

Yallingup Steiner School **Strategic Plan** **2026-2030**





Contents

Association Objectives	4
Developing & Using this Strategic Plan with Annual Improvement Plans	4
Yallingup Steiner School in 2025	6
Long-term Striving	8
Aligned 5-year goal	8
Success, as measured by:	8
YSS Strategic Challenges through 2026 -2030 prioritised and characterised by 4 Strategic Categories:	9
1: Long Term Strategic Projects	10
2: Foundation Projects	13
3. Everyday Striving	14
4. Going above and beyond	15
Indications and impulses for YSS, beyond 2030	16
Utopia	16
Dystopia	17
Foundations of Success Checklist	18
12 Strategic “senses” of YSS for gauging successes and harmony at YSS.	18
References and Footnotes	22

Version:	1.0	22 May 2025
Reviewed & Endorsed by:		<i>College</i>
		<i>Executive Committee, including College Representatives</i>
		<i>Board (Including Offices)</i>
Updates:		

Association Objectives

The pedagogical principles and philosophical outlook developed by Rudolf Steiner forms the foundation from which Yallingup Steiner School ("YSS", "the school", "the Association", "the Organisation") unfolds; the YSS Constitution values and is guided by these principles as follows:

- To adhere to and foster the educational philosophy and principles of Rudolf Steiner in their application to the education of children.
- To maintain high academic standards consistent with the preceding objective.
- To strive for, establish and maintain activities which enhance the objectives of the Association.

Developing the Strategic Plan & Annual Improvement Plans

The YSS Strategic Planning Committee developed the 2026-2030 YSS Strategic Plan in cooperation with the YSS Community, YSS College and Staff, and YSS Board. The committee seeks to understand the sentiments of answers to strategic planning questions that offer a holistic review of the YSS experience and journey, including: a family's "pathway to YSS, a family's "experiences and relationship " to YSS during the time spent enrolled at the school, Waldorf Education, and Anthroposophy", a family's "investment and reverence" of YSS, Waldorf education, and Anthroposophy.



The Strategic Plan was developed with key activities:

1. Community Contribution to the Strategic Plan
 - a. Facilitated Community Consultation Meetings took place, with each class parent group throughout Term 3 & 4, in 2024.

- b. A Facilitated Community Consultation Presentation in December 2024 enabled community review, and further contribution, to the presented “priority trends” aggregated from the collated contributions to date. (link to summary document)
 - c. Over 30% of YSS Association member participation, providing unique family perspectives in over 300 individual descriptions that capture the experiences & conditions of the YSS journey.
2. College Contribution to the Strategic Plan
 - a. Facilitated College Consultation at a dedicated PD-day in Term 4, 2024. (link to outcomes summary)
3. Board Contribution to the Strategic Plan
 - a. Facilitated Board Consultation Meetings throughout Term 4, in 2024. (link to outcomes document)
4. Synthesis of contributions, and development of the Strategic Plan
 - a. Committee worksessions designed and facilitated to synthesise and evaluate the contributions from all three-realms, enable the 2026-2030 Strategic Plan to be tabled for College and Board review before the AGM 2025.
 - b. The Strategic Plan requires review and endorsement by the College and the Board, to become effective.

