

# Castlemaine Steiner School & Kindergarten

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## STRATEGIC PLAN A School Improvement Plan

August 2007

### MISSION STATEMENT

The aim of Steiner Education is to enable and support the healthy development of the whole child, so that they “are able out of their own initiative, to impart purpose and direction to their lives”

Rudolf Steiner

*The Strategic Plan for Castlemaine Steiner School and Kindergarten and the proposals for action address the question: “What skills, faculties and qualities do children need today to meet the demands of the twenty-first century ?”*

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### *The Principles of Steiner Education guiding the Castlemaine Steiner School and Kindergarten*

*“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*

A Steiner education is child-centred but teacher-created and directed. All of the aspects of the education relate specifically to the seven-year developmental stages of the child, as elucidated by Rudolf Steiner, and are directed by the teacher in response to the child’s educational needs.

#### **Abstract, Intellectual Content**

The teacher is charged with the responsibility to use, variously, the pre-school child’s natural capacity for imitation or the primary school-aged child’s natural capacity for imagination as the tool for shaping all educational experiences. These are natural capacities implicit in each stage of development and so, if recognised and used, are powerful forces driving the act of learning.

The application of such an insight leads to the use, in Steiner education, of an artistic approach to all aspects of learning. It also means that, rather than using pre-developed or packaged class material, a teacher in a Steiner school prepares each lesson out of their own creative effort. If teaching is to use the child’s natural faculties of imagination, then it must result from the teacher’s imaginative powers.

This intimate connection between the teacher and the children's learning is further enhanced by another guiding principle which is the class/class-teacher relationship. In the primary school, the teacher and the class stay together for the entire 8 years of their primary school education. School is then a journey shared by teacher and student alike. This is a unique feature of Steiner Education.

Behind and through all of these insights is the perspective that the human being essentially has a three-fold structure. That is, although working fluidly as a whole, the human being has three different "folds" or capacities, those of willing, feeling and thinking.

Through interacting seamlessly together, each aspect has its own distinctive qualities, distinctive enough to be able to be spoken of separately. A truly healthy individual will have physical, emotional and mental health. Whilst recognising that very few individuals will ever achieve this ideal, educating children with perspectives and practices which aim to, as much as possible, develop that ideal is a truly holistic education. It is one which, though supporting such a healthy development, truly allows for the blossoming of individuality.

An understanding of the three-fold nature of the human being and the vital necessity of developing it harmoniously leads to the conscious, deliberate inclusion of three-fold processes, activities and even structures throughout the whole school.

Finally, as an activity dealing with the developing human capacities, education must be itself continually developing.

### **Education and Society in the 21<sup>st</sup> Century**

At the Castlemaine Steiner School we see the following important elements of society and culture impacting on children's lives:

- restructuring of notions of the family;
- changes in the relationship to religions and spirituality;
- technological development, particularly in communications.
- environmental change. Global warming, use of water resources, sustainable use of energy, habitat destruction and species extinction ;
- increasingly uncertain employment prospects;
- increasing presence and influence of the media;
- the removal of direct experience of nature from people's lives. This, coupled with increased awareness of issues relating to environmental degradation, highlights the yearning of people to connect positively with nature;
- rapidly changing boundaries relating to acceptable behaviour in society including the ways sexuality is projected;

Some social and cultural trends clearly have positive consequences for children. These include:

- the value of some contemporary music, visual, literary and dramatic arts culture;
- the richly diverse multi cultural nature of Australian society;
- the positive effect of a strong sporting culture in rural Australian communities
- and the strength and diversity of our local arts community.

- the potential that technology provide the for greater global connectedness and for access to a vast store of information.

We are concerned that some social and cultural trends have clearly negative consequences for children. These include:

- increasing youth suicide and depression rates
- the impact of the abuse of both prescribed and non-prescribed drugs in society
- increased awareness of the consequences of child abuse and neglect
- pervasive violence in society
- Whilst many developments in information technology are applauded, paradoxically they can also result in a separation of humans from each other and the environment in meaningful daily interactions;
- The comparative, graded-assessment ideology of the Australian Government is driving a content focus in the current educational agenda which seriously compromises children's capacity for true creative thinking and imparts an unacceptable burden of stress.

