



**Blue Mountains
Steiner School**

STRATEGIC PLAN REPORT
YEAR 1

2021-2026

“Our highest endeavour must be to develop free individuals who are able out of their own initiative to impart purpose and direction to their lives.”

– Rudolf Steiner

Acknowledgement of Country

We acknowledge the Traditional Custodians of this Darug land on which we learn, live, work and play, and we pay our respects to Elders past, present and emerging.

This Strategic Plan 2021-26 was finalised and endorsed by Council on 17 March 2021:

Maia Giordano (Chair)
Renee Boucher (Deputy Chair)
Dance Johnston (Treasurer)
Martin Buckmaster (Principal, Teacher)
Francine O’Dea (Kindergarten Teacher, Head of College)
Lindsey Pacchini (Parent, Teacher)



Together, through a connected and supportive school community, we build resilient creative and independent children prepared for an ever-changing world.

The Blue Mountains Steiner School Strategic Plan 2021-2026 is an aspirational, as well as a practical, living plan that recognises our existing strengths and charts a clear path forward to strengthen our school community over the coming 5 years.

Our strategic goals are to maintain and develop:

1. Excellence in student learning
2. Excellence in Steiner pedagogy in a modern world
3. Engaged school community
4. Beautiful school environment
5. Robust governance, resourcing and economic sustainability.





Our organisation

Community Students, volunteers, parents and carers and families work together and with the school to create a beautiful environment for the children to flourish in.

Staff Teachers, Teachers' Aides and administrative staff all work together to turn the shared school vision into reality.

Leadership Provides the solid foundation from which our school can grow with Council, Principal and the College of Teachers.

Our vision

Together, through a connected and supportive school community, our children grow to be resilient, creative, independent and prepared for an ever-changing world.

Our mission

We deliver quality Steiner education, adapted to the developmental stage and needs of the whole child. Our holistic curriculum combines Steiner pedagogy with academic excellence to immerse each child in ideas, nature and culture. This fosters in the children a lifelong love of learning, an appreciation of beauty and intellectual curiosity, as well as respect for their physical, emotional and spiritual wellness. We focus both on the individual child and the cultivation of a caring, vibrant school community where children feel seen and heard and that they truly belong.

Our values

CARE

For self, students, community and environment.

CONNECTION

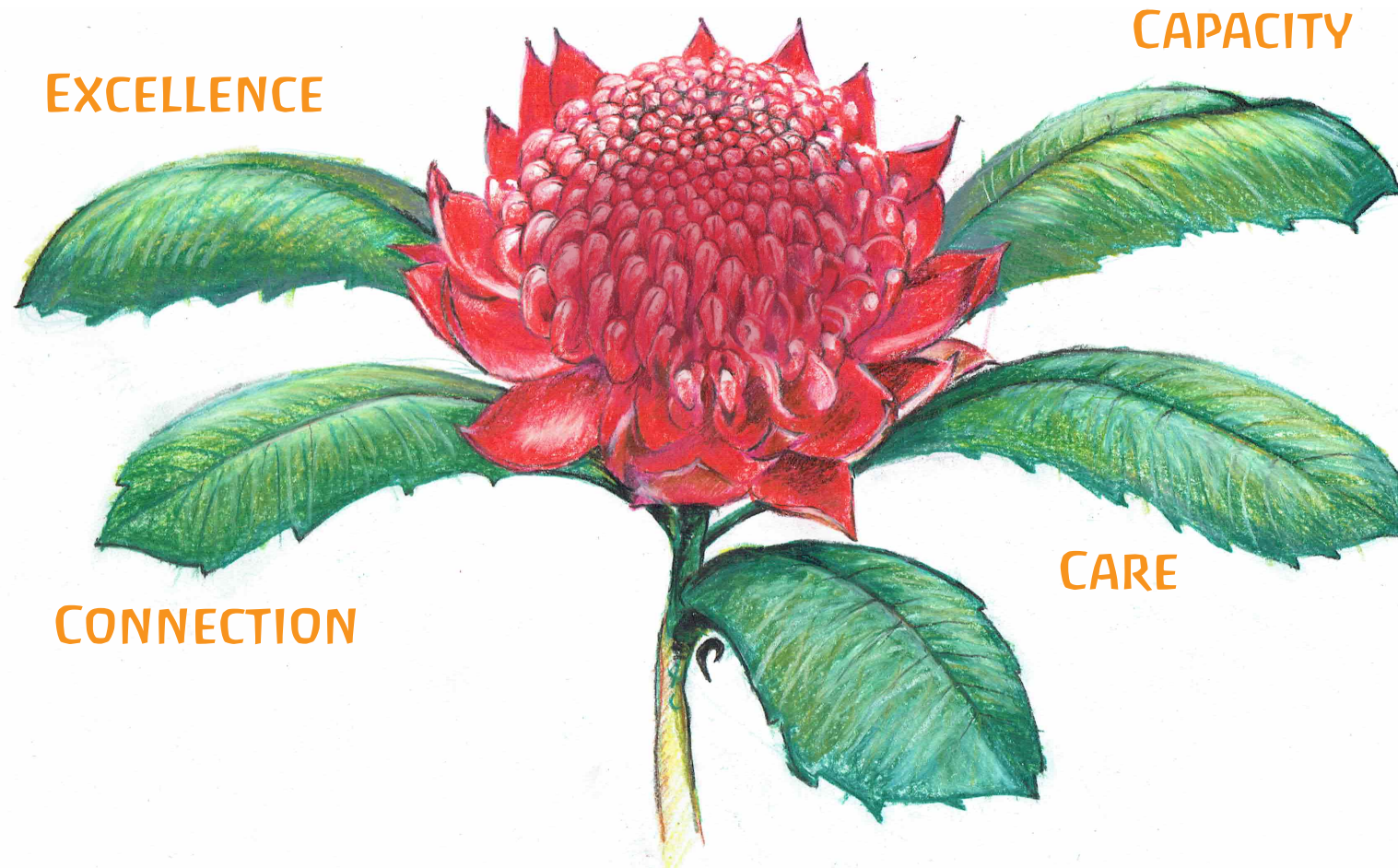
Nurturing the growth and unfolding of each child's curiosity and imagination through our shared work, hope and purpose as global citizens.

