

The Alice Springs Steiner School Annual Report 2025



Acknowledgment of Country

We acknowledge the Arrernte people as the traditional custodians of the land on which we teach and learn, and we pay our respects to Elders past, present and future. We acknowledge the stories, traditions and living cultures of Aboriginal and Torres Strait Islander peoples on this land and commit to building a brighter future together.

Our School

Set within five acres of natural surroundings, Alice Springs Steiner School is an independent, co-educational, and non-denominational school offering a continuous educational journey from Early Childhood through to the Middle School years.

Our educational approach is inspired by the work of Rudolf Steiner; whose philosophy recognises the importance of nurturing the whole child. Steiner education has demonstrated its enduring relevance by responding to the evolving needs of society, fostering individuals who are adaptable, capable, and prepared for an ever-changing future.

We offer a rich and balanced program that integrates academic learning with artistic exploration and practical activity. Through this holistic approach, students develop not only knowledge and skills, but also creativity, resilience, and the capacity for independent and imaginative thinking.

Learning is designed to be meaningful and connected, enabling students to engage deeply with the world around them while developing their intellectual (head), emotional (heart), and practical (hands) capacities. Practical skills are valued as fundamental, equipping students with the ability to think innovatively and act resourcefully in response to real-world situations.

At the centre of our school is the understanding that each child is a unique and developing individual. We honour the diverse gifts, cultural identities, and learning needs of all students, fostering a strong sense of belonging. Respectful relationships and a connected community underpin our approach, supporting wellbeing, resilience, and emotional growth. Opportunities for leadership and service further encourage students to take responsibility and contribute meaningfully to others.

In recognition of the rapidly changing world our students will enter, our curriculum and pedagogy emphasise adaptability, initiative, and problem-solving. Students are encouraged to become free thinkers....individuals who can question, reflect, and imagine new possibilities.....while developing the confidence and perseverance to bring their ideas into action.

Our learning environment fosters a deep connection to nature, spirituality, and place. Through environmental education and outdoor learning, students develop the awareness, values, and skills needed to care for and sustain the natural world.

We aim for our graduates to leave with a strong sense of purpose, enthusiasm for their future, and the confidence to engage with and contribute to their communities. Equipped with creativity, resilience, practical capability, and independent thinking, they are prepared not only to meet the challenges of their time, but also to shape a future that is still unfolding.



Although I have only stepped into the role of Principal in 2026, it is a genuine pleasure to compile this report and reflect on the journey that has brought us here. Looking back at 2025, it is clear that many of the seeds planted during that year are now coming to fruition in meaningful and inspiring ways.

As we continue to build on the momentum of the past year, I am excited by the possibilities before us and grateful to be part of a community so dedicated to nurturing growth, connection, and success.

I hope you enjoy this reflection on the strengths and development of our wonderful school in 2025

Pep Hungerford.

CHAIR'S REPORT FOR THE YEAR 2025

Our Purpose:

To develop and maintain a successful school based on the philosophy of Rudolf Steiner.

Our Vision

A world class Steiner School in the heart of Australia.

Our Values

The Alice Springs Steiner School celebrates and cares for our community, our children and our place; we do so with integrity, and we do so sustainably.

In 2025 The Alice Springs Steiner School made further progress in the development of the middle school, and expansion as a whole. Key outcomes achieved through the efforts of the School's leadership, staff and parent body included:

- Commencement of the Stage II Middle School Building Program works, following successful completion of the Stage I works in 2024.
- An end of year financial surplus of \$272,785 as presented in the audited financial statements.
- Stable total student numbers within the School.
- Another successful annual fair which, in addition to raising funds for the school, showed off our remarkable School to potential students and the broader Alice Springs community.

Commencement of Stage II of Middle School Building Program

2025 was the penultimate year of the current TASSS Strategic Plan. A major focus of this plan is the expansion of the School to include a middle school up to Class 9. Building works were planned to be delivered in two stages; Stage I (a general purpose classroom and covered outdoor learning area) and Stage II (an art/craft classroom, a science classroom and additional toilets).

During 2025, work on the middle school continued with the award of a construction contract for Stage II and the commencement of construction. A public tender process was again carried out, and Edifice NT were again the successful tenderer. Following the successful construction of Stage I, the Governing Body are confident that Stage II will be delivered within financial expectations to a similarly high standard. Stage II works are partially funded by a Block Grant Authority funding grant awarded to the School in 2024. At award of tender, Stage II was scheduled for completion in mid-2026.



With the completion of Stage II, all major infrastructure for the middle school will be in place. This significantly strengthens the School's ability to attract students to the middle school, and enables the teaching faculty the flexibility to deliver all aspects of the curriculum in modern, attractive, purpose-built classrooms.

Finances

The School returned a solid financial result in 2025, with an end of year surplus of \$272,785. This result exceeded the result from 2024 and significantly exceeded budgeted projections, largely due to higher than expected grant revenue. Total School assets at the end of 2025 were \$5,800,418; an increase of \$352,421 from the year before.

