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Introduction

From the Principal

Over the past year or so we have put much work into answering the question, what do we want to focus on in the next five years of Kamaroi's biography to improve the school? The collaborative and energising work was made possible through funding and support from the Association of Independent Schools as part of their Embedding Excellence program and resulted in a clear statement of intent with goals and actions to help us get there as well as ways to measure our progress. This ‘Meeting our Future ’ booklet summarises those goals and actions which will energise and inspire us in our work at Kamaroi as we meet our future together.

From the Board Chair

The development of the Kamaroi ‘Meeting our Future’ Strategic Plan for 2016-2020 has been an exciting process which has involved input from all spheres of the Kamaroi community. Many thanks for the support and guidance from the Association of Independent Schools as we together created an evidence informed plan to help us realise our future. The educational environment is continually changing and our strategic plan allows us to respond to these changes within our rich, vibrant learning community. We look forward to working together to realise our strategic plan over the next four years.
Values and Principles underpinning Meeting our Future

In today’s complex world, with the many challenges our young people will face in an uncertain future, it has never been more important that children experience a balanced curriculum, one that places great importance on imagination and creativity and fully engages feelings, will and intellect – a curriculum that instils confidence in self and a sense of social and environmental responsibility. By building these foundations, we can empower young people to see a more positive future which they believe they can help create. The following values and principles reflect these core priorities of Steiner education.
Our Values: Imagination, Connection, Initiative

Kamaroi School aims to deliver an education based on the stages of human development, as described by Rudolf Steiner. We are a learning organisation with core values of: Imagination, Connection and Initiative.

Imagination
Bringing thinking to life through imaginative teaching and learning within a culturally rich, integrated curriculum which balances academic, artistic and practical learning experiences.

Connection
Developing a love of and engagement in learning within a supportive learning community which focuses on connection – with self, each other and the world – thus nurturing in the child confidence, and a positive attitude towards others and the future.

Initiative
The development of responsible, flexible and resilient individuals who impart purpose and direction to their lives.
Our Principles

Principle One: A values rich, living and evolving curriculum
Kamaroi School provides a Steiner Curriculum that is values rich and oriented towards moral growth, social consciousness and citizenship. The curriculum continues to evolve through collaborative teacher critical reflection, and incorporates Steiner based as well as broader educational research.

Principle Two: Holistic perspectives
The school recognises the holistic nature of the development of children – intellectual, emotional, spiritual and social. Social/emotional and artistic development is integral to not only academic development and achievement but also to the development of individuals who are innovative, optimistic and resilient learners.

Principle Three: A school based on community values
Kamaroi School is an educational institution where community values of Belonging, Integrity, Clarity and Kindness underpin all we do and lies at the base of Meeting our Future goals and actions. At Kamaroi we believe the way we work is an important part of the education itself and this is reflected in the high priority we place on a healthy parent/school partnership and sense of belonging within the context of a shared vision. The strong links that students and families forge in the school community coupled with the high level of parental involvement in students’ learning within a strong philosophical values base, helps lay solid foundations for the development of responsible, flexible and resilient individuals who impart purpose and direction to their lives.
Principle Four: Building and supporting individual and team capability

The school recognises that teachers are the key resource influencing student achievement. The school strives to attract and retain high quality teaching and administrative staff through the development of strategic recruitment practices which reflect our core values. In addition, the continuing development of a ‘learning community’ ethos where new and expansive patterns of thinking are nurtured and there is a sense of shared responsibility helps to ensure staff are committed and find meaning in their work.

Principle Five: Excellent physical resources

Kamaroi recognises that the rich cultural and aesthetic nature of the environment – natural and built – is a reflection of the Steiner educational perspectives and promotes the achievement of educational outcomes, development of aesthetic sensitivities and sense of well being of the child. The children learn in beautiful classrooms and the school is surrounded by natural bushland.

Principle Six: Use of technology

As a principle, computers, laptops or other mobile devices are not used in kindergarten or early primary classrooms. Human communication mediated by digital technology can be detrimental to early childhood and early primary education, where rich communication and relationship building and multimodal learning promotes deep learning and rich scaffolding for later ICT work. This ‘unplugged’ experience is also seen as crucial to development of creativity, original thought and an ‘uncluttered’ self-image – a solid foundation for later application of creativity in the use of and enthusiasm for ICT in its many forms.

Within the context of much informal use of digital technology in the home and community, there will be continued strong emphasis on the creative arts, speech and movement in the curriculum.

“This instrument can teach, it can illuminate; yes, and even it can inspire. But it can do so only to the extent that humans are determined to use it to those ends. Otherwise it’s nothing but wires and lights in a box.”

