tarremah
steiner school

2025 Annual Report

Council and School Chairs' Report to the TSSF AGM

for the 2025 School Year, May 22nd 2026

Tarremah continues to be in a strong position with stable enrolments, dedicated staff and impressive performance in 2025. We are committed to offering a holistic approach to education that focuses on developing the unique capacity of each child, supporting them to chart their own path, as active contributors to society.

Council and School Executive

The School Council and School Executive work closely to provide strong direction for the School. The School Council continues to focus on governance and financial health, and the School Executive manage these, staff and educational matters from an operational perspective.

The Annual Improvement and Development Plan continues to support the three distinct goals set the year before, namely to continue to foster community and deepen our engagement with our indigenous people, to support staff in their efforts to engage and inspire our diverse student cohort, and to improve and expand facilities.

Sarah Pieris joined the School Council mid-year, after several years working to reinvigorating our sense of community, as Chair of the Parents and Friends Association. At the end of 2025 our long serving Council Members Bernice Thomson and John Adam resigned from their positions, and we welcomed Kate Wilson and Alex McCormick to offer guidance and look forward to confirming that they will formally join the School Council at our 2026 AGM.

On behalf of the School, I would also like to thank Penny Finlay who is stepping down from her role as Council Chair, but continuing on Council. Under Penny's leadership the School Council has ensured the leadership team were well supported, the School's policies strengthened, and finance secure. Sarah Bury will take on role of TSSF Council Chair in 2026.

National Engagement and supporting the Nipakawa Steiner School initiative.

Our Leadership Team continued to deepen their relationships with interstate colleagues through participation and engagement in a diverse range of national initiatives. In 2025 these have included the National Teachers Conference, the Student Support Conference, the Governance Leadership and Management Conference and Delegates Meetings.

Our Staff and Council continue to strengthen relationships with local and interstate colleagues, building closer ties between Tarremah and other Steiner Schools. We continue to welcome visiting classes from Glenaeon and Cape Byron Steiner Schools as part of their outdoor education and music outreach programs, and hosting Noosa Pengari Steiner School's Class 10s as they engaged with our students, surveying on Maria Island for the fourth year. In 2025 we were very pleased to support the new school initiative leading the emergence of Nipakawa Steiner School, the newest Steiner School in Australia, which held its first class in February 2026.

Professional Development and Health and Wellbeing programs

During the year, the staff came together in a variety of ways to reflect on our professional practice, consider different aspects of student support, and how we work together in this time and place. Our College sessions provided an opportunity for sharing and reflecting on aspects of our teaching practice, with colleagues demonstrating lessons and various elements of the curriculum. As well as focusing on academics and student support, we've explored speech, eurythmy, drama, and painting, bringing great interest and a sense of fun to it all.

Recognising that relationship is at the centre of resolving challenges, we are deepening our staff's understanding of age-appropriate restorative practice, and we continued to consider our anthroposophical understandings of student support and the way these are manifest for the children in our care.

Our staff have a deep sense of how meaningful our work is, which strengthens our capacity to support students and their unfolding, as we bring our bountiful enthusiasm to this task.

Indigenous engagement

We continue to expand our indigenous engagement at each level of management and across all classes. Mid-year our School Council and a significant number of our staff were welcomed to Murrayfield on Bruny Island for a workshop with Uncle Rodney Dillon and members of SEATAC, experiencing the bounty and historical significance of this area, just across the water from us. Our new indigenous working group *tutta wutta,* are guiding the implementation of our First Nations Inclusion Pledge, bringing respect and deep appreciation for the wisdom of traditional Indigenous culture, in a way that is integrated with our curriculum. Amanda Pearn is sharing knowledge with our students each Thursday and we continue to appreciate Linton Burgess' ongoing contribution to various programs.

Staffing

Starting the year engaging in National Conferences and then coming together on campus for a further week of professional development, our staff continue to demonstrate an ever-increasing capacity to provide a supportive environment for our growing student body.

In 2025 we had 248 students in Classes Prep-10 on our census date, with a further 53 in Playgroup and Kindergarten. Our staff body grew to 68 permanent staff, including a full time equivalence of 22 teachers and 24 support staff.

At the beginning of 2025 we welcomed Kaitlyn O'Leary to co-teach Class 1 with Emma-Jo Davis and Lindel Gass teaching Maths and Science in the Secondary School.

Sadly Sue Bottrill, our long serving Primary Learning Support Coordinator, passed away at the beginning of Term 3. Sue had been a key member of our community for almost thirty years, with hundreds of students benefiting from her care and tutelage.

At the end of the year Katy Eggar left us to become the first class teacher at Nipakawa, the new Steiner School initiative east of Hobart, and Sarah Webb left us after several years guiding Secondary Learning Support. We wish them every success in the next stage of their Journey.