Total student numbers remained consistent in 2025, from 201 in January 2025 to 203 in January 2026. Numbers in the primary school section of the School remained strong. Unfortunately, the School was not in a position to offer either Class 8 or Class 9 in 2025, so further growth in the middle school is anticipated.

Maintaining student numbers continues to guarantee the financial success of our School, and the teaching and administration staff at TASSS are to be commended for their ongoing hard work and dedication to providing high quality education which attracts and retains students.

Governance

The School's Governing Body understands and acknowledges the benefit of supporting professional development of our board members in good governance practice. We have a well-developed set of governance structures and processes and undertake training and reflections with support from Steiner Education Australia, the Association of Independent Schools and others.

During 2025, the TASSA Governing Body consisted of:

- David Sweeney – Chair. Elected 2020, 2022, Elected Chair 2024.
- Peter Taylor – Treasurer. Appointed August 2020, elected 2022, 2024.
- Daisy Weller – Governor. Appointed November 2022, elected 2023, 2025. Resigned October 2025.
- Alicia Byron – Secretary/Vice Chair. Appointed August 2024, elected 2025.
- Megan Hatton – College of Teachers Governor. Elected 2019, 2021, 2023, 2025.
- Loretta Adamson – Observer. Appointed June 2025.

In 2025 the TASSA Governing Body met ten times for regular business and once for a special meeting. This satisfied the requirements of the Constitution.

The Constitution allows for up to eight Governing Body members, in addition to the College of Teachers Governor. The Governing Body continues to welcome interest from other TASSA members who may be keen to participate in governance of the School.

Staffing

During 2025, Dina Fieck completed her sixth and final year as Principal of the School. This is a very noteworthy achievement and I wish her all the best as she takes on a new role as Principal of Noosa Pengari Steiner School. Under her tenure the School achieved significant growth and financial stability, and I would like to thank her for the substantial commitment she made to the School throughout the six years.

Following her resignation and a recruitment process by the Governing Body, Pepita Hungerford was appointed as interim Principal for the School, starting December 2025.

The Governing Body wishes to acknowledge the excellent work done by the teaching and support staff at Alice Springs Steiner School again over 2025. They are a key strength of the School and the Governing Body thanks them again for their professionalism, care and concern and the critical contribution they make to the success of the School.

Closing Remarks

The end of 2025 marks a time of transition for the School, with the planned completion of the middle school, the appointment of a new interim Principal, and the expectation that the Governing Body will prepare a new Strategic Plan in 2026. While this creates both opportunities and risks, the School is in a strong fiscal position to take advantage of the opportunities and meet the challenges.

The Governing Body would like to also take this occasion to thank Daisy Weller for her three years of service as a member of the Governing Body from 2022 to 2025.

My tenure as Chair of the TASSA Governing Body is due to expire at the 2026 Annual General Meeting. While it was not my intention to seek re-election, given the transitional circumstances I have submitted my nomination in order to support the Governing Body while a more permanent Principal arrangement is established and a new Strategic Plan is finalised.

I commend this annual report to you.

David Sweeney

Chair, TASSA Governing Body

May 2026



Early Childhood Report AGM 2026

*Into my Will, let there pour Strength,
Into my Feeling, let there flow Warmth,
Into my Thinking, let there shine Light,
That I may nurture these children, with enlightened purpose,
Caring with heart's love,
and bringing wisdom, into all things*

Rudolf Steiner

Every morning, in the quiet moments before the children arrive for school each day, the Early Childhood educators gather together and recite the above verse from Rudolf Steiner. The verse, spoken collectively together, is a beautiful orientation towards the day and enables time to reflect on and draw strength for, the depth of the work we do daily with the younger members of our school community. In the many years that I was teaching in the EC faculty, reciting this verse with my colleagues, never ceased to give me strength and heart for the day ahead.

In early childhood, the educators' welcome families as they make the first tentative steps towards schooling for their children. Families bring their babies and toddlers to playgroup and are greeted by the warmth of the coordinator, the calming steadiness of the strong morning rhythm and the sense of community as songs are sung together, bread is kneaded and baked and seasons are shared. From there, families are welcomed into Billy Button (3-year-old Kindy), Ruby Saltbush (pre-school) and Cassia (Transition) classes, where the same warmth and calm steadiness, underpinned by the rhythm of the day, continues. The teachers of each class, welcome the children in such a way that they feel, 'Yes! I belong to this place. Yes! I want to stay!'. The children have a deep need for welcome that stays welcome; and teachers strive to enfold them in warmth and kindness that is given every day. This gesture of care, embodies early childhood and is central to our work with young children and their families.

At the end of semester 1, 2025, we bid farewell to Rose Goodall as Cassia 2 teacher. Rose had only been with us a short time, but she was well loved by children, families and colleagues alike.