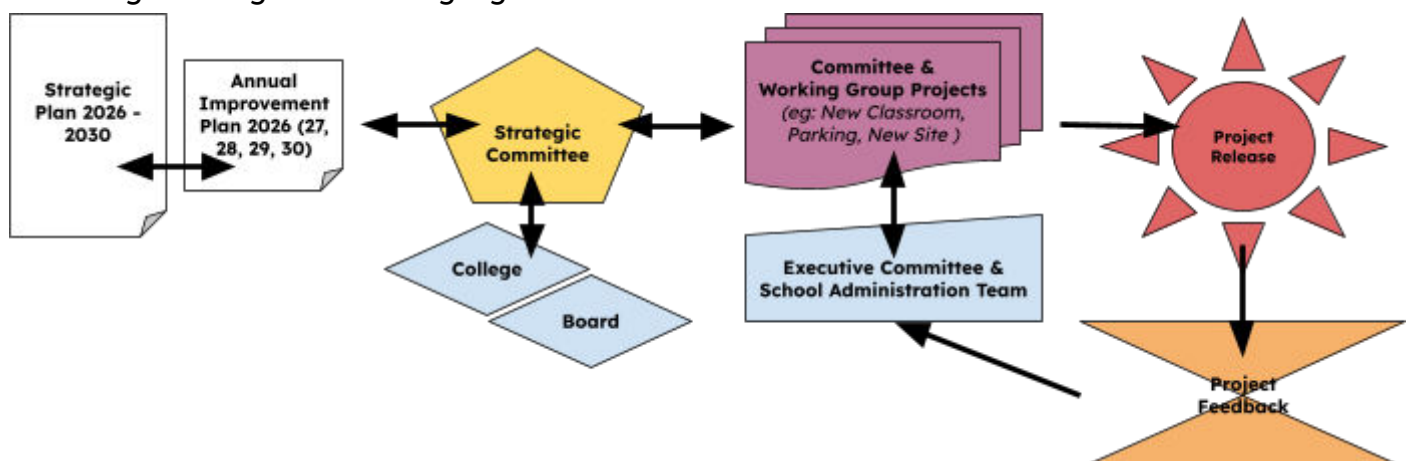
The Strategic Plan in School Operations

The School’s Strategic Plan is used by the College and the Board to guide decisions for annual improvements to the school experience for the children, staff, and community, in projects across 4 Strategic Pillars:

1. Footprint
2. Teaching and Learning
3. Business & Legal Operations
4. Who We Are

YSS value and actively use the strategic feedback and contributions from all realms of the organisation when prioritising challenges and projects to invest and allocate resources to.

Annual Improvement Plans describe the high-priority projects to deliver, on the pathway to achieving the long-term strategic goals.





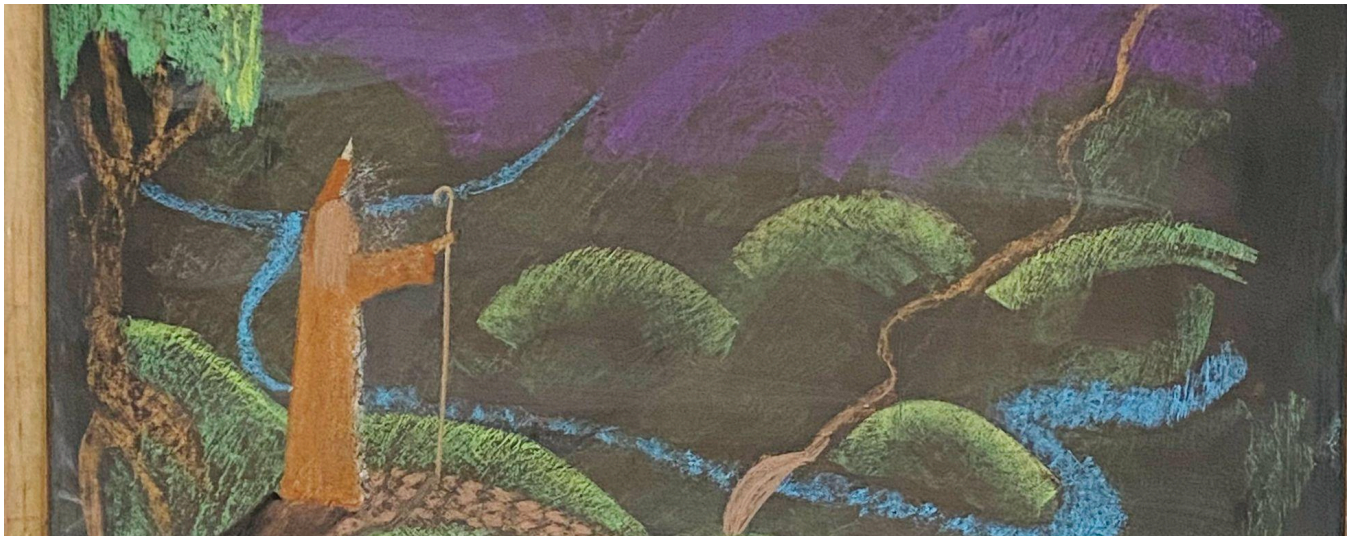
Yallingup Steiner School in 2025

YSS can be understood as the organisation, decisions, and activity, of three interdependent realms, that work in harmony to create the best possible conditions and experiences for the students.

