

Glenaeon Rudolf Steiner School

Strategy

2018–2022



“May Wisdom Shine Through Them”



Glenaeon
Rudolf Steiner School
Unfolding Individual Journeys

A young girl with brown hair, wearing a red polo shirt and a dark blue jacket, is sitting at a desk in a classroom. She has her right hand raised high in the air, indicating she wants to speak or ask a question. On her desk, there is an open book, a pen, and some papers. The classroom has large windows in the background, letting in bright light. Other students are visible in the background, some sitting at desks.

Building Glenaeon Spirit,
Building a Better Future

May Wisdom shine through me
May Love grow within me
May Strength permeate me
That in me may arise
A helper of humanity
A server of Holy Things
Selfless and True.

This simple verse of Dr Rudolf Steiner, spoken every afternoon by our high school students, captures so much of the spirit of our education, and the foundation on which we build our school. Our vision is one of embedding personal creativity within a rigorous academic education, and is built on a childhood that is cherished and nurtured through play, and a schooling infused with Imagination.

As a school serving Sydney in the 21st century, Glenaeon's curriculum is derived from the universal indications of Dr Rudolf Steiner, is tailored for the demands of the future, providing a healing and uplifting foundation on which the emerging young adult can navigate his or her way through the coming times. While these times may bring uncertainty and challenge, our alignment with the Australian Steiner Curriculum offers our students the strong base of traditional wisdom embedded in contemporary action, a vision of community harmony, and the opportunity of service for the greater good of humanity. The fruit of this foundation is nothing less than hope, both personal hope for success, and hope for a better world, all founded on the learning that enables the building of that better future. We take seriously the high calling of every school to prepare the coming generation for its role as stewards of the earth and of higher human values.

Our two previous Strategic Plans established a strong and flexible foundation on which Glenaeon can deliver this education for the future, establishing new programs and structures, and growing student numbers by 15%. This Strategy aims to take the school to even higher achievements, and charts our course for the next five years in harnessing scarce physical resources in the service of enormous community good will.

Like our previous plan, this new Strategy is structured in key pillars with Teaching and Learning at the centre as our core task. Each pillar has a number of Goals that will be realised through specific Initiatives to be undertaken over these next five years. Each Initiative has a series of measures that will be used by the School to determine progress and achievement.

It is a great pleasure to present to our community this new Strategy which has been a collaborative work of all key stakeholders in the school over the second half of 2017: School Council, Executive, teachers and parents.