Thank you Rose for what you brought. In semester 2, 2025, we welcomed Pep Hungerford as Cassia 2 teacher, replacing Rose. It was wonderful to have Pep come into the Early Childhood faculty and share her deep anthroposophical knowledge and wealth of experience with us all. Rose and Pep were both ably assisted by Letetia Polychronopoulos. Letetia brings a great depth of experience to Early Childhood, providing enormous support for the teachers who have the good grace to work with her.

Unfortunately, Maz Ward, Cassia 1 teacher, left in term 3. We thank Maz very much for her caring work with the children in Cassia. We were fortunate that Sophie Nugent, with great team support, took over the reins in Cassia 1 and completed the year.

Dierdre Aila, Ruby Saltbush teacher and Kelly Adams, Billy Button teacher, continued creating their magic working with children in the preschool years and we are so grateful for the strong foundation they build in the younger classes. Dierdre also fulfils the important role of EC Administrator and EC Chair -Dierdre. Dierdre brings continuity, experience and administrative capability as our foundation - thanks for all the 'extra' you do in these roles.

Kelly left us at the end of 2025. Thank you so much Kelly, for your beautiful work in Billy Button over the last 2 years. Dierdre Aila continued on as RSB teacher and we are so grateful for the experience she brings and her hard work, commitment and dedication to the pre-school. Both classes are capably assisted by Farishta Yousafzai.

Playgroup was capably coordinated by Linnea Oetzmman in 2025, and our wonderful team of playgroup facilitators created a rich and joyful program for families.

Finally, I would like to extend a big thankyou to Jaia Ocean, Learning Support Coordinator, who is a never-ending source of support and practical help in early childhood – we call for extra help, and Jaia always comes! Thanks, Jaia for your flexibility and openness, to spend time in the younger years.

In 2026, I took up the part time role of EC Pedagogical Director. In this position, I provide support, mentoring, and professional development across the early childhood faculty.

Our current line-up of educators bring professionalism and care to their respective roles, dedicated to the healthy development of young children. On behalf of the school, I extend a huge thank you to them all.

M'Lis Scott
Pedagogical Director
Early Childhood



Primary/ Middle School AGM Report 2025

*May they reign here, Spirit strength, in love.
May they work here, Spirit light, in goodness.
Born from certainty of heart, and steadfastness of soul,
So that we may bring, to young Human Beings:
Bodily strength for work, inwardness of Soul, and clarity of Spirit.
May this place be consecrated to such a task.
May young hearts and minds here find:
Servers of the light, endowed with strength,
Who will guard and cherish them.*

(Teacher's morning verse, given by Rudolf Steiner)

Primary School

It is always such a nice time to reflect on the year that has passed, sometimes it seems all too quickly. 2025 sailed along mostly smooth sandy plains and rocky outcrops in our well established Primary School. Well held by the ancient ranges, and our daily, weekly and seasonal rhythms. Rudolf Steiner's philosophy of Child Development guides everything we do, as we strive to meet each young Human Being's independent needs on their developmental journey.

The nature of Alice Springs can often see people come and go, and this can be reflected among our school community as well. We are always very grateful to the Teaching and Support Faculty as they steadfastly travel with their students through the grades. We recognise their commitment of continued learning and growth as they hold the children through their own learning and growth. It really is a special journey.

This year we welcomed Harry Brown into the Faculty after his visiting contributions in the Middle School as a specialty teacher the previous year. Harry met the new Class One children with a warm heart and enthusiastic dreams.



After completing Class Six in 2024, Brittany 're-cycled' into Class Four as we farewelled Lola. This was a well-planned transition, where Brittany and the children had spent time at the end of 2024 getting to know each other. We sent Lola off on new adventures in an easterly direction (with a handsome young man in tow).

Jessica had family obligations and sadly had to leave Class 3 at the end of Term 1. Megan stepped in to hold the fort until Ella manifested to begin Term 3. What a gift that has been! Ella lived in Alice Springs previously, so was quick to reconnect with the community. Her journey with Steiner Education has been embraced with great enthusiasm.

We farewelled Jane Coleman at the end of 2024, leaving very large shoes to fill in our Strings program. Then we met Liam, who wears very large shoes! Liam is a wonderful addition to our school, and to the musical world of Alice Springs.

Our specialty teachers, Bindi on Craft, and Heath & Katie on PE, are an integral part of our wonderful team. Learning Support also plays an important role, supporting the students and teachers, as they strive to meet individual learning needs. Throughout the year, Katie and Jaia coordinated this support with a team of ISAs including Peter, Erin, Jayne, Renae and Bee. Towards the end of the year, we welcomed Jessie and Gracie to the team. These two young ladies were once students at our school. The full circle of alumni returning to work at the school speaks wonders for all.

SEA Delegates' Meeting

A very proud moment for our school this year was hosting the Steiner Education Australia (SEA) Delegates' meeting. 50 delegates from Steiner/Waldorf schools around the country gathered at our humble school. For some it was their very first time in Central Australia, and I feel we showcased it beautifully. Among bush medicine making and kangaroo tail cooking, the Delegates spent quality time, time to share stories and inspiration with each other. It is always so good to hear what other schools are up to, and how SEA represents us around the nation and across the seas. The way we embrace our unique environment and ancient cultures, and weave them through the National Steiner Curriculum was of interest to all. It is my honour and pleasure to be the delegate of our school.



