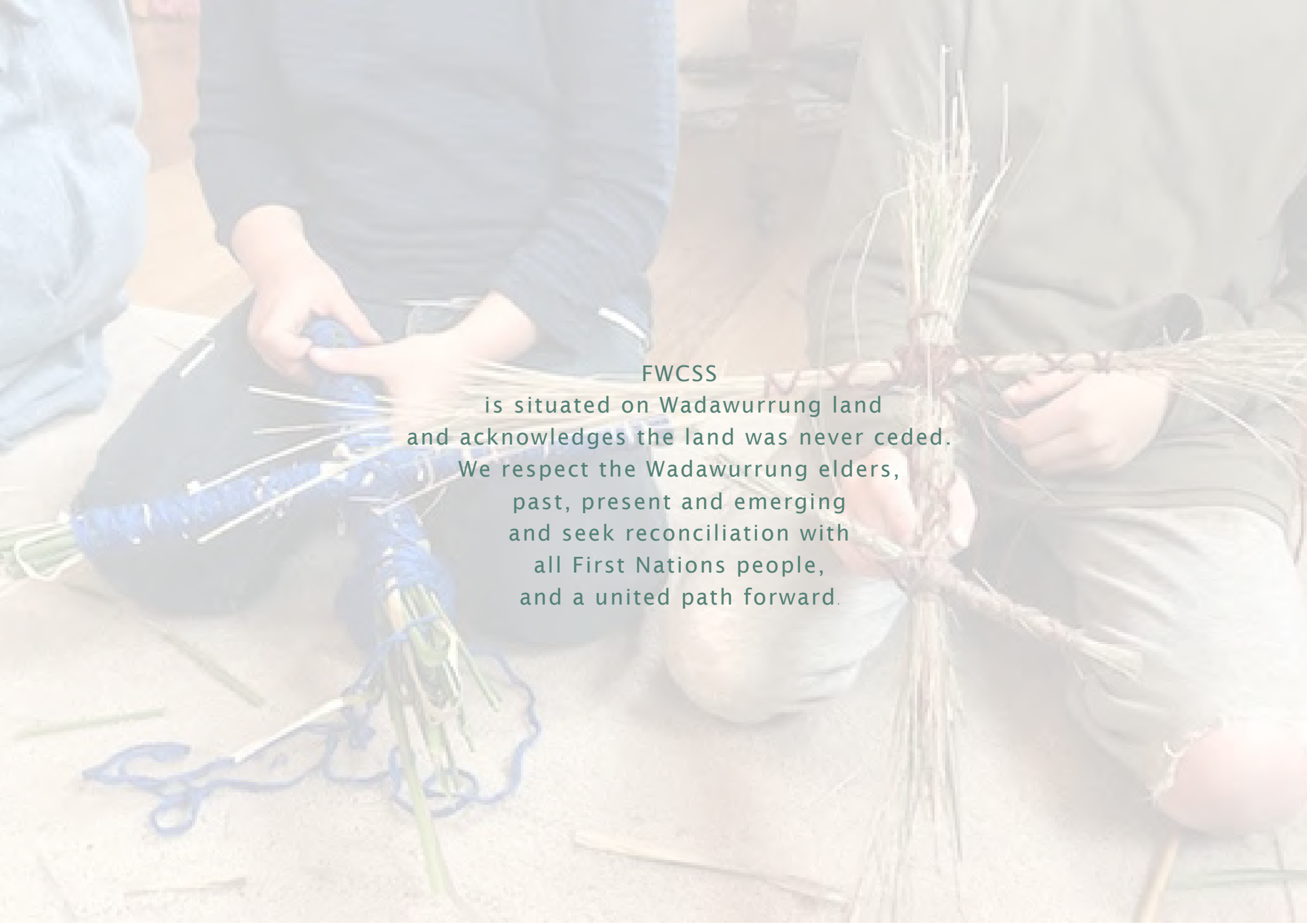




# Freshwater Creek Steiner School

2021-2023



FWCSS  
is situated on Wadawurrung land  
and acknowledges the land was never ceded.  
We respect the Wadawurrung elders,  
past, present and emerging  
and seek reconciliation with  
all First Nations people,  
and a united path forward.

