tarremah
steiner school

School Development and Improvement Plan 2026

"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

School Development Plan 2026-8

We think of our 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

Healthy development depends on the harmonious growth of all four aspects of the 'being' of the school. This Plan identifies how we will develop these four key aspects over the medium to long term (three-ten years) in line with the School's Strategic Plan and implemented through the Annual Improvement Plan.

The Tarremah School Improvement Plan is intended to guide and support the systematic review and development of the activities and operations of the School to improve teaching and learning outcomes; the administration and facilities in the school; as well as enhancing the well-being of teachers and pupils.

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 approximately 300 students. It is an 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.

2. The 2022-26 Strategic Plan

The 2022/6 Strategic Plan set five overarching goals to guide further development of the school.

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

The Strategic Plan details key criteria for achieving these goals.

3. Development of the Four Aspects of the School

a) The grounds and facilities

We recognise that once again we've outgrown a number of our facilities. The following facilities will need to be upgraded, expanded or replaced over the next ten years.

Library	Wood and Metal Craft
Administration	Science and Art

We engaged an architect to design a new Library and Administration Complex in 2022, with a view to be able to begin construction in 2024. This process was then delayed due to insufficient funding, but if now almost at the end of the design phase having received approval for a $750,000 grant late in 2025. The Library will hold a larger collection, more than one class students with the ability for them to work at desks and populate small spaces, as well as coming together in a group for stories. A new Administration Building will need to offer a significantly larger reception space and offices that create a sense of connection.

New Science and Technology buildings will be considered within the next Strategic Planning Cycle (2027/31), as will the possibility of expanding facilities to cater for Classes 11 and 12.

b) The children

Tarremah Steiner School continues to grow, as does our investment in highly capable staff 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, Student Support and understanding of Specific Learning Disorders continues to need investment, adding value to the school curriculum and providing a richer source of learning for all students.

We continue to increase our engagement with the indigenous community and look to better support our indigenous students through holistic programs that deepen our engagement with community and the environment, whilst looking to address social or economic disadvantage.

c) The curriculum and cultural life

In 2026 we will continue to offer a broad range of targeted experiences for parents striving to increase their understanding of and engagement with their children's learning. This will be done through meaningful activities within the classroom and at home, through class meetings, and through whole School activities. Our Parents and Friends Association will continue to play a key role bring us together to strengthening community.

d) Teachers and staff

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 Assistants is a continual focus.

2026 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.

1. Review of Goals from 2025

Goal	Outcome
Staff Wellbeing Inspiring College Program that deepens engagement and maintains a high standard of wellbeing, connectedness and Pedagogical Practice + renew Enterprise Agreement (EA).	
Responsible Lead: Educational Facilitator and School Chair 1. Nourishing Program for all Staff 2. Staff Survey Feedback 3. Attendance in Program 4. Agreement on new EA	1. 40 individual sessions coving topics such as student diversity, AI, professional responsibilities, communication and artistic practice, continually responding to staff needs and requests. 2. Very positive feedback from staff both in person and in staff survey 3. Regularly having over 75% Teacher and 50% TA attendance 4. Not complete - two claims in question – for BOOT – expecting agreement by end of June 2026.
Facility Development 1 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 and Facility Manager Markers of success: 1. Personal and Survey Staff feedback 2. Upgraded ECC Facilities 3. Playground development	Projects completed: 1. Very positive feedback from Staff in person 2. ECC upgrade happening a little slower than expected but includes new kitchen and shade structure in Silvereye and two new swing sets.