Guest Speakers

Andrew Hill, CEO of SEA, took this visit as an opportunity to share his wisdom and experience with our staff as well as offering an evening talk to the School Community. This year Andrew presented on the 'Feeling' curriculum in Steiner Education.

Melanie Deefolts returned this year to continue her work on Developing the Self, Developing the World. Melanie works with the older students, from Class 4 onwards, building their awareness around their times of change. This includes their developing perspectives, opinions and emotions, as much as their physical bodies. Melanie's practice is to talk with the parents of different age groups before she works with the children. As she returns each year, the topics deepen. Her sharing of insights and approaches to working with these developmental changes is always worth coming out at night for.

Middle School Milestones

Our very first Class 9 successfully completed the school year. We held a combined Class 8/9 in the first brand new, purpose built Middle School building, with five Class 8 students and thirteen Class 9 students. Out of this group, five students had attended our school consistently since Kindergarten, some even from Playgroup. One student's claim to fame was that she attended our school before she was even born!



Middle School welcomed several visiting students from Germany throughout the year, and five of our students went on to Germany for the last few weeks of the school year. It was an amazing experience for everyone involved and a wonderful way to put all that had been learned in German LOTE classes into practice.

The tradition of a year long, self-directed Class 8 project was continued in 2025. Following on an interest, and with the intention of developing a new skill, Class 8 students set off to document their own learning journey with the help of a chosen mentor. It is the journey as much as the final product they present to the school community at the end of the year. This year's project themes included entrepreneurial enterprises, environmental issues, and development of hands-on practical skills. It is a very proud moment when Class 8 students present their learning journey and (hopefully) final product to the school community.



Class 8/9 were celebrated and farewelled at a Graduation party. Families and friends were treated to heartfelt speeches and delicious food. We finished the school year with a farewell to Dina. After six years with us in the Principal role, Dina decided to head for a saltier breeze. This also meant the retirement of our treasured Therapy Dog, Maru. Dina's last impulse was to collaborate with staff and create a play for us to perform for the children. The play's main character was Maru of course! I am sure you heard all about it from the children.

Megan Hatton
Pedagogical Director
Primary/Middle School



A Unique, World-Class, Steiner Education in the Desert: How Place Shapes Our School and Students

In Steiner education, the concept of *place* is more than geography. It is the living relationship between children, their environment, and community. The land, its stories, and its rhythms become an integral part of the learning journey. At The Alice Springs Steiner School, located on Arrernte Country, the importance of place is woven into every aspect of school life.



A Living Curriculum Grounded on Country

The red earth, wide skies, and ancient Tjoritja Ranges provide not just a backdrop, but a teacher in their own right. Students engage with the land through gardening, bushwalking, and outdoor lessons that deepen their connection to the rhythms of Central Australia. Local flora and fauna, seasonal changes, and cultural knowledge all form part of the curriculum, ensuring that education is grounded in the reality of where children live and grow. This approach nurtures respect for the environment and fosters a strong sense of belonging. Students learn that knowledge is not abstract but rooted in the living world around them. Whether mapping waterholes, observing desert wildflowers, or harvesting from the school garden, each experience develops curiosity, care, and responsibility.

Connection with Community and Culture

Place also means community. Steiner education encourages schools to embrace the cultural context in which they exist. In Alice Springs, this includes recognising and honouring Arrernte people as custodians of the land. Children learn through story, song, and experience that place is imbued with history, meaning, and spirit. Engagement with local artists, craftspeople, and elders enriches the school experience. Families, too, are part of the learning environment, contributing to festivals, workshops, and daily rhythms. This deepens the sense that education is a shared journey.....one that values relationships as much as academic achievement.

Place as Teacher of Resilience and Wonder

The Central Australian desert is a place of extremes: long summers of heat, sudden rains, and nights filled with stars. Teaching here calls for creativity, adaptability, and reverence for nature. For children, these experiences cultivate resilience and wonder. They learn that the world is vast and powerful, but also full of beauty and possibility.