*warmth • integrity • balance • inclusivity • vitality*

# Freshwater Creek Steiner School

... providing children with a living, artistic and natural Steiner education  
in a loving, learning community.



FWCSS is at an exciting stage of its biography. After 16 years at Freshwater Creek we are ready to mature into the next phase of growth. In 2018 School Council, staff and community started to share their imaginings for the future of FWCSS. This “dreaming” phase has evolved into a clear and inspiring vision for our school, and the actions we will take over the next 3-5 years to realise this vision.

## Vision – FWCSS in 2050



***The children’s healthy and holistic learning and development is at the centre of all we do.***

We work together, to develop clarity of thinking, depth of feeling, and strength of will in each child, creating a balance between head, heart and hands.

We teach and learn through the creative arts, connecting the children to the beauty of the world.

In the classrooms, playgrounds, farm and bushland the children are loved, and held in warmth and security.

FWCSS students retain a sense of wonder, love learning, and grow as creative, cooperative and capable individuals, who confidently step forward to greet the next stage of their education.

“Receive the children in reverence,  
educate them in love, send them  
forth in freedom”

Rudolf Steiner

*warmth • integrity • balance • inclusivity • vitality*

***We are a community of seekers, brought together by our search for an education that will support our children’s healthy and holistic growth and development.***

The cultural and social life surrounding the children is enriched by the unique world view and experience of each individual and family.

FWCSS is a learning community where adults are continually deepening their understanding of humanity through inner work, study of anthroposophy and individual initiative. Our united community is the sum of the individual strengths of each member.



**“A healthy social life is found only when, in the mirror of each soul, the whole community finds its reflection, and when, in the whole community, the virtue of each one is living”**

**Rudolf Steiner**

FWCSS Community works together to guard and nurture the school for future generations.

School Council governs with integrity.

School Management balances the sustainable resourcing of the growing school with meeting the needs of the children who are coming.

The Administration supports and facilitates the work of the teachers, families and the governing body.

The Teachers collaborate to bring the living art of education to the children.

The Parents and Friends warm the heart of the school, with their generosity, their vitality and their creative gifts....

***FWCSS is a sanctuary for our local flora and fauna. The children are immersed in this natural world.***

By living and working with the natural environment, and the seasons, FWCSS students develop a sense of respect, responsibility, resilience, courage and an understanding of the constancy that lies beneath change. Through sustainable practices, use of natural materials, practising “old skills”, and bonding to “special places” they connect profoundly to the natural world that sustains them.

Our 24-acre site is a beautiful, natural and sacred space for our children from Playgroup to Year 12.

We acknowledge and respect the Wadawurrung people; the traditional owners of the school site, and we seek reconciliation and friendship for our children and our community

“If humanity is to live in the future  
in a socially right way,  
humanity must educate its children  
in a socially right way”

Rudolf Steiner



# 3-year Strategic Plan – 2021-2023

*To realise this vision the school has developed supporting plans in the key areas of teaching and learning, governance and management, reconciliation and a Master Plan for the site. The goals for the next 3-5 years are drawn from these plans.*

## Strategic Goals

**1.** Focus on key areas for improvement in the Primary School, so that we provide the profound developmental journey, for every child from Class P-6, that parents seek when they choose a Steiner Education for their child.

- Review and develop teaching and learning so that curriculum and pedagogical practice is of a consistent quality across all classes and year levels.
- Develop and resource a comprehensive learning support and welfare program.
- Enhance the arts, farm, environmental, indigenous education, outdoor, digital, and movement elements in the curriculum.

Measure: 80% of all children enrolled continue their education at FWCSS to the end of Class 6

**2.** Implement the school’s Master Plan, which outlines a staged approach for the sustainable development of our 24-acre site including educational facilities for our Early Childhood and Primary School, and the long-term development of the FWCSS High School.

- Relocate road entry and parking.
- Build two new classrooms.
- Establish a building for “Class 3 on the land”.
- Upgrade wastewater systems.

Measure: Stage 1 of the Master Plan is complete

## Strategic Goals

**3.** Coordinate all land management, and development under agreed principles outlined in the Land Management plan and based on biodynamic, organic and sustainable land practices.