A three-folding organisation surrounds each child at YSS:

- The Cultural Realm - *Liberty* - The YSS College of Teachers is dedicated to developing the senses and faculties of every child with a Steiner-based pedagogy and curriculum that is rich in variety and delivery. With a connection to place, the College awakens the creative forces in each child. The College actively supports and takes responsibility for school operations through their work in dedicated Committees. The College is represented in the Executive Committee by the nominated and endorsed Education Facilitator, as well as with 2 nominated representatives of College.
- The Economic Realm - *Fraternity* - The YSS management and operations team enable the running of the school, its campuses & grounds, utilities and educational programs, ensuring the safety and wellbeing of the students, staff, carers, and volunteers at the Wildwood Road and Carbunup Hall campuses. The Business Manager liaises with the school administration staff, meets weekly as part of the Executive Committee, and is a signatory with the required statutory and operational bodies.
- The Political Realm - *Equality* - The YSS Board ensures the YSS has the means to meet its needs, and progress strategic projects, within legal and financial responsibilities. The Board consists of:
 - up to nine ordinary Board members, who are nominated and endorsed for their relevant skill and experience.
 - The Association elects four offices to ensure due diligence, accurate and timely reporting and communication - Chair, Vice-chair, Secretary, Treasurer.

Each realm holds its own sovereignty, and communicates and operates in such ways that harmonise with the other realms to deliver authentic programs, environments, and experiences.



Long-term Striving

“It is possible to improve things when we recognize that the social question is complete only when we perceive it out of the spirit. What we strive for in the threefolding of the social organism arises out of a new spiritual direction, out of a recognition of the demands that are so nebulous today.”²

Aligned 5-year goal

In five-years time (by 2030), YSS will have campuses that enable space for learning and community activities alike. It will be a place of learning and teaching, where all involved can easily give direction to their own lives, whilst positively impacting the lives of others, and the wider world.


- i** *The “5-year goal” provides a clear vision that aligns individual and team efforts and decision-making throughout the time-period. Focussing on this altruistic statement, or “moonshot”, ensures that decisions and activities are directed towards a common objective.*

How will we know if we have achieved our 5-year goal?

Success, as measured by:

- Healthy enrollment numbers, with waitlists across all classes offered (Full kindergarten classes, and primary classes with 20+ students). (*Clear decision about class sizes vs optimal sizes*)
- Strong connection with the Wadandi
- Financial Stability
- Ample grounds and space for all classes and programs (*Clear decision and use of current site*)
- Expansion of program to offer Waldorf Education for class 7 to class 10 students

- Staff & Student retention, health, and happiness
- High community engagement in Anthroposophical understanding, learning, and practices
- Active P&F Committee aligned with YSS Strategic challenges
- Values, and/or a (aligned) “moto” for our school
- Continuous positive parent/community feedback

 *These are key information and metrics to know when reviewing the effectiveness of the work towards the Aligned 5-year Goal.*

What is standing in the way of our 5-year goal?

“If you have an ideal before you, at least under some circumstances, you can work in that direction.”³

Considering strengths, weaknesses, opportunities, and threats, reported and indicated by the strategic planning process, YSS commits to decisions, resources, and actions to progress solutions to (29) challenges across key strategic pillars:

- Footprint: School Buildings and School Natural Environment (7)
- Teaching & Learning: Waldorf Educators and Delivering the Curriculum (9)
- Business & Legal Operations: School Management, Finances, and Governance (6)
- Who We Are: School Values and Commitments to the Community (7)

YSS Strategic Challenges (2026 -2030) Prioritised and Characterised by 4 Strategic Categories:

1. Long Term Strategic Projects
2. Foundation Projects
3. Everyday Striving
4. Going above and beyond



1: Long Term Strategic Projects

Successfully delivering these (8) “high impact, high effort” strategic projects within the next 5 years is crucial to reaching the aligned *Long Term Goal* of YSS. Sustainable and engaging solutions to these challenges are expected to positively meet the long-term needs and desires indicated by all 3-realms of YSS during Strategic Planning.