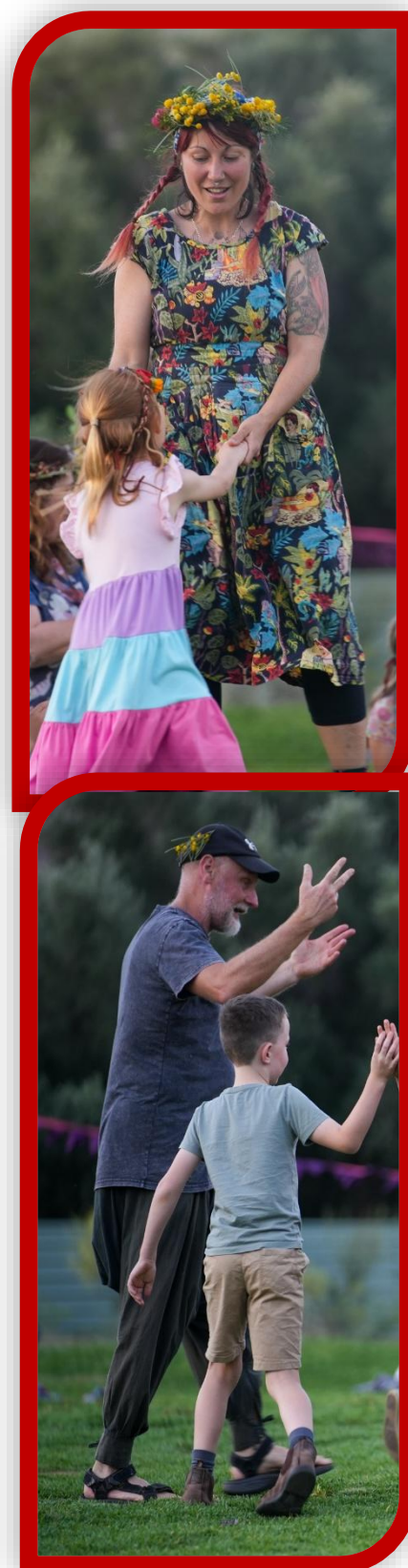
Teachers themselves are nourished by this relationship with place. To teach in Alice Springs is to experience the gifts of living and working in one of the most extraordinary landscapes on earth. It invites educators to slow down, observe, and weave the uniqueness of desert life into their teaching.



Our staff in 2025

Staff 2025	Role
Undine Fieck	Principal
Edith Gieshoidt	Enrolments and Administration
Raden Davis	Business Support Officer
Simone Dann	
Rakapa Schwalger	
Ellen Martin	Finance Manager
Hannah Grace	Marketing and Communications
Daisy Weller	
Karen Phillips	Garden Coordinator
Colin Shaw	Maintenance
Andreas Keupper	Teacher
Belinda Howarth	Teacher
Brittany Diaz	Teacher
Brooke Faux	Teacher
Daniel Gerich	Teacher
Dierdre Aila	Teacher
Ella McHenry	Teacher
Harold Brown	Teacher
Heath Morris	Teacher
Mairead Ward	Teacher
Megan Hatton	Teacher
M'Lis Scott	Teacher
Pamela Keil	Teacher
Pepita Hungerford	Teacher
Rose Goodall	Teacher
Liam King	Music Teacher
Kathryn Frey	Learning Support/PE
Jaia Ocean	Learning Support
Nicole O'Connor	Library
Sophie Nugent	Early Childhood
Charmaine Kik	Early Childhood Assistant
Erin Maitland	Early Childhood Assistant
Farishta Yousafzai	Early Childhood Assistant
Letetia Polychronopolous	Early Childhood Assistant
Brooke Hutchinson	ISA
Grace Ruby	ISA
Jayne Vargas	ISA
Jessie Bethune	ISA
Peter O'Reilly	ISA
Renae Davison	ISA
Veronika Eclipse	ISA

All teachers at TASSS are Bachelor of Education Qualified. The school had no Aboriginal/Torres Strait Islander staff members in 2025.



Student Attendance and Enrolment

Our students love coming to school each day! This is reflected in our consistently strong attendance data.

ATTENDANCE	2025 %	2024 %	2023 %
Billy Button Preschool	92%	86.4%	98.5%
Ruby Salt Bush Preschool	91.2%	86.4%	86.1%
Cassia Kindergarten and Transition	89.6%	85.7%	90.0%
Class 1	93.3%	90.2%	87.7%
Class 2	89.7%	87.0%	88.3%
Class 3	90.0%	87.2%	88.8%
Class 4	92.0%	85.4%	85.2%
Class 5	90.9%	88.6%	77.7%
Class 6	91.1%	86.8%	89.2%
Class 7	80.4%	87.5%	88.0%
Class 8	74.2%	86.7%	89.8%
Class 9	88.3%	N/A	N/A
Total Average	88.5%	87.1%	88.8%

The school implements policy and procedures for the management of student non-attendance. A phone call is made to parents of students who are marked absent without prior parental notification or justification. The school follows up where written explanation of absence is not received. Absences are monitored and parent and student meetings are held to resolve recurring non-attendance.

Mandatory reporting procedures apply where unexplained absences or frequent absence deemed unjustified by the school, and where a student may be at risk of harm as a result of non-attendance.



Parent Satisfaction Survey 2025

Survey Summary Report



The 2025 Parent Survey received responses from 39 families, representing a strong level of engagement within the school community. Overall, the results reflect high levels of satisfaction, trust, and alignment with the school's educational philosophy, alongside valuable insights into communication, engagement, and future opportunities.