- Complete a planting scheme for the 24-acre school site outlining which species will be planted in general locations, in consultation with Wadawurrung traditional owners and land regeneration experts and start planting.
- Plan and commence “Bush” Walk with FWCSS, former FWCSS family, Wadawurrung traditional owners, Mary Rose Coleman, and Andy Smith, taking into account the school’s planting scheme, the Master Plan and wider community project of developing indigenous wildlife corridors between neighbouring properties.
- Investigate long term potential for establishment of a self-sustaining school farm.

Measure: Stage 1 of “Land Management” Plan is complete

**4.** Embed sustainability practices in school facilities, community and curriculum.

- Maintain and work through the FWCSS school environment management plan (SEMP), for the Resource Smart Schools Program, provided by Sustainability Victoria
- Ensure all resourcing decisions are based on the principles of sustainability, and have a positive impact on the natural environment

Measure: FWCSS has 5 Resource Smart School Stars



## Strategic Goals

**5.** Strengthening our understanding of, and relationship with the Wadawurrung people, so that our students, and whole community, develop deep personal appreciation of Aboriginal and Torres Strait Islander history, knowledge and culture.

- Develop and teach the Wadawurrung and First Nations Curriculum content for K-6.
- Reconciliation Action Plan Group work through the Narragunawali framework and create meaningful reconciliation initiatives.

Measure: FWCSS's "Reflect" Reconciliation Action Plan (RAP) is complete and an "Innovate" Reconciliation Action Plan (RAP) is complete and in action.

**6.** Provide learning opportunities for school parents that help them connect to and understand Steiner Education from birth to Class 6.

- College develops a Parent Education program, that reflects the FWCSS Vision and Mission, SEA Core Principles of Steiner Education, and the Australian Steiner Curriculum Framework
- Parent Education program is delivered each year as planned
- School Information sessions (including tours) and documents, class meetings and marketing material aligns with what is taught in the Parent Education program

Measure: Our community demonstrates interest in understanding Steiner Education philosophy and methodology through participation in parent education sessions, constructive engagement with teachers, positive feedback when exiting and via the annual parent satisfaction survey.

## Strategic Goals

- 7.** Set and follow budgets that allow for continuous enrichment of the education, maintaining an inclusive fees policy, while building a capital base to support growth.

See Business plan.

Measure: A financial surplus of 10% per year, working with a baseline of 5%.

## Strategic Goals

- 8.** Commence planning for the introduction of Years 7 and 8 so that our school provides for the complete 7-14 years child development period, without negatively impacting on the stability of the existing school.

Establish a working group

1. to research how Years 7 and 8 is delivered in other Steiner Schools, particularly in Victoria
  - registration requirements
  - local government requirements
  - resourcing requirements
  - likely enrolment numbers
  - potential impact on Early Childhood and Primary School
  - potential curriculum focus.
2. to develop a plan for the introduction of Years 7 and 8 which includes
  - a timeline for commencement

## Strategic Goals

- resourcing plan, including staffing
- curriculum
- marketing.

Measure: We have a feasibility and implementation plan for the introduction of Years 7-9.

## Strategic Goals

**9.** Develop administration processes that facilitate the school's educational activities, support OHS and WHS, and provide robust systems for staff accountability.

- Enhance and improve existing IT infrastructure and IT support services.
- Improve processes and provide training to relevant staff in the use of:
  - Complispace policies and procedures
  - incident and near-miss record keeping and reporting
  - risk assessments and documentation for school camps
  - HR policies , processes and documentation.
- Ensure Staff annual reviews are based on each staff members' accurate position description and the work they are undertaking towards the goals of the Strategic Plan.

Measure 1: We are able to maintain (or decrease) the number of FTE administration hours while increasing enrolments in the Kindergarten and Primary School.

Measure 2. All staff are trained and assessed in accessing and using the school's policies, procedures and the documents that are required for their position.

## Supporting Documents

1. Education Plan – Primary School (Early Childhood and Parent Education Plans to follow)
2. Governance and Management Plan – includes Business Plan (Community and Caring, Land Management and Sustainability Plans to follow)
3. Master Plan
4. Reconciliation Action Plan

Organisation chart – accountability and reporting

Organisation chart – communications (who talks to who?)

Definitions of Organs of School (e.g. Council Charter, HoS role, College Charter, Faculty Leaders' roles)

ASCF and SEA Core Principles





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