:

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

All healthy development depends on the harmonious development of all four aspects of the 'being' of the school. An apt analogy may be the inordinate development of one wall in a building to the exclusion of the other three walls; the single wall will be all the weaker for its exclusive development, and each wall when raised together serve to provide a mutual strengthening of one another.

The Tarremah School Improvement Plan is intended to guide and support a planned and systematic review and development of the activities and operations of Tarremah to improve teaching and learning outcomes and 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.

Review Program

- a) An annual **Tarremah School Performance Report** (delivered to the TSSF AGM).
- b) An annual **School Improvement Plan**
- c) An annual **Staff Review and Development Process** (Tarremah Pathways)
- d) An annual **Parent Survey**
- e) An annual **Staff Survey**
- f) 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 from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement are sought for and communicated to parents and families, teachers and students, with accompanying timelines.

In 2022 we focused on the following areas of development which will continue to be maintained or further developed in the future:

- Re-invigorated sense of community through increased number and range of Parents and Friends activities
- Increased investment in resources and teacher's aides.

- Increased PD for teachers in differentiation of content and methodologies in the classroom – with special focus on the Berry St Education model of supporting students through trauma informed practice; and deeper understanding of Mental Health
- Improve Grounds and Facilities with an increase to Capital Improvement Expenditure - specifically looking to:
 - replace verandahs outside Class 1-4
 - create a new staff carpark
 - Engage Architects to begin considering ECC, Library and Admin Development

1. Tarremah Steiner School

Tarremah Steiner School was founded in South Hobart in 1988. The school is now located in Huntingfield Tasmania, offering a holistic educational program from Playgroup to Class Ten for almost 300 students. It is a unique independent school which values the unique spirit of each child, offering an education which is practical, academically rigorous and artistic, which is informed by the social reformer and educational philosopher Rudolf Steiner. Tarremah is one of forty-five Steiner Schools nationally and hundreds of schools worldwide. 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.

Tarremah teachers work with the indications given by Rudolf Steiner in his series of lectures to teachers. They work to become responsive to the children and responsible for their role in every child's development. Teachers are guided by the Steiner Education Australia Curriculum, which meets standards approved by ACARA (Australian Curriculum Assessment and Reporting Authority) and delivers education in thematic rather than 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.

Tarremah Steiner School's organisational structures have developed out of the republican ideals promoted by Rudolf Steiner in the first school he pioneered, 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. 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 organisational groupings are captured in the diagram in Appendix 1.

The school is based upon a strong community 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.

In 2016 the 'Tarremah Tomorrow' community consultation day informed the development of the school's 2016-21 Strategic Plan which, with the help of yearly surveys and requests for input, and critical data analysis led to the development of the 2022-6 Strategic Plan. This Strategic Plan reframed our overarching goals, expressing them as:

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

This 2023 School Improvement Plan is informed by the Strategic Plan setting our specific programs and Goals for the current year. This Plan guides decisions and the implementation of policies and procedures to ensure a professional and transparent model.

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 has 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 toilet facilities. Since then, a series of planned developments have focused on the development of the upper school, these include new classrooms for Classes 9 and 10 and a dedicated Science and Art Laboratory.

We recognise that once again we've outgrown a number of our facilities and will endeavour this year to formalise the development of a third mixed age Kindergarten, and a new Library and Administration Complex which will greatly improve our ability to cater for the parents, staff and parents in our school community.

We continue to recognise we are life-long learners, in need of continual nourishment of our philosophical and pedagogical understandings. Professional Development for Teachers and Aides is a continual focus.

Tarremah Steiner School continues to grow and our investment in highly able staff will continue to grow to support the children in our care. As a Steiner School we pride ourselves in developing a deep understanding of the individual children before us, so that we can tailor our instruction and content to best fit their developing needs. We recognize that our student body has an increasing ratio of students with complex learning needs. Our investment in differentiation, Learning Support and understanding of Specific Learning Disorders continues to need increased investment, adding value to the school curriculum and providing a richer source of learning for all students.