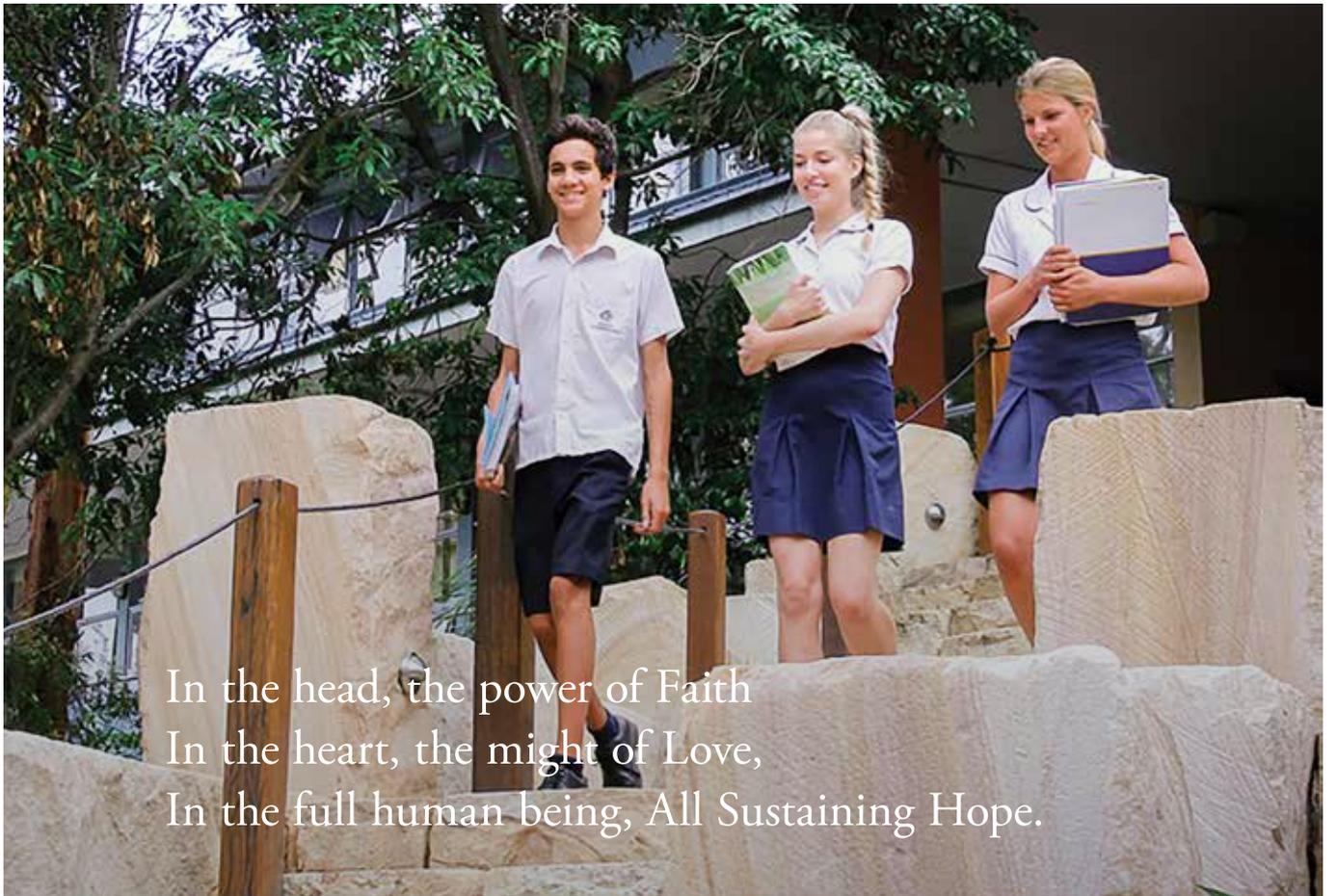
We offer this plan as a roadmap of growth for all members of our community, and most importantly, as a gift of hope to all our students: May Wisdom shine through them!



Andrew Hill
Head of School



Ken Gunderson-Briggs
Chair, Glenaeon School Council



In the head, the power of Faith
In the heart, the might of Love,
In the full human being, All Sustaining Hope.



Vision:

To realise a contemporary understanding of the wisdom of Rudolf Steiner education that will prepare students to take their place as young men and women of distinction in today's society.

Purpose:

“Our highest endeavour must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives”

Rudolf Steiner

Our Values:

A Glanaeon education is:

- **developmental:** we value the foundation that a healthy childhood gives to a successful life. We support the need for children to play, be part of Nature and enjoy a time free from the early commercialisation of childhood; we also value the developmental picture of human consciousness that has evolved through the ages of history;
- **balanced:** we provide a uniquely balanced education fostering the development of clear thinking, rich emotions and a strong will delivered through a high quality academic program, a flourishing creative and performing arts experience, and a practical training in traditional and contemporary technologies for every student;
- **international:** along with over 1000 Steiner schools around the world we promote an international understanding and tolerance of diversity of cultures;
- **compassionate:** we value an approach that fosters collaboration over competition as the basis for both individual achievement and community harmony: we strive to make every classroom a learning community;
- **individual:** we value the uniqueness of each individual student, recognizing that each is on a path of biographical development unfolding his or her sacred essence of Self, and that we only realise our individuality in relationship with others;
- **sustainable:** as Dr Steiner was a pioneer in sustainable agricultural practice in the early 20th Century, so we aim to continue this tradition through working in harmony with the forces of Nature in a creative, collaborative manner;
- **Spirit-inspired:** we value the expressions of the “wisdom of humanity” that have guided humanity in the great world religions and traditions, and through the curriculum, festivals and study we will nourish and support students, teachers and parents in creative, contemporary ways in harmony with Dr Steiner's work.