Our times are characterised by the expression of individualisation in an unprecedented way. The might of technology is predominantly produced and consumed in the individual pursuit of happiness, to such an extent, that Nature is at the brink of destruction. Our children are in a world where they must find a way to fulfill the individualisation drive in a way that integrates into the community, where with others they can work for a more healing and sustainable culture.

Considering these issues, even a *brief* historical reflection reveals that children now, more than ever need a wide range of skills and attitudes in order to deal with a great variety of rapidly changing and developing cultural, political and economic issues.

“After all, there has never been a time when we have had such a capacity for cleverness and such a fund of information at our fingertips and yet we are faced with the fact that this has not helped us either to understand each other better or find meaning in our lives. Academic achievement is of very great importance, but it is not enough. Out of balance, it is actually destructive. It must be complemented by other human faculties (such as moral responsibility, social sensitivity, courage, discernment and ultimately love) which are far more difficult to educate.” (Ben Cherry, founder of the Bowral Steiner School.)

Similarly, there have been many developments in the modern educational workplace which have impacted on the whole school, in particular the legal environment. This includes mandatory reporting, equal opportunity, Occupational Health and Safety, work place relations legislation and in 2005 the National Safe Schools Framework. In addition, the current expectations of the Australian education system, including requirements of assessment, reporting, early intervention, ongoing staff development and staff assessment, has often been accompanied by decreasing quality of working conditions for teachers.

The well established maxim that diversity in the delivery of educational experiences is critical to sound educational practice underlies this Strategic Plan. <sup>1</sup>

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<sup>1</sup> Howard Gardner's work (1983, 1993) on Multiple Intelligences is a well respected example of the vanguard of modern educational thought and clearly illustrates the central importance of such diversity.

Considering these demands of the twenty first century, Castlemaine Steiner School and Kindergarten has developed the following Educational Vision.

## **Educational Vision**

The integral purpose of Castlemaine Steiner School and Kindergarten is raising the consciousness of children to be aware of:

- his/her own self,
- their communications with others
- their interactions with nature and
- their participation in society

To enable children to constructively participate in and to be discerning within the many aspects of contemporary Australian culture, children need a thinking and intellectual capacity which is based on a *mobile and flexible imagination*. We seek to develop in children, *constructively focused motivation* and a *strong sense of their own being*. "*Being*" in this context refers to both knowledge of oneself and to a recognition of the importance of a rich diversity in others.

In order to prepare children to have meaning and purpose in their adolescent and adult lives and so to participate in and contribute positively to the community we:

1. provide a school which is a safe and supportive environment free from violence and where bullying, harassment are minimised;
2. want children to feel that Castlemaine Steiner School and Kindergarten *acknowledges and recognises the cultural context of their lives* and that they are supported and admired for *their unique selves, cultures and spiritual life*.
3. seek to develop an educational environment which facilitates a range of child focused experiences which *cultivate life skills*, in particular respectful human interactions, *meaningful participation in their communities and a deep connection to the natural world*.
4. want children to develop *critical thinking* and an ability to find balance within the competing, contradictory cultures they experience.
5. support the *human element* in all children's interactions, thereby enriching their capacity to participate purposefully and constructively in their immediate communities and in society generally.
6. seek to develop a *supportive employment environment* for all staff at Castlemaine Steiner School and Kindergarten which enables staff to achieve the highest quality of outcomes. For teaching staff to work towards developing children as balanced individuals with positively oriented social sense, they too need to work in conditions which reflect this ideal.

## **Streams of Strength**

*How can this vision be achieved?*

At Castlemaine Steiner School and Kindergarten there are eleven “*streams of strength*”, which are resourced and developed in annual budgets, in order to operate with work towards the Educational Vision of the school.

The school aims to develop its programmes to cater for Kindergarten to Year 8 as single stream non-composite classes. Following a period of rapid expansion, student enrolments are now increasing slowly and will reach this maximum in the next three years.