Key Findings

1. Strong Satisfaction with Educational Approach

Parents expressed clear confidence in the Steiner model and the education their children receive:

- 71.8% agree/strongly agree that the Steiner curriculum provides a solid academic education
- 82% agree/strongly agree that their children receive a well-rounded, holistic education
- The top reasons for enrolment include the holistic approach, Steiner philosophy, nurturing environment, and values

These results confirm that families are strongly aligned with the school's holistic, Steiner-based approach, valuing both academic and developmental outcomes.

2. Positive Community Culture and Sense of Belonging

Feedback highlights a highly connected and supportive school environment:

- 94.9% agree/strongly agree the school has a friendly and approachable atmosphere
- Around 79% feel included and part of the school community
- 92% would likely or very likely recommend the school

The school demonstrates a strong community culture, with families feeling welcomed, connected, and proud to be part of the school.

3. High Levels of Parent Engagement

Parents show consistent involvement in school life:

- Nearly 85% attend meetings mostly or always
- Over 55% are interested in attending the AGM
- Community engagement is supported through events such as open days, fairs, and school tours

There is a strong foundation for ongoing parent engagement, indicating commitment to partnership in education.

4. Communication is Generally Effective, with Some Variation

Parents feel well-informed overall, with some areas for improvement:

- Around 82% feel informed about school activities
- ~79% find newsletters useful
- Satisfaction with academic and social reporting is slightly more varied, with notable “somewhat agree” responses

Communication is a strength overall, though there is an opportunity to increase clarity, consistency, or depth of information, particularly around student progress.

5. Support for Student Wellbeing and Individual Needs

Parents value how the school supports their children:

- ~71.8% agree/strongly agree the school responds well to individual needs
- Behaviour management is generally viewed positively, with most responses in the “quite” or “fairly satisfied” range

The school is seen as supporting individual development and wellbeing, though there is room to strengthen consistency in behavioural approach.

6. Strong Reputation and Word-of-Mouth Growth

The school benefits from a highly positive reputation:

- 63% of families discovered the school through word of mouth
- Many parents report that others are interested in their experience at the school

Parent advocacy is a powerful strength, reinforcing the school’s credibility and community standing.

7. Opportunity for Deeper Understanding of Steiner Education

- 68% of parents would like to learn more about Steiner philosophy and its connection to the curriculum

There is strong interest in deepening parent understanding and engagement with Steiner education, presenting a clear opportunity for workshops, information evenings, or resources.

Strengths Identified

- The school demonstrates strong alignment with Steiner philosophy
- Supportive, welcoming, and connected school community
- High levels of parent satisfaction and recommendation
- Meaningful parent engagement and participation
- Positive reputation driven by word of mouth

Opportunities for Improvement

- Enhance communication about student academic and social progress
- Strengthen clarity and consistency in reporting and feedback
- Expand opportunities for parents to learn more about Steiner education
- Continue building consistency in supporting individual needs and behaviour

Conclusion

The 2025 Parent Survey confirms that The Alice Springs Steiner School is highly regarded by its community. Families value the school's holistic approach, nurturing environment, and strong sense of connection, and demonstrate ongoing support through engagement and advocacy.

Overall, the results reflect a confident, engaged, and supportive parent body, providing a strong foundation for the school's continued growth and development.

Parent Survey 2025 Snapshot

Respondents: 39 families

Likelihood to Recommend School: 92% (Very likely or likely)