Our Markers of Success



We are known for our exemplary students, who

- Have the confidence to pursue their own unique path
- Have the capacity to achieve their academic goals
- Are well-rounded individuals who are creative, compassionate, and critical thinkers



We are known for our outstanding teachers, who

- Engage & inspire our students,
- Are acknowledged by and have the respect of parents, and
- Set the standard to which new teachers aspire



We effectively communicate who we are and the benefits of our differences, such that

- The wider community understands the core messages and benefits of a Glenaeon education
 - We are understood as a 'spirit inspired' school, which is
 - Known to support the wellbeing of every student
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We are a school of choice for “thinking” parents



We are a community characterised by strong, healthy relationships between students, teachers and parents, with all groups proudly promoting Glenaeon



We fully realise the opportunities afforded by our unique natural environment



We maintain strong leadership and effective governance



We deliver a consistent and strong financial performance to ensure we are well resourced for current and future needs



Teaching and Learning: Students



Glenaeon students grow through their school journey in a series of age appropriate stages. Each developmental stage is understood and nourished, honoured and cared for.

- Early Childhood is a time for creative play, an exploration of the physical world and an introduction to the rhythms of the school day.
- The Class Teacher period is a time for imagination, learning through artistic creation and practical achievements.
- High school is a time for increasing independence and responsibility, and the ability to think in ways that are both critical and creative.

Within this framework every student is known for his or her individual gifts and challenges, and is met with understanding and compassion. Each student is challenged to attain his or her academic optimum through a rich and diverse teaching and learning program.

On graduating from school, Glenaeon students step into the wider community able to take their place as world citizens who can act ethically, compassionately, and creatively. They are balanced individuals who are capable of deep and independent thinking, have rich emotional lives and a practical capacity to act effectively.

Glenaeon students can lead by example and contribute to the world in following purposeful, self-directed life paths, able to find meaning and direction out of themselves. They have developed their own individual ethical compass: their repertoire of values and attitudes has been nourished by the spirit-inspired heritage they have experienced in Glenaeon, one that fosters tolerance, individuality and an appreciation of the spiritual traditions of the world, the “wisdom of humanity”.

Goals

Initiatives

S1 Foster the personal and social wellbeing needs of all students

- S1.1** Research and bring to maturity a contemporary personal development curriculum for the Class Teacher period
- S1.2** Undertake a review of the personal wellbeing program for adolescents in high school including the adequacy of existing Counselling services and make recommendations for improvement
- S1.3** Foster a culture of service to others as a core wellbeing initiative by building a structured Social Justice program that is appropriately resourced and linked to Glenaeon's values and aspirations
- S1.4** Build global perspectives by extending outdoor education and curriculum offerings to include Social Justice initiatives in the field

S2 Develop a Glenaeon framework of age appropriate data tracking to support student progress and inform teaching strategies

- S2.1** Research and apply assessment and academic monitoring strategies in Kindergarten and the Class Teacher period that are age appropriate and congruent with Glenaeon's picture of child development
- S2.2** Improve capacity for academic tracking of students in high school in order to provide a clear measure of annual student progress

S3 Articulate specific ways the Glenaeon experience fosters the 21st Century innovation skillset

- S3.1 Communication:** Implement public speaking and related programs such as debating and student advocacy for high school
- S3.2 Collaboration:** Promote new structures through the school to foster cross-year collaboration, student mentoring and team work
- S3.3 Creativity:** Establish Artists in Residence program involving as many year levels as possible as an annual event
- S3.4 Independent thinking:** Teachers to work explicitly with the Glenaeon Teaching and Learning Framework to build phenomenological observation and thinking skills in senior students
- S3.5 Annual review** of student Learning Management System and associated technologies to provide students with technological skills appropriate for 21st century citizens

S4 Provide students with differentiated pathways for the successful completion of high school

- S4.1** Build a structured Careers profile to support students and parents to identify vocational pathways in Senior School
- S4.2** Assess the need, resourcing and program of a High School Support Unit for students with a disability
- S4.3** Review the appropriateness and usefulness of the HSC as the Year 12 credential and pathway
- S4.4** Assess the viability of, and logistics around, accelerated pathways to university
- S4.5** Strengthen the structured program of preparation for the final credential from Year 9

Teaching and Learning: Teachers



We nurture a professional culture that is reflective, creative and engaging. Our teachers are lifelong learners, able to undertake meaningful research and collaboratively share their work with their colleagues.

We celebrate the Main Lesson as a flagship curriculum program throughout the school, one which provides students with an unfolding story of human history, culture and scientific achievement. Glenaeon teachers understand the value of these “big idea” topics that form the basis of the Main Lesson journey for every student’s lifelong learning.

We are continually deepening our understanding of the spiritual basis for our work, and use this understanding to inform and illuminate the Australian Steiner Curriculum framework.