Seven Streams of Strength relate to programmes of the school and four relate to the organisational structures required to deliver these programmes. Resourcing the following “*streams of strength*” places our school proactively at the vanguard of modern educational practice.

### **1. The Intellectual Development of children**

We have complete confidence in the Steiner curriculum, as a means of development of children’s thinking - a thinking which is rich in mobile imagination.

Developing the imaginative intellect gives students tools to balance competing cultural contexts. The imaginative framework, as developed from the commencement in the early childhood classes, (Kinder and Prep) through to the senior classes, is imperative as a basis for intellectual conceptualization. The school focuses on integrating intellectual development with the feelings of the child, cultivating the powers of “the heart” and “the mind” of children. Within this educational approach is a strong focus on “doing” in the curriculum. This leads to the development of children who think creatively and are able to translate create thoughts in to practical action..

This includes a definite focus on language and mathematics, science and the environment. Through working with the feelings and imagination along side the intellect Castlemaine Steiner School and Kindergarten seek to develop within the children feelings for the natural environment which lead towards responsible behaviour towards it.

In the light of the impulse driving this Strategic Plan the school has a policy of continual and cyclical review of the curriculum in order to assess its relevance and power and, where necessary, introduce renewal.

### **2. Practical Skills Programme**

Some children express their particular intellect more through practical expression rather than through academic achievement. According to Howard Gardner’s model these are often, although not always, children who exhibit strength in the “Bodily-Kinesthetic” and “Spatial” intelligences as summarized here:

Intelligence	Sensitivity to:	Inclination for:	Ability to:
Bodily-Kinesthetic	Touch, movement, physical self, athleticism	Activities requiring strength, speed, flexibility, eye-hand co-ordination and balance.	Use of the hands to fix or create and /or to use the body expressively.

Spatial	Colours, shapes, visual puzzles, symmetry, lines and images.	Representing ideas visually, creating mental images, noticing visual details, drawing and sketching.	Create visually and visualize accurately.
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Incorporating Multiple Intelligences into our educational practice is entirely compatible with our pedagogy and in fact gives us another tool with which we can come to understand our students, their needs and the demands of modern education. This is all the more important today as the damage wrought by our cultural one-sided, over emphasis on measurable rational intellectual thinking takes its toll.

The “Practical Skills” program seeks to give students in the upper school (I.e. Class 6 and above) opportunities for involvement in legitimate projects within the school which require the development and use of practical skills. It is important that the projects in which the students are involved are ones which serve a need within the life of the school and are not ones which are without purpose.

### 3. Assessment and Reporting – Student Learning Outcomes

The word “Education” derives for the Latin *educere* which means “to lead forth”. Steiner education starts from the premise that every child possesses inherent capacities and talents and the task of the teacher is to lead these forth and make appropriate space for the unfolding of the inherent faculties of the child. This is in direct opposition to an educational approach which involves a “pressing into” the child of intellectual and practical capacities which set standards against which we measure success and normality. Thus the use of competitive, graded assessment of children against set criteria and standards goes against the whole education philosophy of Steiner Education as it requires that competitive comparisons are made between children.

We are, and have always been, strongly committed to *detailed ongoing assessment and reporting* to parents of each individual child’s progress and development. Our reporting reflects the fact that Steiner Education is based on a philosophy that acknowledges the spiritual dimension of the human being and that fundamental to it is an understanding of child development that recognises the age at which different faculties will normally emerge, given appropriate conditions. We will continue to improve on these processes.

The use of standardised assessments is *not suitable* in our context as the basic principles of Steiner education include a non-competitive, non-streamed, broad

curriculum; one which gives all students the space to discover and develop their abilities *in their own time*. Setting fixed “achieve by” dates and setting goals and expectations based on what is considered the “bench mark” based on the *average* of children completely ignores this attention to individuality and defines success by mediocrity that is by the average. We will not advocate this for children.

#### **4. Handwork (Design and Technology)**

Handwork is a source of satisfaction for children in that it is tactile and can develop self-esteem from the production of beautiful and functional items. Empowerment and a sense of independence are also seen to grow from well developed handwork and design skills. Developing this “*stream of strength*” creates a balance within the intellectual and physical intelligences.