CAPACITY

Cultivating students who are positive and see the beauty in the world, are confident in themselves, thoughtful in their observation and self-expression, and who pursue these practices with enthusiasm and creativity.

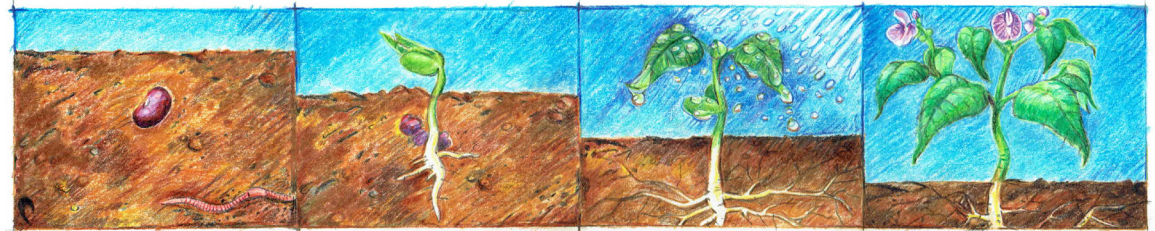
EXCELLENCE

Achieving excellence through academic rigour, child-responsive teaching and a curriculum that is thematic, developmental and integrated.

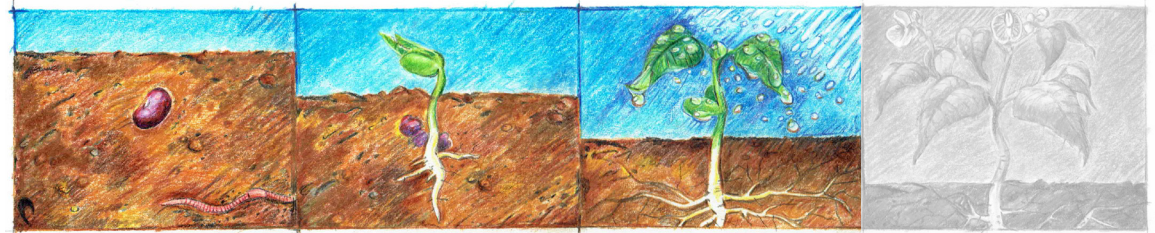


Year 1 Progress

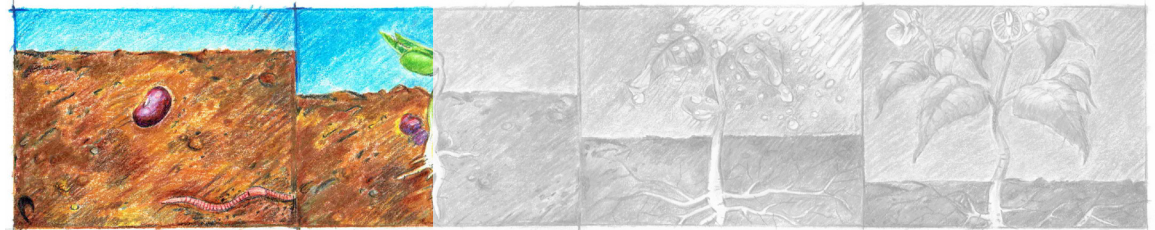
Excellence in student learning



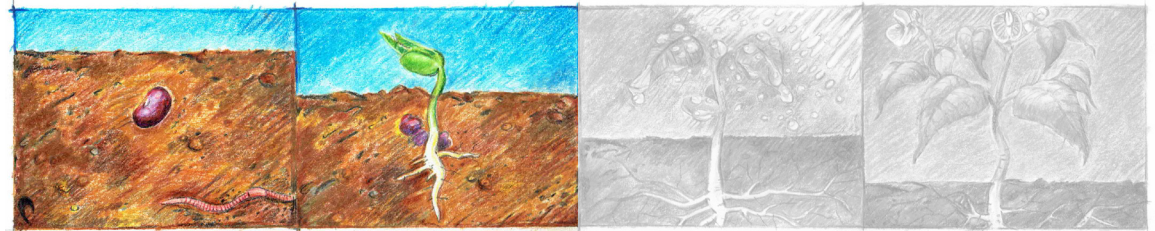
Excellence in Steiner pedagogy in a modern world



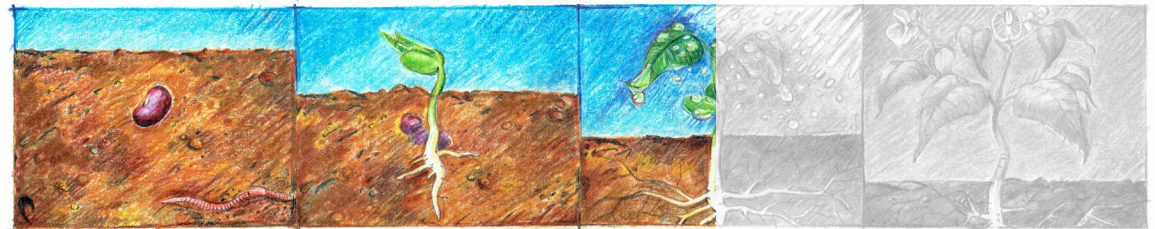
Engaged school community



Beautiful school environment



Robust governance, resourcing and economic sustainability



Excellence in student learning

STRATEGIC GOAL	ACTION AREAS	PROGRESS	OUTCOMES
Excellence in student learning	<ol style="list-style-type: none"> 1. Identify and define a holistic school journey, from Playgroup-to-Year 6, including rich experiences and opportunities. 2. Promote excellent Steiner programs. 3. Support leadership in Literacy and Numeracy programs using traditional Steiner methodologies combined with educational best practice research and data. 4. Improve student experience through enriched resiliency programs, Peer Support, and Rock and Water programs. 	<ol style="list-style-type: none"> 1. Together with Preschool, the Primary faculty have participated in a workshop which mapped the journey in pictures of the child from Playgroup to Year 6, and will revisit this through Term 1 2022. 2. This is happening by teachers attending Glenaeon January Pedagogical Intensives, through our interaction with SEA, College and Faculty, and special guest speakers. 3. At the level of modification and adaptation of programs we are working through our NCCD staff so we can deliver specialised support programs in literacy and numeracy. With Kathryn Tang's involvement we can offer Extra Lesson. The leadership is through College and Faculty discussion and sharing, reviewing what is working, sending a staff member to a course to bring the latest best practice research back to the school. 4. Peer Support ran until restrictions stopped it. Students participated in the Yurt Farm camp and the YMCA outdoor education and in-school programs such as Gymnastics, Netball. 	<ol style="list-style-type: none"> 1. Teachers know what the journey looks like and are empowered to be creative within the broader ethos. 2. Satisfied parents and carers see capable children able to deal with challenges. 3. Children learn to problem-solve and deal with conflict through the restorative circle and other Steiner programs. 4. Our students are capable, resilient, creative, confident and engaged in the world.