We are continually striving to improve our teaching and learning through an awareness of current research and best practice. Our teachers are people of initiative, able to take responsibility and are committed to preparing our students to take their place as active, informed citizens of the world. Our teachers contribute to educational discourse within the Steiner Education movement, and the wider educational community. As individual professionals and as a school, we are able to articulate the essentials of Steiner Education practice in a contemporary manner, and to demonstrate the unique contribution we can make to education in the 21st century.

Teachers work with the understanding that every student in our care today will one day be a citizen of the world, and that we have, through our students, a responsibility towards the future of the planet.

Goals

Initiatives

T1 Deliver excellence in teaching and learning in alignment with the indications of the Australian Steiner Curriculum and the requirements of NESA

- T1.1** Review teacher recruitment and retention to ensure Glenaeon teachers are appropriately rewarded for excellence
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- T1.2** Invest resources in professional positions that coach and mentor teachers to foster a culture of innovation and improvement in quality of teaching across all subject areas
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- T1.3** Improve data capture, tracking and analysis in the high school to provide teachers with feedback/evaluation of their practice
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T2 Ensure that the principles of the Glenaeon Teaching and Learning Framework are embedded in teaching and learning practices throughout the Glenaeon journey (Preschool to Year 12)

- T2.1** Induction program in the Glenaeon Teaching and Learning Framework for all new teachers
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- T2.2** Facilitate individualised professional learning pathways in Steiner education for non-Steiner trained teachers
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- T2.3** Review the senior school curriculum to integrate Steiner education philosophy into HSC pathway particularly the phenomenological approach of Main Lesson practice
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T3 Support teacher wellbeing and professional growth to enhance the ability of all teachers to achieve their goals of teaching excellence

- T3.1** Institute an annual staff survey to monitor well being and professional needs of teaching staff
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- T3.2** Use data from the survey to inform the annual PD plan and document that:
- adds to professional learning (professional education)
 - deepens understanding of Steiner pedagogy
 - nourishes and refreshes (personal)
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- T3.3** Build on “collegiate” groups in the preschool, infants, primary and secondary schools as a means of collaborative learning and peer support among teachers.
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- T3.4** Review of leadership structures that support teachers and are consistent with the contemporary understanding of Steiner education practice
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Community



Just as excellent teaching and learning are founded on strong, healthy relationships, so the Glenaeon community is founded on the rich quality of relationships through the school.

Our students, staff, parents, alumni, former parents and friends are united in their commitment to the values of Glenaeon as a Rudolf Steiner school, and in all their interactions within the school they are valued and heard.

We are a community of learning that embraces all current members and extends with enduring bonds through the generations of former students.

Within Glenaeon, communication between staff, students and parents is timely, efficient and appropriate. With our wider community we continually strive to engage with former students and parents, communicating in ways that are appropriate and meaningful.

Goals

Initiatives

C1 To promote a growing and vibrant wider community

C1.1 Grow the student and parent Alumni program by:

- Involve alumni in presenting benefits of Steiner education to junior high school group to assist retention
- Connect students between years e.g. years 10–12, growing the internal connections while at school and helping extend connections beyond the school years

C1.2 Assist the GPA to find its future direction within the organisational structures of the School: identify and establish events and activities which uniquely manifest the school ethos to the wider community

C1.3 Seek ways to build a positive profile of Glenaeon as a key stakeholder in the Middle Cove, Castlecrag and wider community

C1.4 Periodically review community liaison and event management resource and processes to ensure an appropriate balance of school administrative support and volunteer parent participation

C1.5 Review communications channels annually to ensure optimal effectiveness

C2 To foster a vibrant learning community

C2.1 Build explicit induction program for new parents and extend support on their journey through the School

C2.2 Build ongoing parent education:

- demonstrate the benefits of Steiner education by telling the story and connecting to contemporary studies of learning effectiveness
- deliver topics and presenters that equip parents with the knowledge and skills to support student wellbeing in partnership with the school

C2.3 Build connections with broader community e.g. tertiary education, future employers, local community

C3 To continue to grow a strong culture of philanthropy

C3.1 Foundation: clear articulation of future role, direction, strategy and 5 year financial metrics

Environment



Based on the pioneering work of Dr Rudolf Steiner, we take seriously our role as stewards of our environment, as co-creators of the natural world that we inhabit. We honour and respect the traditional owners of our lands, and strive to understand their unique worldview that sustained the many generations before us. We continue to build indigenous Australian perspectives and experiences throughout our curriculum, ensuring our students learn to be sensitive and aware in their interactions with indigenous people and culture.