The provision of adequate resources for a wide scope of handwork activities addresses many aspects of the vision of the school.

The development of skills includes knitting, weaving, clay modelling, book binding, leather craft and woodwork, and provides opportunities for children to constructively focus on meaningful activity. It broadens gendered expectations of such activities and encourages cooperation in the class community.

The production, by their own effort, of useful articles also draws children’s consciousness closer to the human implications of the use of everyday, essential items. This increases our awareness of our essential *interdependence* while creating skills which liberate our *independence*.

#### **5. Eurythmy**

The fundamental creative forces of rhythm, harmony and proportion surround us in nature; to these, the human being adds the dynamics of the inner life of thoughts, feelings, intentions and the human faculties of speech and song. These fundamental creative forces are the sources of Eurythmy. Movement, keen observation and imagination are involved to bring these forces to expression.

Every facet of the curriculum can be deepened through this art as it works on harmonising the thinking, feeling and willing faculties of the child through beautiful, imaginative and graceful movement. Eurythmy supports and enriches the Main Lesson work of the class teachers and the content is chosen to complement the main themes and consciousness of the child at each level.

#### **6. Drama and Music**

Music is an invaluable tool in the development of children’s intelligence. Music is seen as a tool to develop social skills as well as a means of expression of children’s feelings. There is a well established link between musical intelligence and mathematical capacities. The school seeks to specialize in stringed music ensembles initially, developing a wider range of instruments as the school grows.

The development of Drama as an integral aspect of school life is closely linked with the thematic use, in the classrooms, of stories from various periods of human history. These stories are, in turn, very deeply related to the stages of child development. Imaginative engagement with these profound stories supports the unfolding soul qualities of the child at each stage. As the dramatic arts involve the imaginative, emotional and physical faculties of the whole being, engaging with these stories through drama provides one of the deepest possible levels of learning!

The production of regular class plays also offers many opportunities for developing a great range of personal skills and qualities.

- It strengthens the individual's self-confidence and ability to present him or herself to the world through the security provided by working within a group.
- Qualities such as trust, understanding and acceptance are created, strengthening the bond within the class group.
- Drama enhances the development of memory and facilitates positive social interactions.
- Drama enhances the imaginative involvement of children in their intellectual life, and encourages the development of empathy and cooperative class participation.

Within the classroom, dramatisation of stories, songs, poems and rhymes occurs regularly, particularly in lower to middle primary. In upper-primary years, dramatisation of myths and legends enriches the main lesson topic. Throughout the school year, the children celebrate seasonal festivals through song, dance, speech recitation and plays.

All classes present a dramatic performance each year. In the younger years, group choral work allows all individuals to participate and strengthen their ability to perform. As the child's self confidence develops, opportunities are given to all individuals to perform independently. The teacher is able to encourage and strengthen his or her children's abilities in drama by placing them in a variety of roles and dramatic experiences. In Class 8 a particular emphasis on drama is appropriate, and a major drama performance is normally produced.

## **7. Outdoor Education / Physical Education**

Each stage of development of consciousness of the growing child has a corresponding connection/relationship with nature and the physical environment.

### Outdoor Education

This "*stream of strength*" arises from what is done every day in Main Lesson activities. It would incorporate a comprehensive Camps programme from Class 3 to Class 8, covering a diverse range of Australian environments, (eg. the local environment, to tropical, desert, alpine... ).

The specific development and allocation of resources to an outdoor education/physical education programme will allow for personal and cooperative group experiences of nature and is seen as essential to the life of the school.

### Sport and Physical Education

Sports and other physical activities enable the extension of physical skills within each child's capacity, in an environment which does not emphasise competition. It develops concentration and team building skills. It strengthens bodies. It develops a sense of fair play, tolerance and sensitivity to others weaknesses and strengths.