Aligned Strategic Challenges to solve:	Indicated by College, Community, Board descriptions:	Project tracking and successes can be measured by:	Strategic Pillar
HMW acquire more land and establish an additional campus?	<ul style="list-style-type: none"> “Grants and funds for a new site” “Secured additional land” “Oval” “Three-additional classrooms and at least one full-time kindy in purpose built building” 	<input type="checkbox"/> “Actively seeking property” <input type="checkbox"/> “Accessibility for all” <input type="checkbox"/> “more parking options (bigger and safer)/ safe road management” <input type="checkbox"/> “Upper-school playground” <input type="checkbox"/> “Playground and more space to play” <input type="checkbox"/> “Designated Café” <input type="checkbox"/> Woodworking/craft areas”	Footprint
HMW extend Steiner Education beyond class 6?	<ul style="list-style-type: none"> “High-school” “How to decide if my child should complete class 6 or go from class 5 to high school” “future of a high school / the succession of the school beyond class 6 (denmark steiner school has progressed to high school - why aren't we chasing this?)” “No Steiner High School” 	<input type="checkbox"/> Enrollments and student retention in upper primary <input type="checkbox"/> Financial capacity and structure to maintain multiple campuses <input type="checkbox"/> “Are we willing to accept a larger primary school or classes to support a high school?” <input type="checkbox"/> Identify teacher or working group to develop Class 7 (8, 9, 10) Curriculum documentation and requirements to support middle-school class registration	Teaching & Learning

	<p><i>(I feel the parent community is being hushed about this)</i></p> <ul style="list-style-type: none"> • “Small groups = better outcomes” 	<input type="checkbox"/> Identify requirements & candidates for continuing into Class 7 (ie: the Will of a current teacher to be the first to take their class in to class 7 at YSS)	
HMW maintain (and extend) registration?	<ul style="list-style-type: none"> • “Policy updates through committee” • “Extended curricula to middle-school, and have double streaming” • “Specialist teaching rotations and recruitment” 	<input type="checkbox"/> Cyclical policy review and updates, in relation to registration requirements beyond class 6 <input type="checkbox"/> Investment in Curriculum development & resources for middle-school class registration (Classes 7, 8, 9, 10)	Business & Legal Operations
HMW increase/create/run playgroups across multiple locations?	<ul style="list-style-type: none"> • “possibility of starting a Cowarumup/MR playgroup” • “have extra playgroups (Cowie/MR/Busso)” 	<input type="checkbox"/> Beneficial in increasing the Enrolment numbers flowing in to primary classes <input type="checkbox"/> Steiner/Waldorf teacher development opportunity <input type="checkbox"/> Measured financial investment	Who We Are
HMW expand access to (including place-based) learning facilities?	<ul style="list-style-type: none"> • “Holiday club, or brekkie + after school clubs” • “Lack of extra curricula activities” • “Musical program with focus on instruments where each kid gets opportunity to learn/ Stringed instruments” • “Band” • “Sports teams” • “Classes tending Veggie beds” • “Daycare program” • “Library” • “canteen/cooking facilities” • “Woodworking classroom” • “LOTE room” 	<input type="checkbox"/> Preserve high class-teacher autonomy and student/learning outcomes achieved by YSS during the 2021-2025 period <input type="checkbox"/> Healthy engagement in program developments and positive feedback from students and community <input type="checkbox"/> Waldorf Specialist subjects in curriculum: woodwork, music, eurythmy, LOTE, craft, drama.	Teaching & Learning
HMW deepen “place-specific” learning?	<ul style="list-style-type: none"> • “The sense of integration with place was also a key factor as well as a focus on crafts.” • “The core of the education and the curriculum remains wonderful. Community events such as the courage jump, Open Day, bushwalking, surfing and craft programs are a chance for the school to integrate the parent 	<input type="checkbox"/> “facilitating excursions / incursions” <input type="checkbox"/> Retention and development of appropriate place-specific programs <input type="checkbox"/> Support & develop a place for community/parents to connect with YSS (learning, cafe), <input type="checkbox"/> “(YSS) Children out in community”	Teaching & Learning