Our students are resilient, capable and confident as they participate in the natural environment and wilderness settings, having been prepared through the Active Wilderness Program to appreciate and be active in a wide range of natural places.

We have a commitment to sustainable practices in our school operations, in our individual actions and in our school grounds. We ensure our grounds provide areas of recreation that are creative and uplifting for all our students. We plan new buildings that will enhance our school grounds and will provide educational facilities for future generations of Glenaeon students.

Glenaeon's Middle Cove environment is a unique asset. We continue to develop this campus, ensuring our position in a river valley entering Sydney Harbour is leveraged to provide maximum educational benefit for our students.

As good civic citizens, we have a commitment to playing our part in stewarding our immediate neighbourhood, the Scotts Creek Valley and Sydney Harbour foreshore, and in working to maintain this local area as a world-class environment in perpetuity.

Goals

Initiatives

E1 Review of the Master Plan

- E1.1** Develop a whole school Masterplan for the next 20-30 years, including a review of the existing Middle Cove campus Masterplan, which meets the School's needs for delivering excellence in Steiner Education teaching and learning in a contemporary 21st century context
- E1.2** Develop "robust" financial modeling for the Masterplan with appropriate sensitivity to enrolment level predictions and external financial controls (eg borrowing costs) and incorporating cost/benefit data

E2 Optimize the Quality of Teaching and Learning Spaces

- E2.1** Monitor the quality of existing and new buildings to align with the school's core values of aesthetic design principles
- E2.2** Incorporate maintenance budgets into the Masterplan financial model
- E2.3** Optimize the environmental value of our campuses by
 - establishing outdoor teaching spaces
 - developing innovative playground spaces on the Middle Cove campus
 - continue to develop the Middle Cove campus as custodians of Scotts Creek through active involvement with the local community

E3 Sustainability as a "Value Proposition"

- E3.1** Support the Eco Council to enhance practices that are in alignment with the Glenaeon lifestyle including recycling, composting and solar power
- E3.2** Integrate environmentally sustainable practices into the curriculum

Resourcing the Organisation



Our organisation provides the professional infrastructure for the implementation of educational programs of excellence. We are clear on our sense of identity as a Rudolf Steiner school on the lower north shore of Sydney, communicating our identity and vision of education both internally to our own community and externally through marketing to the wider community of Sydney. We have a plan for enrolment growth to a capacity of over 500 students K-12 by 2022. Our growth is based on financial processes managed at a high level of professional competence, delivering surpluses that enable investment in future facilities. Leadership of the School at both Council and Management is resourced with development support and plans for succession at the Executive level. Decision making and planning is informed by appropriate data and evidence, with healthy data capture systems in place. Our organisation builds for the future, and has a Strategy that lays a foundation for Glенаeon's pathway over the next 20 to 30 years.

R1 Clarify the proposition for Glенаeon Rudolf Steiner education and strengthen communication to current and prospective communities

- R1.1** Clear and differentiated articulation of our value proposition particularly as it relates to High School years
- R1.2** Engage current community as proactive advocates using simple, remarkable language to support their communication with family, friends and colleagues
- R1.3** Continue to innovate in targeted, cost effective communications including relationship building with local feeder schools and nationally in collaboration with SEA, all articulated in the annual Marketing Plan

Goals

Initiatives

R2 Deliver financial surpluses able to support the required long-term investment required for a sustainable future

- R2.1** Underlying surpluses to meet AIS recommended targets
- R2.2** Prioritise strategic reviews of all key financial levers with appropriate financial modelling

R3 Ensure Leadership development across all Governance, Leadership and Management roles

- R3.1** Articulated succession plan to be developed at both Head of School and Executive level, as well as longer term development of future leaders
- R3.2** Leadership professional development to be undertaken across Council, Executive and Administration team

R4 Develop a long-range strategy as context for the next strategy process (2023–2027)

- R4.1** Develop a 20 to 30 year vision and direction as context for future 5 year strategies

R5 Strengthen data capture, analysis and insight to support key decision making

- R5.1** Invest in systems and skills necessary to ensure decision making and strategy is evidence-based



Unfolding the next phase of our journey



Glenaeon

Rudolf Steiner School
Unfolding Individual Journeys

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