Teaching Staff Profile

Total	34	Fulltime	11	Part-time	23
Teaching Experience	0 > 5	6 >10	11 > 15	16 > 20	21 > 40
Number of individuals	5	4	6	9	10
Qualification	Bachelor + Dip Ed	Bachelor Education	Bachelor + Post Grad B Teach	Bachelor + Master Teach	2 Bachelors or 2 Masters 3 + degrees
Number of individuals	2	9	11	9	3
TRB Registration	34	Full	17	Provisional	17

Parents and Friends Association

The dedicated Committee of our Parents and Friends Association continued to offer extraordinary support to the whole community. The breadth of opportunities for parents to come together, to support

one another and their children's educational journey is appreciated by all. We would especially like to express our sincere thanks to Sarah Pieris for serving as the Chair over a number of years, and to Fiona Wilson for stepping into that role, having been on the Committee for the last four years. The Committee's passion for Steiner Education has enabled them to build a wonderfully collaborative team so eager to engage our community.

Marketing

Whilst word of mouth continues to be the strongest drawcard for families thinking of enrolling their children at Tarremah, we have been conscious of developing a stronger online presence though our website and on social media in recent years. In 2025 we recognised the need to intensify our internal marketing, ensuring that our community were kept well abreast of what was happening across the School, as well as in their children's class. In 2026 our marketing focus will intensify and we will look to find a variety of ways to deepen our connection with our growing alumni.

New Infrastructure Program

Having recognised that the School had outgrown a number of its facilities, whilst others were in poor repair, we began a significant improvement program in 2021. After a focus on smaller projects for several years, in 2025 we moved forward with the design development and costing of a significantly larger Library and Administration Complex. Having successfully applied for a Commonwealth Grant to make a substantial contribution to this project, we gave our Architect approval to go to the next step of requesting Planning Approval and develop working drawings ready for tender by the middle of 2026, hoping to breaking ground soon after.

School Management Systems

In 2025 we expanded our use of our new school management system, with Teachers using the system to store their planning documentation and we trialled giving parents access to a portal for attendance and community notices. At the end of the year we opened this to all parents, enabling access via desktop or a mobile app, in preparation for the year ahead.

Seven-fold perspective on School Performance

Community feedback through Parents, Staff and Student Surveys

Our three annual School Surveys were held at the end of Term 2 in 2025, hoping to engage parents at a quieter time of the year. Results confirmed the school was on the right path, prioritising student and

staff wellbeing, strengthening a consistent and transparent approach to behaviour and complaints management, whilst also focusing on academic and creative endeavours.

The Surveys confirmed our understanding, that key stakeholders appreciate the strong sense of community and that students are recognised for their individuality. Parents and students reinforced the belief that Health and Wellbeing must be our highest priority. Each group noted that teachers care deeply about their students, are knowledgeable and supportive, whilst expecting that students do their best.

Academic, Social and Physical development as observed by teachers and standardised assessment.

In 2025 our students continued to thrive academically. Teacher assessments demonstrated that students were developing strong social and academic skills as well as refining their fine and gross motor skills. NAPLAN results continued to demonstrate that our students have a higher focus on social development in early primary before developing their core academic skills at a significantly higher rate than the national average. Our Class 9 students are recognised for achieving well above the National Average. Other forms of baseline testing confirmed our teachers were appropriately assessing progress across a range of measures.

We are similarly pleased to share that in 2025 our Class of 2023 graduated Year 12. Of the Twenty-two of our students who went to Hobart College, five were in the top 5% of students academically. Of the forty students from Tarremah, studying at Hobart College in 2025, ten received awards for outstanding results in their chosen fields, including for 'perfect scores' in Legal Studies, Music Technology, Drama, Music Performance, Visual Art, Engineering, Art Studio Practice, Physical Sciences, Maths Methods and three of our Class of 2024 received the OHA Prize for Scholarship, Sportsmanship and Character. This is an extraordinary achievement, a wonderful reflection of the personal development of each student and their ability to go out into the world following their own path with a sense of purpose, which is of course our highest endeavour.

Attendance

Student attendance increased slightly, averaging 91%, in 2025 despite significant absence due to illness midyear. Student wellbeing continues to be a focus with increasing signs of distress, particularly among secondary students, affecting both attendance and prospect of personal development.

Finance

In 2025 the Tarremah Steiner School had a total income of over $7,600,000 for the first time, spending just over $6,950,000 on operating expenses. This figure including over $230,000 on building repairs and maintenance, whist a further $150,000 was invested into new facilities. With almost full enrolments across the school, we are in a strong financial position. With this and the approval of our request for

$750,000 infrastructure grant we expect to be able to move forward with our new Library and Administration Project in 2026.

Looking forward

Looking forward, the School Council is confident that the School Executive and College are guiding teachers' interpretations of the pedagogical indications given by Rudolf Steiner and their understanding of the needs of the students before them.

We are conscious of continually reviewing and improving our operations, to create the best learning environment. Our staff look to enliven imagination and expand their capacity to offer Steiner Education for the community. We are very pleased to be expanding our facilities, expecting our new Library and Administration Complex to break ground in the coming months.

We thank parents for their support of the School, our dedicated and highly skilled staff for their incredibly creativity and flexibility in the delivery of our learning program. With governance and management stable, we will continue to prioritise building a strong school community.

Penny Finlay (TSSF Council Chair) and Matthew Bale (School Executive Chair).