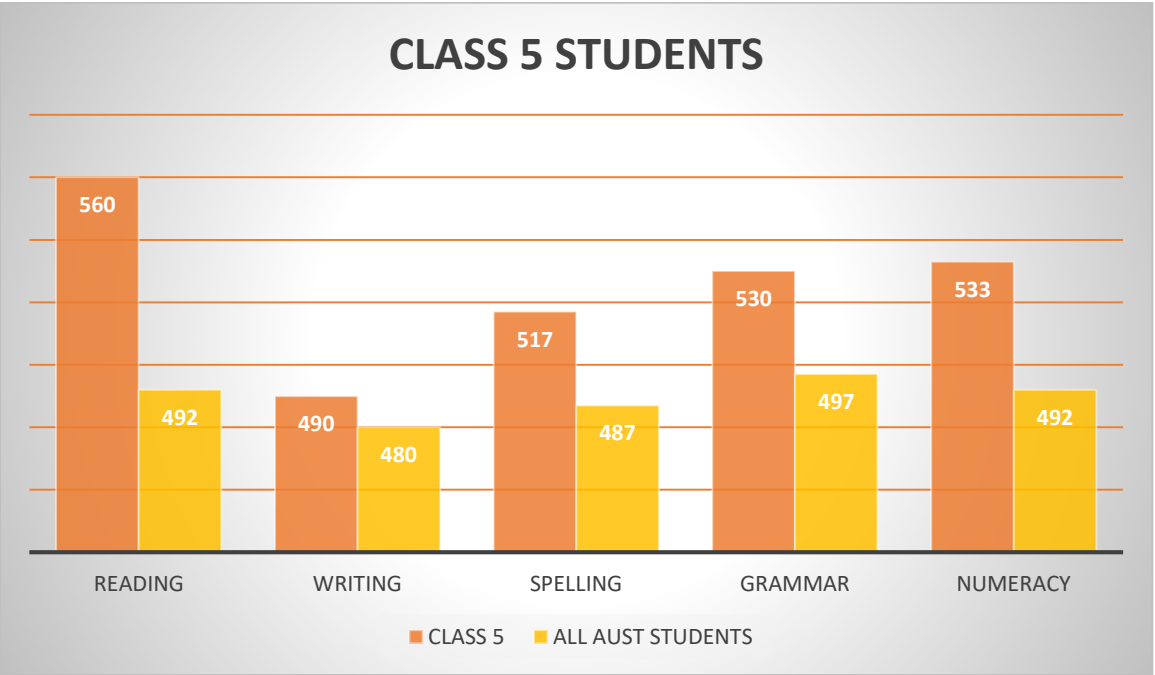
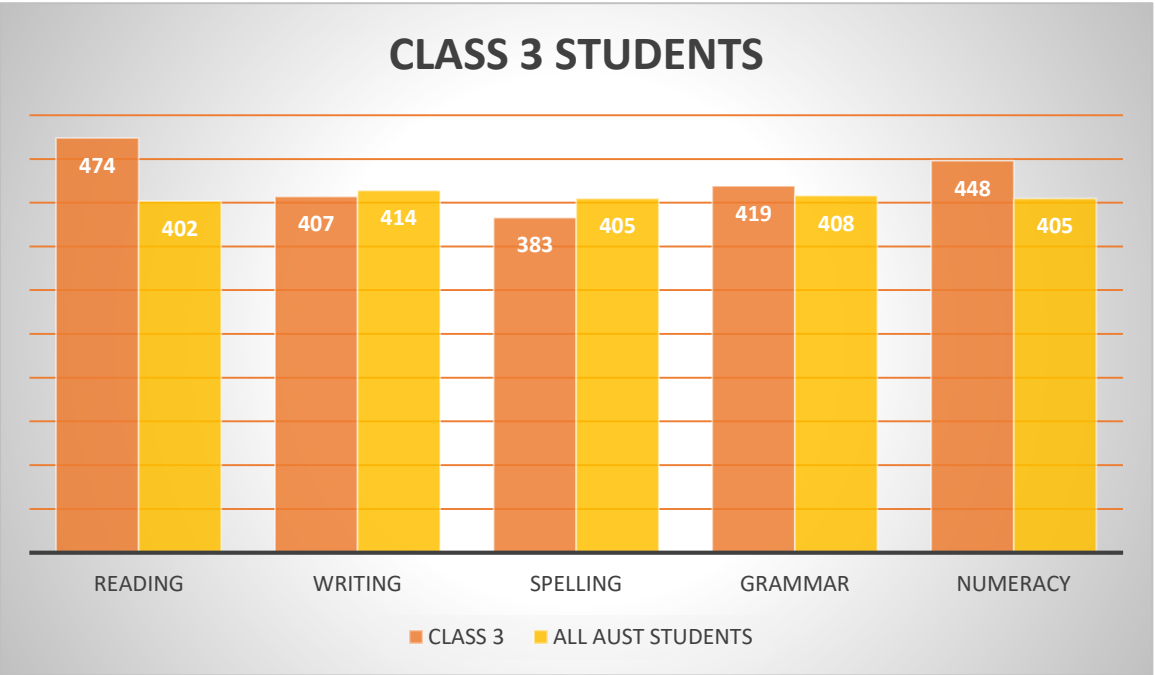
Positive view of holistic education: 82% agree/strongly agree