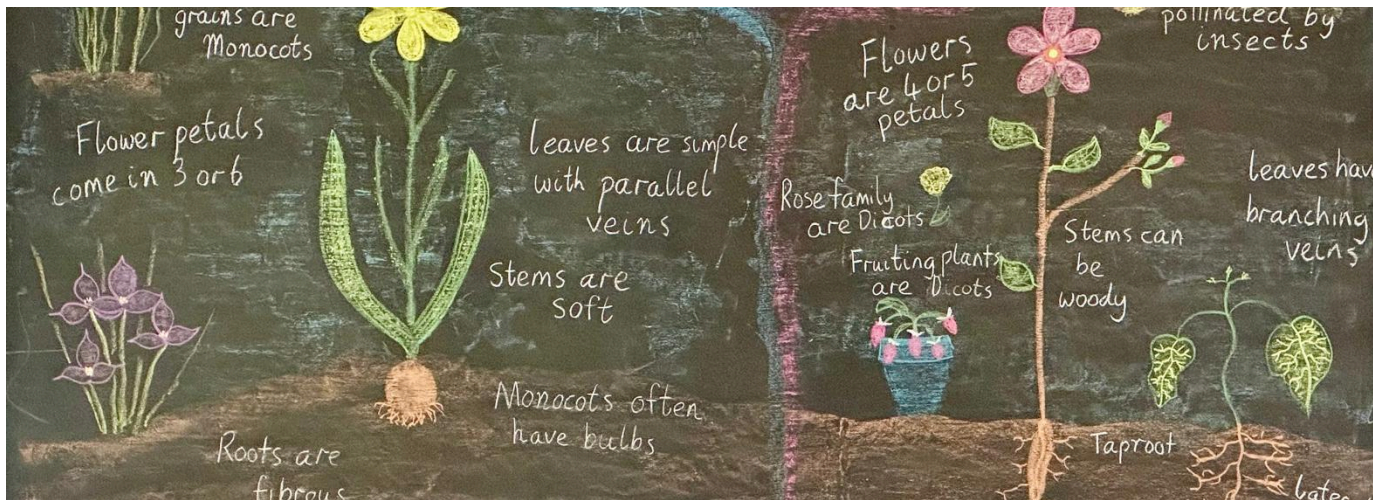
	<p><i>body into the learning and grow their understanding of the school."</i></p> <ul style="list-style-type: none"> • <i>"Bushwalks and Surfing/ Bushwalking"</i> • <i>"Indigenous program"</i> • <i>"Outdoor education"</i> 		
HMW make wild play spaces available to children?	<ul style="list-style-type: none"> • <i>"Limited playspace"</i> • <i>"Gardening specialist"</i> • <i>"Outdoor education"</i> • <i>Farm school, class pets"</i> 	<input type="checkbox"/> Appropriate development within site capacity <input type="checkbox"/> Phenomena-inspired, natural materials incorporated	Teaching & Learning
HMW have a "safe" workplace (EAP)?	<ul style="list-style-type: none"> • <i>"Fulltime wellbeing officer"</i> • <i>"Increased paid management team"</i> • <i>"Increased DOTT time"</i> • <i>"improve & nurture staff health, happiness, and staying power"</i> • <i>"balance workload teaching and Republican model"</i> • <i>"OSHS representative"</i> 	<input type="checkbox"/> Full time wellbeing services <input type="checkbox"/> Teacher mentoring and development program <input type="checkbox"/> Dedicated HR committee	Business & Legal Operations



2: Foundation Projects

Successfully delivering solutions to these “challenges” during 2025 - 2026, is expected to set the foundation for continued investment and momentum towards meeting the *Long-term Strategic Goals* of YSS. Existing resources, investment, efficiencies, and actions in Foundation Project challenges are recommended to be reviewed and improved within the next two “Annual Improvement Plans”.

Footprint:	Teaching & Learning:	Business & Legal Operations:	Who We Are:
HMW get the new (a) classroom operational?	HMW deepen community understanding of our place-based curriculum?	HMW perform regular policy reviews and updates, working towards re-registration?	HMW strengthen community engagement?
HMW ensure safe traffic access and movement?	HMW facilitate excursion transport & incursion opportunities?	HMW maintain a strong financial position with excellent management?	Characterised by: <i>HMW provide adult/parent learning & engagement opportunities?</i>
HMW ensure safe traffic access and movement? Characterised by: <i>HMW ensure safe traffic access and movement?</i>		HMW implement a disaster-recovery plan?	<i>HMW increase community understanding of Steiner Education?</i> <i>HMW deepen community understanding of Republican-model?</i>
HMW secure sustainable water & power supply?		HMW sustain the Republican Model? Characterised by: <i>HMW balance the Republican-Model workload (teaching & committee work)?</i> <i>HMW increase stakeholder visibility of outcomes & info about Strategic Project progress?</i>	HMW acknowledge and begin to support community with transition to (existing) high schools in the region?