Edward R. Murrow
The Future of our Learning at Kamaroi 2016-2020

Our Statement of Intent
Deep learning through meaningful relationships in a compassionate, creative community embodying Steiner’s educational and social principles.

Our Strategic Pillars, Goals and Actions
Our Strategic Pillars, Goals and Actions are our roadmap into the future. The key strategic areas of teaching and learning, governing and managing and community and caring are the foundation upon which the goals and action plans are built. Goals are clearly aligned to each Strategic Pillar.

Actions plans have been developed and include expected outcomes and success criteria for ease of review and measuring success.

Details of each Strategic Pillar with its associated Goals and Actions follow.
**Statement of Intent:** Deep learning through meaningful relationships in a compassionate, creative community embodying Steiner’s educational and social principles.

Goal which straddles the three pillars: Creating capacity to make wise, ethical and inclusive decisions.

Actions: 1. Develop decision making protocols at strategic and operational levels.
          2. Review positional structures within a sustainable framework both financially and operationally.

### TEACHING AND LEARNING

<table>
<thead>
<tr>
<th>GOAL</th>
<th>ACTION</th>
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<tbody>
<tr>
<td>1. To deepen our understanding of Steiner education so that children can become flexible, creative thinkers who engage in purposeful action.</td>
<td>2. Evolve our teaching in an inspired way that is joyful for teachers and students and engenders ongoing enthusiasm for learning.</td>
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1.1 Deepening understanding through practice which involves building integrated and consistent approaches to teaching and learning:
- writing, spelling and literacy skills
- assessment
- numeracy
- learning support including gifted and talented
- outdoor classroom and environmental program
- early childhood including transition K-1
- foreign languages
- IT curriculum review
- rhythms in learning
- plays: developing consistent approach in line with goals/values
- PDHPE: reviewing sport program; culture of kindness; balance structured/creative activities in the playground

1.2 Deepening and integrating contemplative inquiry and child study.

1.3 Enable programs to facilitate parents’ deepening understanding of Steiner education.

**CORE VALUES** underpinning and laying foundations for statement of intent, goals and actions:

<table>
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<tr>
<th>BEARING</th>
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<th>CLARITY</th>
<th>KINDNESS</th>
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### GOVERNING AND MANAGING

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<td>1. Imaginatively meet our Governance requirements within our Steiner Kamaroi context.</td>
<td>2. Ensure Kamaroi’s viability for this generation and future generations.</td>
</tr>
</tbody>
</table>
| 2.1 Enable access to Steiner education to as many children as possible. 
- affordability for families 
- master plan 
- bursaries 
- early childhood 
- double stream investigation 
- development of 224 for educational purposes 
- increase enrolments 
- marketing/promotions | 3. Work to create an environment where all roles and responsibilities within the school community are clearly understood, respected and valued. |
| 3.1 Build a framework structure that enhances/adds clarity/clearly defines reporting lines and responsibilities. |
| 1.1 Stay abreast of federal, state and BOSTES governance requirements. | 2.2 Ensure risk minimisation, compliance and strategic work are prioritised as core work of the Board. |
| 1.2 Conscious evaluation and implementation of current governance theories and developments in independent schooling and specifically in the Steiner context. | 3.2 Development and ongoing review of tools and processes to ensure effective communication within the school community. |
| 2.3 Plan continuity and succession within the composition of the Board. |

### CORE VALUES

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Goal which straddles the three pillars: Creating capacity to make wise, ethical and inclusive decisions.

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<td><strong>GOAL</strong></td>
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<tr>
<td>1. Cultivating connection and belonging through shared experiences and practical projects that bring beauty, fulfilment, fun and richness to the life of the school.</td>
</tr>
<tr>
<td>2. Furthering individual and community wellbeing through a deepened sense of spiritual presence to inspire a shared commitment to caring for the earth and serving others.</td>
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<tr>
<td><strong>ACTION</strong></td>
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<tr>
<td>1.1 Plan workshops for parents and wider community within existing facilities for woodwork, bush regeneration, craft, biodynamics, gardening, meditation and mindfulness.</td>
</tr>
<tr>
<td>1.2 Plan and build multipurpose woodwork/gardening/outdoor education pavilion and gardening spaces.</td>
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<tr>
<td>1.3 Plan regular, fun community building events.</td>
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**CORE VALUES** underpinning and laying foundations for statement of intent, goals and actions:

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Key Projects Underway

Effective Communication

Project Scope:
- Review of existing tools and processes; assessment of effectiveness.
- Research and development of new processes and improvement of existing ones.
- Endorsement by Staff, Management and Board.

Project Goal:
- Clear, consistent communication throughout community.