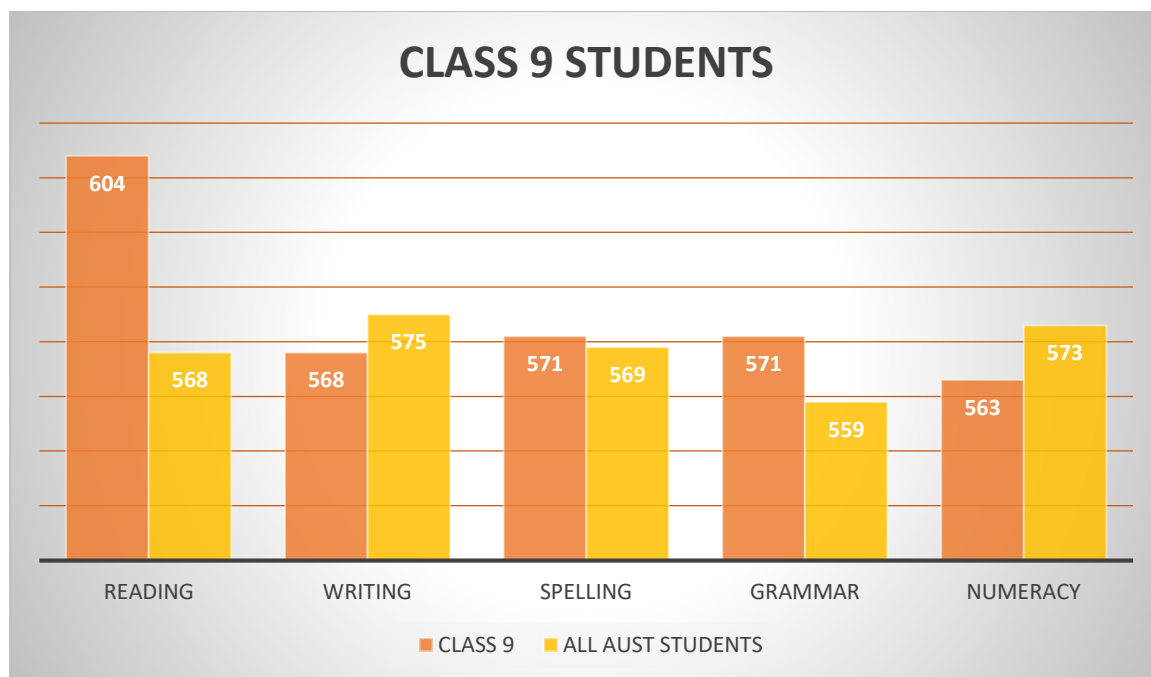
Friendly and approachable atmosphere: 95% agree/strongly agree

Positive communication feedback: 82% agree/strongly agree

Summary: These results demonstrate strong parent satisfaction, high engagement, and clear alignment with the school's Steiner philosophy of holistic education.

Naplan Results for 2025





Summary

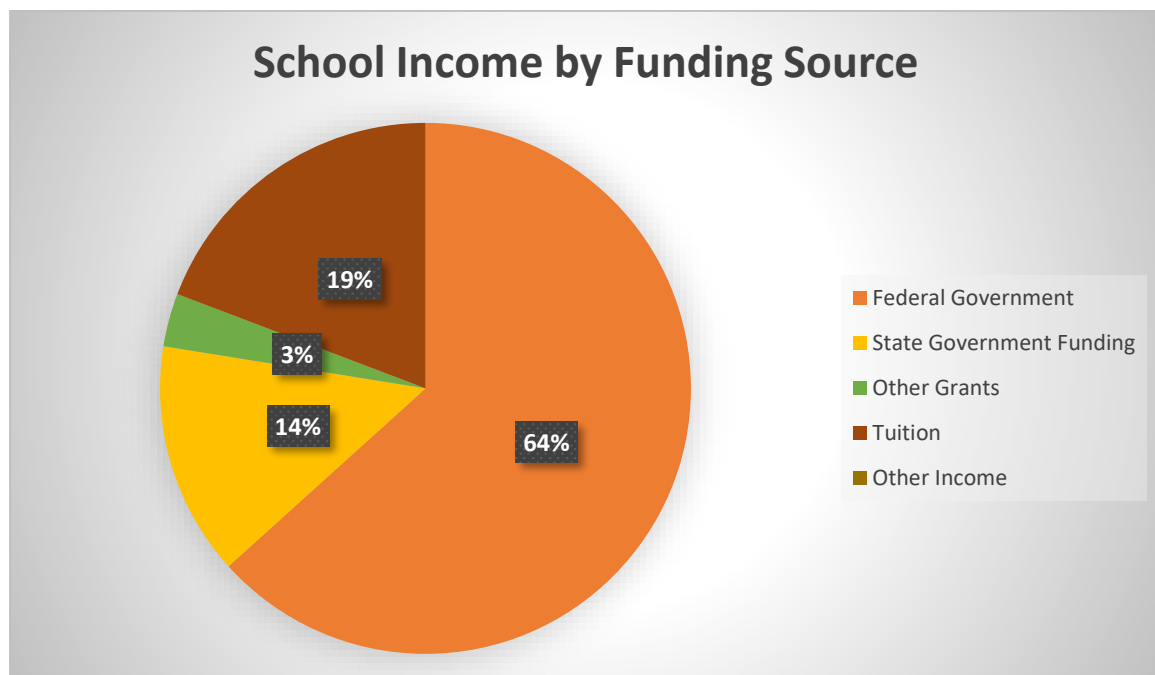
In 2025 our students achieved results significantly higher the National Average in Reading at all year levels.

Class 5 students achieved results above the National Average in all areas.

Class 3 students achieved results above the National Average in reading, grammar and numeracy; slightly lower than the National Average in writing and lower than the National Average in spelling.

Class 9 students achieved results above the National Average in reading, spelling and grammar and lower than the National Average in writing and numeracy.

School Income 2025



Income Source	Amount
Federal Government	\$2,748,005
State Government	\$618,608
Other Grants	\$140,533
Tuition	\$834,312
Other Income	\$208,271
Total	\$4,549,729



*To wonder at beauty
Stand guard over truth
Look up to the noble
Resolve on the good.....*

Thank you for a wonderful 2025!