3. Everyday Striving

Continuous awareness, openness, and effort to deliver “*excellent human experiences*” in these daily challenges is recommended for all staff and community members, to create an arena for everyday harmony and delight at YSS. Sentiments from Strategic planning activities in 2024 reveals ‘signals’ of the organisation’s perceived Strengths, Weaknesses, Opportunities, and Threats, that can help to focus continuous attention to the delivery of improved experiences in these challenges.

— . . . Strength sentiments 2024

— . . . Threat sentiments 2024





4. Going above and beyond

Investment into these strategic challenges and initiatives is recognised with strategic merit and value for the YSS community, though initial estimations of effort and resources to deliver solutions are high. Recommendations for adopting an “experimental mindset” (small budget, short program, learn, adapt, repeat) for organically developing sustainable programs.

Aligned Strategic Challenges to solve:	Indicated by College, Community, Board descriptions:	Project tracking and successes can be measured by:	Strategic Pillar
HMW support families integrating and managing school-life, home-life, work-life?	<ul style="list-style-type: none"> • “Classes tending Veggie beds” • “Daycare” • “Anthroposophical living and keen Steiner parents” • “Band” • “Sports teams” 	<input type="checkbox"/> Engagement and participation in developed programs <input type="checkbox"/> Community feedback and reputation <input type="checkbox"/> Legal and insurance responsibilities are met	Who We Are



Indications and impulses for YSS, beyond 2030

Key developments and acknowledgements of YSS over 15-30 years, as imagined (“seen”) from within the College, Community, and Board.

A Utopian pathway for the School, describes the “best possible” conditions and experiences at YSS, in 30 yrs time, then working back to in 10 years. At these time intervals, strategic planning also raises unfavorable blockers and dystopian events that would cause the “worst possible” conditions and experiences to eventuate at YSS.

2035+	2050+
Utopia	
<ul style="list-style-type: none"> ★ New/Additional site ★ Water and Power secure for sites ★ Building “High school/New site buildings” ★ Safe parking and access for operating sites ★ Kindy & primary streams up to 30 children ★ Extended curriculum to “middle-school” ★ Theatre/Performance, Sport, craft facilities ★ Specialist teaching rotations and recruitment ★ FT Staff wellbeing officer ★ Increased management team ★ Anthroposophical Medical services ★ Income-based school fee structure & Legacy donation program ★ Good community culture and engagement ★ Strong Indigenous relationships 	<ul style="list-style-type: none"> ★ Established additional site ★ Abundant nature play ★ Continued strong team ★ Strong parent body ★ Strong SEA, protecting Steiner Education ★ Noongar language programs, led by first national ★ Extended curricula to middle-school, and have double streaming ★ In-house teacher training ★ On-site maintenance/gardening person ★ Underground water tanks / Classrooms on top of water tanks ★ Flowers, greenspaces, ★ Solar/sustainable energy ★ Orchard/veggie gardens ★ Designated arts & craft areas ★ Bothmer Gymnastics ★ Teacher training center ★ Underground parking

2035+	2050+
Dystopia	
<ul style="list-style-type: none"> ❖ High staff turnover & Republican model ends ❖ All “eggs” in one basket, but we are still talking about another space/site ❖ Changes to fire regulations / site or buildings unsustainable ❖ Small/reducing classes and financial stresses ❖ Can’t raise funds for new buildings or land ❖ No connection with parent body ❖ Staff disengagement ❖ Continued water & power & connectivity issues ❖ Gardens and site “dry-out” ❖ No government funding ❖ Bushfire ❖ Toxic workplace ❖ Still at same campus ❖ Diminishing specialist opportunities ❖ Relationship problems with parents and community 	<ul style="list-style-type: none"> ❖ Low enrollments, composite classes with fewer Steiner Teachers ❖ Diminished specialist opportunities ❖ AI makes teacher’s redundant - Online teaching ❖ Everyone is home-schooled ❖ Bankruptcy ❖ SEA breakdown ❖ Become a mainstream school ❖ School buildings are condemned/vandalised by neighbours ❖ No Water ❖ No more drive/impulse to continue ❖ Extreme climate conditions