Excellence in Steiner pedagogy in a modern world

Excellence in Steiner pedagogy in a modern world

1. Support teachers' continued professional development (TAA, Lead Teacher programs and Steiner Intensives).
2. Strengthen community awareness of Steiner pedagogy in a contemporary context, the school and the unique Blue Mountains Steiner approach.

1. Francine and Preschool did Vital Years, Martin Francine and Primary did the Glenaeon Teacher Intensives and sharing learning among staff. Martin attended the Nurturing the College series of meetings, Martin finished the AIS Principal Leadership Induction programs. Eurythmy workshop with Adam Chan. PD opportunities were limited due to COVID-19.
2. Sharing information across social media about classwork and the Steiner approach as well as through the News Sheet; promoting Lou Harvey Zahra talks for parents and staff. An Adult Education program is planned for 2022, with consultant with vast depth of knowledge, Ebba Bodame, who will also run Playgroup one day per week in Terms 1 and 2 2022.

1. Teachers are empowered to teach traditional Steiner methodologies combined with the latest educational best practice research and data; they feel supported in their professional development and that their work is the heart of the school.
2. Parents understand the value of the modern Steiner approach and feel included in their child's learning journey.

Engaged school community

<p>Engaged school community</p>	<ol style="list-style-type: none"> 1. Embed and elevate the voice of children across school operations. 2. Review and grow the school volunteer program, including clear reward, recognition and evaluation. 3. Embed “Ideas Teams” into school structure and operations. 	<ol style="list-style-type: none"> 1. There have been student engagement projects on playground satisfaction, as well as regular student reflection sessions at the end of an activity or Main Lesson for feedback. 2. Opportunities were envisaged to organise volunteer offerings in a formal way. The program has been interrupted due to COVID19. 3. Teams were begun for Student Voice, School Beautification, and Events and Promotions. Preschool Open Day engaged volunteers before the second round of lockdown occurred. Ash ran the School Community Garden working bee. A grandparent supported the Kindergarten craft work. The Parent Choir sang at two festivals in 2021. 	<ol style="list-style-type: none"> 1. Children Preschool to Year 6 are seen as experts in their own experience with ideas and a valued voice. Children have regular opportunities to contribute to school decisions. 2. Parents understand how, and feel encouraged, to contribute to the school community. 3. Increased volunteering and positive parent experience.
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Beautiful school environment

Beautiful school environment	<ol style="list-style-type: none"> 1. Design and implement School Improvement Plan, including aesthetics and facilities review. 2. Introduce quarterly levy for capital development and maintenance. 	<ol style="list-style-type: none"> 1. Work commenced on a whole-of-school maintenance review and register, which highlighted the need to prioritise and action the ball court upgrade. 2. A quarterly levy was introduced (\$30 per child per term) at the beginning of Term 2, 2021. 	<ol style="list-style-type: none"> 1. Planned, timely and appropriate resource allocation for repairs and maintenance. 2. Buildings and grounds look and feel beautiful and welcoming.
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Robust governance, resourcing and economic sustainability

Robust governance, resourcing and economic sustainability	<ol style="list-style-type: none"> 1. Design, communicate and embed clear and transparent governance policies and processes. 2. Develop and deploy effective communication and marketing strategies. 3. Implement a robust and secure IT framework and infrastructure. 4. Continue effective and transparent financial management and compliance whilst improving the school's financial position. 5. Maintain the role and active function of the College of Teachers. 	<ol style="list-style-type: none"> 1. Council has reviewed and updated 6 policies and procedures, with another 6 in development. Work is in progress on Communications and IT Policies. 2. Definite improvement, with 83 confirmed enrolments for 2022 as at 15 December 2021, up from 75 this time last year. We are in the data gathering stage for our proposed new Marketing Strategy 2024-26, due for delivery April 2023. 3. Work has been completed installing infrastructure. Some staff have been trained; Preschool will be trained early 2022. 4. Finance Committee met regularly to develop budgets, tend to special projects, and to review school structure. 5. Relationships have improved; important work is in progress. 	<ol style="list-style-type: none"> 1. Policies and procedures are current, correct, accessible and embedded in practice. 2. Increased positive community awareness of BMSS resulting in full capacity enrolment. 3. Secure and effective IT systems are implemented with full adoption and ease of use by staff. 4. Strong financial performance and certainty as a continuing economic entity. 5. Strong relationship and regular communications between the College of Teachers and the School Council.
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