### **8. Gardening and Horticulture/Agriculture**

The balance and integration of practical gardening work with the curriculum is a vital way for students to learn first hand the value of connection with and care for the environmental. Utilisation of the 18 acre site, based wherever practicable, on biodynamic or organic principles, for gardening, vegetable gardening, small cropping and animal husbandry is seen as grounding children in skills and knowledge which form a foundation for life long love of the environment

### **9. Remediation**

In 2004 the Kolisko Conference was attended by the greater proportion of the teaching staff. This conference was titled "How to Read the Individual Child" and involved two international speakers and many Anthroposophical doctors. The aim of the conference, which was designed especially for those interested in education, was to help us work with children experiencing difficulties in learning. All class teachers also attended the 2006 Kolisko Conference which emphasized education and curative anthroposophy.

Such learning challenges are always the result of another cause and invariably the child's *real* need is to have the requirements of that underlying cause addressed. When this happens, improved learning may then occur. But even if it doesn't, by seeing through the symptom expressed as a "learning difficulty" to a child's deeper need means that by addressing that need we, as educators, can truly provide an approach within our schools which will allow such students to cultivate their true individual potential – whatever that may be!

So long as "academic" learning is seen as the *only* legitimate outcome of schooling, the needs of such children will always go unfulfilled. The challenge, though, is how do we "read the individual child" so that we can see through the symptom to this deeper need. In other words, "How do I see the child and not the illness or condition?" Castlemaine Steiner School has, in response, identified this area as a Stream of Strength to be incorporated in our long term planning.

### **10. Organizational Structures and Management**

As the school grows it requires effective organisational and administration structures to match the growth. The management functions of the school are reviewed so that relevant groups and individuals are able to effectively support the ongoing improvement of educational programmes.

The school seeks to actively market the strengths of Steiner Education in order to foster healthy organisational growth, starting from the active promotion and development of all the Early Childhood programmes.

The organisational structures and the ensuing decision making processes within the school must be relevant to the external educational, economic, legal and political environment.

The governance of the school must also facilitate delivery of our unique educational programmes with clear internal policy and decision making processes. Regular review of the roles and responsibilities of governance reflects healthy adaptation to the growth of the school. This will be achieved within a framework of collaboration with the College of Teachers, who primarily hold the educational principles of the school.

## **11. Administration and Employment Culture**

The organisation and administration of the school is focused towards implementing the educational vision. The gradual development of an organisational culture which supports staff with appropriate working conditions and high quality professional development opportunities is fostered. This is a foundation to offering the best in Steiner educational opportunities for the children of the school. Resourcing the human to human interactions in this educational setting is essential. Providing strong emphasis on professional development and continually improved working conditions of staff is seen as a high priority. The school regularly reviews performance, wages and conditions of all staff.

Maintenance of sound financial management is a key process to enabling a healthy employment culture to emerge. The school works to recognised best practice in accounting standards, and financial management processes.

## **12. Community**

The positive self development of the child occurs in the context of nurturing community. Our school develops strong and supportive relationships between teachers, parents, children and the community at large. In Steiner schools teachers remain with their class for the complete primary school period. This creates a strong sense of community in the class. Over these eight years the child-teacher and child-child relationships grow richly to form a microcosm operating in the broader school community. The school aims to be accessible to a wide range of families, whilst maintaining financial viability.

Cooperative community spirit in the classroom, over the time the children are together, and across the whole school, is seen as a means to challenge external cultural demands and deal with peer pressure. Class teachers play a pivotal role in nurturing the depth of these relationships.

As part of a vibrant artistic and educational community, the school also makes connections with relevant local, statewide and national organisations. Participation in activities of the local educational, environmental and artistic community is seen as one way to strengthen our children's connection to their community.

### **13. Building, Facilities and Environment - Master Building Plan**

The school maintains an overall Building Master Plan which matches building and facilities provision with programme plans and projected growth rates of the school. Planned resource allocation to the capital works requirements of the school must fit within the sound business and financial management of the organisation. Tax deductible donations to the Building fund are regularly invited from the parent and the wider community.

Projects from the Building Master Plan are to be linked with annual review of this Strategic Plan and annual budgeting processes.

The Castlemaine Steiner School and Kindergarten facilities are overall less than ten years old. The school has a maintenance policy and mandated Buildings and Grounds group which oversee the annual plans for maintenance and development on the site. Staffing to this area of the school has been identified as an item of growth in the school's annual budgeting process.