Foundations of Success Checklist

12 Strategic “senses” of YSS for gauging successes and harmony at YSS.

It is possible to make a “snapshot”, or take the “pulse” of the school’s health and harmony quite quickly by using these 12 “senses” as a “*foundations of success checklist*”. The checklist ensures that lived experiences (both positive and negative) and desirable conditions are consistently held before all realms of YSS, to guide decision-making and actions for things that need to be done, or developed, in order for YSS to exist, and to thrive.

Consistently engage with indications from these Strategic “senses” to ensure the health and harmony of the YSS organisation is preserved:

1. Business registration and ATO status

- ☐ Maintained legal good standing with registration to operate the business;
- ☐ Maintained good standing with the ATO with punctual and audited reporting and accounts.

2. Approved and maintained campus/es with building & grounds

- ☐ Campus 1 (Wildwood/Caves): 8 classrooms, accommodating students in K4-6, and P1-6 streams, at near-capacity (median 14, desired 18).
- ☐ Campus 2 (Carbunup Hall): Playgroup, accommodating families with students from 2-4 years.
- ☐ Largely native plants in garden
- ☐ “Beautiful classrooms” and “the calmness and thoughtfulness that surrounds you in the school”
- ☐ Consistent investment into “Improvement of current buildings / storage areas / grounds which continues to promote beauty and unity”
- ☐ Adequate and inspiring play spaces, over “*limited playspace*”
- ☐ Safe and accessible traffic and parking conditions

3. Steiner Curriculum Delivery

- ☐ Based on the Australian Steiner Curriculum Framework (ASCF), and is in continuous evolution and development;
- ☐ Constantly consulted, reviewed, refined and enlivened by teachers, in the light of the students present within the Class;
- ☐ Praised and revered by students, parents and carers;
- ☐ Supported with appropriate (Waldorf/Steiner) resources and classroom space;
- ☐ Investment in Specialist teachers and curriculum extension, in
 - ☐ Specialist subject curricular, and
 - ☐ Extending the YSS journey sustainably;
- ☐ Values Indigenous/place connection;
- ☐ Supported by dedicated Learning Support position;

4. Governance & Dept. of Education Registration

- ☐ Maintain and extend Federal Education Department registration beyond current registration (expires 31 December 2026)
- ☐ Yallingup Steiner School continues to be a member school of Steiner Education Australia (SEA);
- ☐ Maintain Board member good standing, and delivery of key functions
 - ☐ Eg: Ensure safe archiving and access to Governance documents
 - ☐ skill set succession (Treasurer, Secretary, Chair, Vice)
- ☐ Scheduled policy and registration standards reviews, obtaining professional and trusted advice when required;
- ☐ Foster cooperative relationships with governance collaborators:
 - ☐ Council/Shires of Busselton, and Margaret River
 - ☐ Main Roads WA
 - ☐ Education Department WA
- ☐ Facilitate necessary governance practices and documentation - honoring the sovereignty of school management;
- ☐ Operate and develop Republican-Model decision-making and governance practices
 - ☐ Eg: All Board members are elected by nominations from the association.
- ☐ Commitment to PD resources and training, especially with AISWA and SEA

5. Finance and Business management

- ☐ Consistently allocates adequate resources for each student and their YSS experience;
- ☐ Consistently accurate and transparent reporting, reviewed by Finance Committee;
- ☐ Commitment to fair and transparent rates and conditions of payment
- ☐ Committees enable extra support, advice, and resources for progressing strategic project;
- ☐ Incorporate advice from professional legal and finance advisors, who are known and trusted by the Board;
- ☐ Professional development opportunities are offered and supported;
- ☐ Can Sustain resources and skill sets in an expanding team as activity grows.