4. Confirmation though site safety and maintenance assessments that the facilities are in good condition 5. School Management System (TASS) rolled out to PAEs and Parent Online access. 6. Marketing to include further Website development and branding of new Bus and Front of House	3. New rope swing for Primary and Secondary, and new play space for second playgroup space. New Orchard fence facilitating new path to Hall 4. Maintenance and Compliance schedule indicate facilities in good order 5. TASS is now used extensively by Teaching and Admin Staff, including for PAEs. Parent Portal has been opened all parents late in 2025, and in 2026 parents will use it for attendance/ updating student and family data, and booking interviews. We will review its use during that year. 6. Marketing has not progressed nearly as far as expected – the key issues being the redesign of the image of our albatross, and removing images identifying students from electronic sources.
Facility Development 2 Finalise design for new Library and Admin facilities, liaising with builders to bring project within budget. Given higher than expected costs of new ECC Classroom, explore alternatives including upgrade of existing Silver-eye building to cater for increasing ECC numbers. Explore possibility of creating new Hard craft/Technology space.	
Responsible Lead: School Chair 1. Successful application for BGA funds for Library and Admin Project 2. Finalise Library and Admin plans with costing within budget. 3. Increased capacity and quality of amenity for third mixed age kindergarten 4. Initial design for a new Hard craft space	1. Grant Offered - $750K well over initial expectation and budget line. 2. Design received Planning Approval … expecting to go to tender in June 3. Cancelled due to cost 4. Not started, but cash balance may indicate we can do this within 5 years if Library build is on budget.
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, further implementation of our Reconciliation Action Pledge throughout the school Deepening parent connections through collaborative planning and implementation of programs with the Parents and Friends Association.	
Responsible Lead: Education Facilitator and School Chair 1. Attendance and participation in Delegates meetings and National Conferences 2. Noticeable engagement with Indigenous community at all levels of School – 3. Active parent engagement in Parent/Teacher meetings and social events.	1. Strong representation at SEA Delegates meetings and Student Support Conference + our Education Facilitator participated in SEA's European Study Tour. 2 Staff and School Council participated in Professional Development at Murrayfield and we engaged Amanda Pearn to offer cultural learning one day a week since September 2025. 3. Good attendance at Parent Teacher and Social Events. Regularly having 30+ people mingling after school in primary playground and Amphitheatre. More Fair Support still needed by Parents and Friends Assoc.

2. School Improvement Goals for 2026

In 2026 we have set three priority areas for School Improvement:

- Student Support and Development
- Facility Development
- Marketing

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

2.1 Student Support and Development

In 2026 we will complete the restructure of our Student Support Program. This will ensure we are in the best position to offer the holistic support that enables students to feeling safe and supported to be in appropriate control of their development and academic progress. We will continue to support parents to understand and prepare for their child's development.

Responsible Lead: Educational Facilitator and School Chair

Markers of success:

- Appropriate grade level progression in classroom and standardised assessments
- Teacher and parent observation of positive engagement, wellbeing and academic progress
- Positive feedback from students through a variety of vehicles including Student Survey
- Holding on to enrolments
- Attendance at school
- Development of and participation in an expanding outreach program
- Participation in Parent Presentations.

2.2 Facility Development

2.2.1 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 and Facility Manager

Markers of success:

- Personal and Survey Staff feedback
- Positive personal and Survey feedback from Parents
- Confirmation though site safety and maintenance assessments that the facilities are in good condition.

2.2.2 Increasing the capacity of facilities

Finalise design for new Library and Admin facilities, liaising with builders to bring project within budget. Explore possibility of creating new Hard craft/Technology space.

Responsible Lead: School Chair

Markers of success:

- Finalise Library and Admin plans with costing within budget, progress to tender, engage builder and begin construction
- Increased capacity and quality of amenity for third mixed age kindergarten
- Initial design for a new Hard craft space.

2.2.3 Workplace Health and Safety

Facilitate transition to new WHS and Facility Team offering appropriate training and oversight.

Responsible Lead: School Chair

Markers of success:

- Staff confirmation that they feel well supported in assessing risk
- Staff confirmation that requests for repair are responded to in a timely manner.

2.3 Marketing

In 2026 we will develop a new Marketing Plan that will focus on both our existing community and more broadly. In developing this new plan, we will reflect on what has been working and what has been a challenge for parents and the school. Marketing to the broader community will include outreach and the development of greater community awareness of Tarremah and Steiner Education.

Responsible Lead: Educational Facilitator and School Chair

Markers of success:

- The development of a new Marketing Plan with appropriate KPIs
- Positive feedback from parents and staff through various vehicles
- Parent and Community Engagement in programs offer by the school
- Retention and expansion of enrolments
- Student Outreach
- Data on the path to Enrolment data at Tarremah.
- Strong ECC enrolments
- Vibrant Social Media Presence.