## Proposals for Action and Record of Results

The following proposals relating to each “Stream of Strength” form the basis for relevant Annual Budgets for implementation. Detailed Action Plans for each of these broad proposals will be developed in the appropriate year of implementation, with the educational needs of the children being the basis for all such planning.

### 1. The Intellectual Development of Children

Proposed Action	Action / When
1. Development of the Library material – books and resources	2003 Received donation and commenced library system development
2. Development of the Library programme, establishing systems and facilities to manage and expand the current library collection.	2004 Employed Johanna 1 day per week, set up catalogue and computer system and established Library in the foyer of Stage 1. Increased hours proposed for 2005.
3. Commence 1-1 remedial tuition	2002 Support Education Teacher employed and programme initiated for at students with particular learning needs. Refer to new Remediation Stream of Strength
4. Commence the Extra Lesson programme. Continue and expand this programme.	2002 Commenced with Karl 5 hrs/wk 2003 Continued with Sally for 5hr/wk 2005 / 6 Sue Murphy 5 hr/wk. Refer to new Remediation Stream of Strength
5. Provide resources for the continual evaluation and development of curriculum content and practice	This is a priority for the College Facilitator role, with documentation of the curriculum being developed in 2004. Re-writing of the complete Prep to Class 8 Curriculum in Jan – August 2006.

### 2. Practical Intelligence Programme

This Stream of Strength was added in 2007

Proposed Action	Action / When
Introduction of the Practical Skills programme.	Development of programme objectives and allocation of hours within Support Education Programme for coordination. Use of Resiliency Funding to fund senior students in this programme.

### 3. Assessment and Reporting – Student Learning Outcomes

This Stream of Strength was added in 2006

Proposed Action	Action / When
Reporting system to met new legal government requirements and Steiner philosophy.	Student reports revised 2006
Participate in national RSSA discussions re AIMS test exemptions.	Regular attendance at RSSA meetings

#### 4.. Handwork (Design and Technology)

<b>Proposed Action</b>	<b>Action / When</b>
1. Establish a paid craft coordinator position, for junior and senior classes	2002 – Meg part time in Cls 5/6 2003 –Meg continued in Class 6/7 2003 Catherine Menyhart commenced relieving in Class 1, 2 and Class 3 and in 2004 was appointed on an EFT basis 2005/6 Senior and Junior Craft teachers appointed on EFT rate of 50:50 teaching and non-teaching hrs
2. Upgrade craft handwork facilities and materials	Craft cupboards established in 2003 .
3. Development of an Artists in schools programme	“The Creek” initiated and completed in 2003 Application for 2007 considered
4. Construction of a specialist CRAFT/WOODWORK room	Included in long term Building Master Plan, proposed for 2010

#### 5. Eurythmy

This Stream of Strength was added in 2007

<b>Proposed Action</b>	<b>Action / When</b>
1. Development of the Eurhythmy Programme	Commenced part time in 2001 with Kelly Anne Bentley Re-commenced in 2003 with Marion Read and Charles for all classes. Continued in 2004 – 2006.
2. Constructions of specific Eurythmy facility.	Completed in late 2006.

#### 6. Drama and Music

<b>Proposed Action</b>	<b>Action / When</b>
2. Purchase of music equipment, stringed instruments and percussion	Not yet commenced
3. Employment of a part time class room music teacher	Not yet commenced
4. Support and development of the stringed music programme	Developing according to class numbers
5. Employment of part time Drama specialist teacher	2005 and 2006 drama specialist for class 7/8 employed. Roger Weber.
6. Construction of Multi purpose - Hall facility	Included in long term building Master Plan. Stage A completed in Nov. 2005 Stage B for 2010 or later.