6. Steiner/Waldorf trained educators aligned in Collegium

- ☐ Positions are staffed by professionally qualified people committed to the philosophy of Steiner Education; Accredited Steiner/Waldorf teachers, and those in relevant tertiary training;
- ☐ Group and Individual Waldorf/Steiner PD opportunities are organised and supported for Staff;
- ☐ College maintain weekly meetings, to discuss and decide on 1) Teaching & Learning matters, and 2) Committee and Business/project matters
 - ☐ Weekly meetings are confidential, and are minuted.

7. Executive Committee performance and republicanism

- ☐ Sensible and timely rotation of College Representatives on the Executive Committee, and the Board;
- ☐ Accurate and transparent Executive Committee reporting and proactive-engagement with the Board, and its subcommittees;
- ☐ Project delegation to relevant and engaged committees, who investigate, report and execute decisions endorsed by the Executive Committee, and where necessary the Board;
- ☐ Annual performance review of the Executive Committee, including the members; by Office, by the HR committee, that is reviewed and endorsed by the Board.

8. HR Committee and processes

- ☐ Ensure a positive and “safe” workplace, with great conditions;
- ☐ Ensure relevant policies, guides, and support services and documents, are accessible and understandable for all Staff;
- ☐ Investment in to Physical and Mental Wellbeing conditions & programs for Students and Staff;
- ☐ Sensible and timely committee rotation of College Representatives;
- ☐ Accurate and confidential record keeping and information archiving;
- ☐ Executed with guidance from relevant policies and advisors;
- ☐ Annual Staff performance and reviews offer improvement and development pathways.

9. School Operations and systems

- ☐ Investment in reliable and relevant IT systems and services should support and enable the best experience of YSS, they should support the core activities
 - ☐ Educating the children, and
 - ☐ communicating with parents/carers, and the community
 - ☐ “Safe” handling, use, storage, and archiving of information and personal data;
- ☐ Enable safe access and use of well-maintained school grounds and buildings at “school times”;
- ☐ Reflect and uphold equanimity in operation practices that uphold “Republican Model of School Management”;
- ☐ Investment in team expansion, career opportunities, and succession planning.

10. Enrollments & Student Experience

- ☐ Maximise enrollment numbers within regulated site/campus/location capacity
- ☐ Retaining students to the end of the YSS journey, with investment in beautiful surroundings and soul-experiences;
- ☐ Class student:teacher ratios remain favorable.

11. Community engagement & sentiment

- ☐ Continuous community participation in celebrations, festivals, and rituals;

-
- ☐ P&F activities engaged with Organisation projects and goals;
 - ☐ Maintained quorum in community feedback and consultation practices;
 - ☐ Active connection with Indigenous place and rituals

12. Anthroposophical practice and developing an understanding for spiritual science

- ☐ Weave anthroposophy and warmth into business & regulations
- ☐ Investment and/or engagement in Anthroposophical inspired projects or ventures
 - ☐ Eg: Biodynamic farming; Parent-Library and spaces
- ☐ Share, host, and support Anthroposophic education opportunities for parents & carers.
- ☐ Connection and engagement with global Anthroposophical activities and information

References and Footnotes:

1. Steiner, Marie. (Forward by.) Steiner, Rudolf. *"Education"* (GA 307)
2. Steiner, Rudolf. *The Spirit of the Waldorf School: (v) The Social Pedagogical Significance of Spiritual Science*. 25 Nov 1919, Basel, (GA297)
3. Steiner, Rudolf. *Faculty Meetings with Rudolf Steiner II: Forty-Fourth Meeting*. (GA300B)
4. YSS Strategic Planning Outcomes: *YSS Community Trends and Goals Summary* ([access link](#))
5. YSS Strategic Planning: *YSS Community consultation , Responses and Aggregation*. ([Access spreadsheet](#))
6. YSS Strategic Planning Outcomes: *YSS College and Staff Strategic Planning PD (7 December 2024) Summary*. ([access link](#))
7. YSS Strategic Planning Outcomes: *YSS Board Consultation Strategic Planning Summary* ([access link](#))
8. YSS Strategic Planning Committee: Consultation aggregation and Prioritisation (28th Jan, 2025) outcomes ([access transcription /miro link](#))
9. YSS Constitution - March 2023. ([access document via School website](#))
10. YSS Annual Improvement Plan 2025. ([access pdf](#))