2. School Improvement Plan

Working with a decentralised organisational structure, Tarremah encourages staff, teachers, parents and community members to help inform the Strategic Direction of the school.

Parents are also involved in working bees and fundraising and so take some responsibility for the improvement of the school.

2.1. Community Consultation

Each year the Parent, Staff and Student Surveys help to inform the direction and need for improvement in various aspect of the school. Last year, parents, teachers, alumni and administration staff participated in a community consultation workshop to inform the development of the Strategic Plan 2022-2026.

2.2. Improvement Plan Cycle

Strategic Plan (Five Years)

Annual Improvement Plan

2.3. Review of Goals from 2022

Goal	Outcome
Re-invigorated sense of community through increased number and range of Parents and Friends activities	New P&F Committee and structure leading to significantly greater engagement and participation.
Increased investment in Learning Support teachers, resources and Teachers Aides.	Increased, with significant benefit
Increased PD for teachers in differentiation of content and methodologies in the classroom – with special focus on the Berry St Education model of supporting students through trauma informed practice; and deeper understanding of Mental Health	Increased, but will be ongoing
Improve Grounds and Facilities with an increase to Capital Improvement Expenditure - specifically looking to: <ul style="list-style-type: none"> replace verandahs outside Class 1-4 create a new staff carpark repaint all external timber on buildings Engage Architects to begin considering ECC, Library and Admin Development and numerous other small projects 	Carpark complete, Verandah's postponed until 2023, Painting Program contracted, 5 years. Architects engaged, many small projects completed

3. School Improvement Goals for 2023

In 2023 we have set three priority areas for School Improvement:

- Professional Development and Parent Education Program
- Improving and increasing the capacity of our facilities

- Deepening our engagement with community

The following initiatives will demonstrate our focus on these three priority areas:

Professional development

College Program that focuses on Health and Wellbeing, and Pedagogical Practice

Responsible Lead: Educational Facilitator and School Chair

Markers of success:

Nourishing Program for Teachers and Support Staff

Staff Survey Feedback

Attendance in Program

Parent Education

A Parent Education Program that offers a variety of opportunities to deepen understanding of Steiner Education, child development and the factors that influence it.

Responsible Lead: Educational Facilitator

Markers of success:

Nourishing Program for Parents

Attendance in Program

Parent Survey Feedback

Improvement of facilities

Ensure that existing facilities are maintained and improved as necessary. Create new facilities that improve our ability to provide alternate spaces that cater for differentiating instruction and participation, particularly for students with diverse needs.

Responsible Lead: School Chair

Markers of success:

Personal and Survey Staff feedback

Personal and Survey Parent Feedback

Confirmation through site safety and maintenance assessments that the facilities are in good condition

Engagement of architects to design the refurbishment of Primary and Middle School Toilets

Implementation of integrated School Management System

Increasing the capacity of facilities

Create new staff and student facilities that cater for larger ECC numbers and our larger staff cohort

Create new facilities that help provide alternate spaces that cater for differentiating instruction and participation, particularly for students with diverse needs.

Responsible Lead: School Chair

Markers of success:

Engagement of architects to design third mixed age kinder and new Library and Admin Complex

Successful application for grant for new facilities.

Engagement of builders for projects mentioned above

Deepening Engagement with Community

Deepen our engagement with other Steiner Schools through student and teacher exchanges and participation with National Programs.

Deepening Engagement with local indigenous communities through ratification and implementation of our Reconciliation action Pledge.

Deepening parent connections through collaborative planning and implementation of programs with the Parents and Friends Association.

Responsible Lead: School Chair

Markers of success:

Successfully hosting Steiner Education Australia's Governance Leadership and Management Conference.

Attendance and participation in Delegates meetings and National Conferences

Ratification of our Indigenous Inclusion Pledge (RAP)

Rich program of program for Parents and the Community as noted above