## 7. Outdoor Education / Physical Education

<b>Proposed Action</b>	<b>Action / When</b>
1. Construction of Hard court	Completed in 2001 with fundraising, donation and school funds
2. Upgrade of oval/s	Commenced with Community Water Grant in 2006.
3. Purchase, and regular maintenance and upgrade of sporting equipment	Minor purchases at commencement of each year
4. Continual development and upgrading of grounds to provide a variety of play and sports environments	Minor developments throughout 2002 and 2003. Play frame constructed in 2001 by Peter Foran. Seniors areas still to be developed.
5. Employment of paid PE and Outdoor Education coordinator	Steve Hansen employed 0.4 EFT in 2004 Steve Christensen 4 hrs in 2006
6. Introduction of Bothmer gymnastics	Not yet initiated
7. Participation in team games with other schools	Not yet initiated
8. Equipment storage facility	One shed purchased in 2002, another storage facility still needed for sports.

## 8. Gardening and Horticulture

This Stream of Strength was added in the 2003 Review of the Strategic Plan.

<b>Proposed Action</b>	<b>Action / When</b>
1. Completion of the vegetable garden, with fencing, shed and watering system in place	Works commenced in 2003
2. Employment of a part time Gardening Coordinator to oversee the development of school gardens and to assist in children's educational gardening projects.	Huw Walters commenced in Term 2 2004, 5 hours per week Proposed increased hours in 2005 budget.
3. To introduce animals to the south paddock, where fencing, feed and water supply is appropriate.	Not yet implemented
4. Utilisation of the BARN for storage of gardening and horticultural produce.	Minor use in 2002-3 Completion and renovation in 2008, paid from IIOS Federal funding.

## 9. Remediation

### This Stream of Strength was added in August 2004

Proposed Action	Result / When
1. To employ an Extra Lesson therapist (or equivalent) to run both small group work for Classes 1 and 2 and to be available to provide individual sessions on site (ie in a facility provided by the school) by private arrangement with parents.	Karl employed in 2002 Sally Port employed in 2003 / 4 for class 1 and class 2 work. Demand for 1-1 Extra Lesson work exceeds funding available in 2004.
2. To employ a fully trained Integration Aide to act as an assistant and advisor across all classes as required. This position is separate to any such aide that might be specifically required to support any given child.	Planned for 2005 according to budget.
3. To engage an Anthroposophical doctor as a consultant to staff and parents.	Planned for 2005 – Helma Bac
4. To introduce Curative Eurhythmly	Not yet implemented
5. Maintenance of regular testing by a qualified Educational Psychologist of children identified by College of Teachers as having specific learning needs.	Lorna Atkinson undertakes annual assessments
6. Maintain ongoing professional development for relevant staff members in the area of Support Education to ensure the needs of children with special learning needs are well supported.	Planning required
7. Ensure coordination of all teachers working in the areas of remediation, including, Extra Lesson, Support Education, curative Eurhythmly, educational psychologist and Class teachers	Ongoing work required

## 10. Organizational Structures and Management

Proposed Action	Result / When
1. Reviewing the governance model of the school to ensure it suits the current growth rates of the school, and realistic demands on College of Teachers and Administrative staff responsibilities	This proposal was added in 2003 Initial consultation work commenced in 2003 with College, Admin Council and Admin team. Still to be undertaken
2. Developing, reviewing and publicising policies and practices which clarify communication and decision making processes between the College of teachers, Administrative Council, and various sub committees and working groups in the school.	Continually in process

3. Development of a Marketing Plan. Raising the school's profile in the wider community, promoting its activities and publicising its achievements both locally and across the State utilising a range of strategies. These include participation of the school in community focused events, regular Open Days, printed materials, develop a more in depth web site and community based displays across the catchment area.	*Plan is drafted and reviewed according to school priorities and funds available in budget. *Letter head and logo produced in 2001 *Brochures produced 2003 *Handbook re-design in 2004 *Web site redesign in 2004 – Doug Falconer – Green Graphics.
4. Maintain an active Marketing Plan which promotes the steady growth of the school	Revised in 2003. The documented plan is regularly in process and reviewed according to school priorities.
5. Ongoing development of an Administrative Structure and team to reflect the organisational needs of the school.	*Admin Team Review in 2001 established a structure implemented in 2003 and further reviewed in 2004. *Employment of College Administrator (8hrs/week in 2001-2; 2.5 days/week in 2004). * Creation of Small College to work on administration issues of College
6. To establish a philanthropic investment fund as a place for ethical investment in the development of the above mentioned “streams of strength” at the school by major investors	Not yet implemented