Expected Outcomes:
- Increased community engagement and sense of ‘belonging’.
- Increased satisfaction with performance of school and in confidence in school management and governance.
- ‘Who needs to know?’ is consciously held as an important principle in implementation of information, decisions, initiatives etc.
Roles and Responsibilities within School Community

Project Scope:
- Review existing situation.
- Identify strengths and weaknesses, ambiguities, duplication, gaps.
- Develop broad outlines and a draft visual which can be communicated clearly and effectively throughout the community.

Project Goal:
- Develop foundation for improved understanding and acceptance of roles and responsibilities within school community.

Expected Outcomes:
- Objective analysis of current situation – possibly including survey as to ‘Who does what?’.
- Discussions with key stakeholders.
- Development of framework for the future to enable clear understanding and acceptance of roles and responsibilities in the school – including clear and simple visual diagram suitable for broad publication, including internet.
- Endorsement by key bodies in school.
Early Childhood

Project Scope:
• Investigating options for the delivery of Steiner early childhood services which could be available to current and future families at Kamaroi.

Project Goal:
• To ensure we have ongoing healthy enrolments, both qualitatively and quantitatively, into kindergarten.

Expected Outcomes:
• Well researched options for early childhood services that enable families to become more connected to the school and its underlying educational principles.
• Building foundations for healthy, sustainable enrolment numbers.
Development of 224 Grounds

Project Scope:
• Development of grounds for outdoor educational purposes.
• To work in with master-planning process.
• Accommodation for outdoor sports and activities, gardening, bush care programs and outdoor performances and other lessons.

Project Goal:
• Identify the best added values we can achieve through the development of the grounds on 224 and invest the capital funds in the most effective ways to achieve those outcomes.

Expected Outcomes:
• This will form part of the Master Plan for 224 Forest Way.
  • Teachers will be using 224 Forest way on an almost daily basis for sport, recreational, performances and outdoor learning activities.
    • Children will be enthusiastic about and see activities on 224 as a regular occurrence.
  • 224 grounds will feature strongly in our marketing of Kamaroi.
  • The parent community will appreciate and participate in the ongoing activities on 224.
Outdoor Classroom and Environmental Program

**Project Scope:**
- Use of 224/K-6 curriculum/therapeutic integration.

**Project Goal:**
- Develop and implement a K-6 outdoor environmental education program.

**Expected Outcomes:**
- We have developed and implemented a comprehensive outdoor K-6 environmental education scope and sequence which engages children’s will in purposeful and meaningful outdoor activities and promotes deep learning through meaningful relationship to nature and the cycle of life.
- Student engagement in learning increases as measured before and through implementation stages.
Writing

Project Scope:
• Writing across all KLAs classes 1-6.

Project Goal:
• Mapping a continuum that will honour Steiner’s emphasis on pictorial thinking, deep observation and listening, and narrative retelling, while also consciously developing writing and thinking skills in our students, guided by BOSTES outcomes, that will equip them for high school expectations and the wider world.
• This continuum will serve as a template for a year and stage based writing program.

Expected Outcomes:
• Development and documentation of a whole school approach to writing which equips students in the skills to become enthusiastic, confident and engaged writers.
• Teachers deepen understandings of writing and of themselves as writers.
• Development of a pool of teaching resources adapted for different purposes ages and abilities.
• Student outcomes in writing improve at individual and school levels.
Integrated Learning Support

Project Scope:
- Develop whole school learning support framework within a parent/school partnership ethos that includes referral processes and practical support, academic, access to therapeutic services and behavioural and social/emotional guidance to meet the learning needs of all our students.

Expected Outcomes:
- There are fewer children with ongoing learning support needs.
- Teachers feel supported within the integrated whole school approach to support identification of where children are in their learning.
- Student learning outcomes improve.
- Children’s engagement in learning increases.
- Parents are fully aware of what programs are available and increasingly taking them up.
Kamaroi Community Garden and Creative Space

Project Scope:
- Develop a community space on 224 that includes garden beds and a multi use pavilion that can house and support education programs in a broad spectrum of areas, such as woodcraft, bush regeneration, fibre craft, biodynamics, permaculture, beekeeping and meditation.

Project Goal:
- To broaden educational opportunities for children and parents, support our immediate environment and build vibrant community at Kamaroi exemplifying Steiner’s social principles.

Expected Outcomes:
- A broadening of each family’s connection to the school and to the principles and vision that guides the school, finding new ways to bring families into the school to engage with their child’s education and the school’s wellbeing.
  - Over time classes prove successful, providing new energy to drive this engagement, growing beyond the school and into the wider community.
  - Visible impact on the students in a closer connection to their families and to the land they live on.