## 11. Administration and Employment Culture

<b>Proposed Action</b>	<b>Action / When</b>
1. To develop an appropriate reception, administration and staff facility within the building programme.	Included in Building Master Plan for 2008
2. To develop a culture which actively supports staff with appropriate working conditions.	Ongoing OH&S development work. Professional development funds increased in budget in 2004.
3. Regularly review all wages and conditions.	Teaching wages increased in 2003 and 2004, part of 3 step increments towards parity with State teachers Awards No revision of conditions of other staff members in 2004. To be reviewed for 2005/6. All Teaching and Admin Staff wages are regularly reviewed. Parity with State Teaching Awards expected in 2009.
4. Continue the three stage implementation of stepping class teachers wages towards parity with State Teaching Award levels.	Increments included in 2003 and 2004 budgets. Planned for 2005-2008 budgets.

5. Professional development plans to regularly support the implementation of the principles of the National Safe Schools Framework.	To be introduced in "Mind Matters" in 2005 Staff training in Rock and Water in 2006, 2007 and 2008. Introduction of the Rock and Water programme.
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## 12. Community

This Stream of Strength was developed in 2003 to clarify the original plan.

Proposed Action	Action / When
1. Developing a planned and coordinated approach to parents and community members contributions to and voluntary work in the school	Initial ideas drafted in 2001 by Dave Farrow. Reviewed in the Values Forum in 2008.
2. Encourage parents to develop a Parents and Friends group, to support the fund-raising aspect of the school and to be involved in the cultural enrichment of the school.	Not yet implemented. Reviewed in the Values Forum in 2008.
3. Raising the school's profile in the wider community, promoting its activities and publicising its achievements both locally and across the State utilising a range of strategies.	Continually developing as part of overall school Marketing Plan.

## 13. Building, Facilities and Environment - Master Building Plan

Proposed Action	Action / When
1. To develop a long term plan of future building needs, within the financial capabilities of the school. Set priorities, and time frames for the construction of Administrative space, further early childhood teaching areas, including Playgroup, and specialist and multipurpose teaching areas and a school library.	Plan developed during August September 2003 and documented by school Architect, Des Cullen. Revised in 2005. Due to be revised in 2008.
2. To regularly review the Master Building Plan for the school, responding to curriculum development and growth rates.	Required annually
3. To complete major building projects utilising wherever possible BGA funds.	Submissions lodged to BGA according to Master Plan.
4. To liaise with and where necessary engage appropriate consultants in the development of the Building Master Plan. For example, traffic impact consultant, bridge engineer, waste water management consultant, confirm electricity and gas supply structures for the site, etc..	*John Russel redesigned effluent Ponds. * Grogin and Richards undertook initial traffic impact statement in 2003/4.
5. To complete two major building projects and planning for the development of future building needs in the school. For example the construction of Multi purpose / Music,	* Stage 2 and Stage 3 of Master Plan completed 2002. * Master Building Plan reviewed and redeveloped in August/Sept 2003.

<p>Administrative space, further early childhood teaching areas, and specialist teaching areas.</p>	<ul style="list-style-type: none"> <li>* Successful BGA application and Multi purpose space completed in 2005.</li> <li>* Library Extension completed July 2006.</li> <li>* Stage 5 Prep classroom commenced August 2006; completed in Feb 2007.</li> <li>* Stage 5 Eurythmy building completed in August 2007.</li> <li>*Stage 6 – Administration Building planned for 2008/9.</li> </ul>
<p>6. To keep the Maintenance Policy and Schedule up to date, with a Maintenance Plan in constant action</p>	<p>Regular revision of Maintenance Schedule.</p>
<p>7. To develop a greater emphasis on grounds and garden development.</p>	<p>Gardens created around Multi-Purpose, Library extension, Prep playground and around Eurythmy building.          Shade tree planting in “Heartlands”.          Regeneration of old berm trees planned for 2008.          Further investment required.</p>