



## Goora Gan Steiner School Annual Report 2026

*(Based on 2025 data)*

In 2025, Goora Gan Steiner School entered a significant new chapter, with a successful leadership transition following the departure of the school's founder. A dedicated leadership team emerged, bringing renewed energy, shared vision and a strong commitment to nurturing the school's future while honouring its foundations. Throughout the year, the school community also revisited and strengthened its core values, fostering a renewed sense of purpose and shared direction. With the security of a long-term lease at the Agnes Water Surf Club established in 2024, the school was able to settle more fully into its environment, creating an increased sense of stability, grounding and confidence for students, staff and families.

Building on the strength and consistency of its multi-age classroom model, Goora Gan Steiner School experienced several significant staffing and leadership transitions throughout 2025. Following many years of heartfelt and dedicated service, two long-term staff members spread their wings after contributing so deeply to the nurturing culture and educational foundations of the school. In response, two new full-time teachers were warmly welcomed into the community, with one joining Prep and one joining Class 1/2. All other staff members remained consistent, providing continuity and stability across the school.

A particularly significant transition occurred within the leadership structure, with the School Facilitator stepping away after ten years of passionate, heart-led leadership that guided the school from its earliest conception as an idea through to a flourishing Prep to Class 6 school, in its ninth year of operation in 2025. During this period of renewal, the Education Management role was integrated into the Principal position, while the business and operational aspects of leadership evolved into the newly developed Office and Finance Manager role, combining financial management with the administration portfolio to create a more streamlined and connected leadership structure.

Throughout the year, the Board and leadership team worked collaboratively to develop the 2025–2027 Strategic Plan, with a focus on educational excellence, governance, teacher development, community engagement and long-term sustainability. A significant outcome of this work was a process of community consultation and reflection that strengthened the school’s shared values of Nurture, Integrity, Connection and Joy.

## **School Curriculum Offerings**

As part of the school’s unique multi-age learning environment, Prep to Class 2 students, and Class 3–6 students, continued to gather regularly for shared experiences including cooking, handcrafts, buddy reading and whole school morning assemblies. Each day began together with an Acknowledgement of Elders and seasonal songs, strengthening continuity and meaningful relationships across the school. This approach continues to support smooth and nurturing transitions between classes while fostering strong connections between students of different ages.

In addition to the regular curriculum offerings, the school maintained strong partnerships with local community providers, enabling students to participate in swimming lessons, gymnastics, stand-up paddle boarding, surfing lessons, beach safety with Surf Life Saving Queensland and tennis lessons. The camp and music programs also continued to flourish throughout 2025. Class 3/4 returned to Splitters Farm for an enriching camp experience involving guided farm tours, animal feeding, orchard walks, kayaking, fishing and terrarium building, while the Class 5/6 camp to Capricorn Caves focused on resilience, teamwork and connection through “Challenge by Choice” activities.

Local excursions remained an important part of the curriculum and were enthusiastically attended by students and families alike. Experiences included visits to Lady Musgrave Island, LARC tours, local bushwalks and participation in the annual 1770 Festival and 1770 Art Show. Many students proudly submitted artwork to the exhibition, and the whole school participated in the festival parade and opening ceremony performance alongside Gooreng Gooreng Elders.

It has been an especially exciting year for the school’s music program. For the first time in several years, Class 3/4 participated in a dedicated three-week Music Main Lesson block, reigniting enthusiasm and engagement with music across the school community. Music specialists were deeply involved throughout the term, visiting regularly to support singing, musical notation and violin practice. This growth in musical understanding and expression was beautifully reflected in the Class 3–6 plays, each featuring its own musical score developed through the dedication and collaboration of the music specialists and class teachers. Class Plays, an annual and treasured part of the curriculum from Class 1 onwards, were once again warmly attended and celebrated by families.

Parent involvement continued to play a vital role within the life of the school. Families generously supported classroom programs including handcrafts, cooking and reading, while also coordinating and operating the school’s largest annual fundraiser, the Spring Fair. Seasonal celebrations remained deeply valued community events, including the Winter Solstice celebration with its reverent Lantern Spiral Walk, soup, bread and fire gathering, alongside the much-loved annual Carnival Day.

To strengthen cultural learning and continue meaningful reconciliation work, GGSS further enriched its long-standing relationship with Gooreng Gooreng Elders and emerging leaders throughout 2025. The Gooreng Gooreng language and culture program recommenced, welcoming the Yubbis and Taurean Roe to share time, stories, language and cultural knowledge with the children. This relationship has continued to grow since the school’s founding association was first formed, and both staff and students feel deeply honoured to work respectfully and lovingly alongside the Gooreng Gooreng. Through these relationships, the school seeks to acknowledge the truth of the past while building authentic and respectful relationships into the future.

In 2025, this cultural learning became even more strongly interwoven throughout the Main Lesson curriculum, particularly within the Class 5/6 Australian History studies. The richness and authenticity of these experiences brought profound learning and reflection for both students and staff. The school holds deep gratitude for the generosity, openness and trust shown by the Gooreng Gooreng community in sharing their wisdom, culture and stories. This work in reconciliation is only possible through their guidance, generosity and ongoing relationship with the school community.

The school's fifth annual Carnival Day, originally initiated by a long-standing staff member, was once again a joyful and inclusive whole-school sporting celebration held in Term 3. It continues to be a treasured annual event that reflects the strong sense of participation, inclusion and community within the school.

In December 2025, Goora Gan Steiner School also celebrated the graduation of its fifth cohort of Class 6 students. The occasion was marked with joy, reflection and gratitude as staff, students and families looked back fondly on the journey shared over the years. Parents expressed deep appreciation for the way the school had nurtured, supported and held their children throughout their primary years.

## **Continual Improvement and Development**

As a developing school in its ninth year of operation, Goora Gan Steiner School continued to engage in ongoing mentorship and professional collaboration across governance, leadership and education through ongoing partnerships with Steiner Education Australia and its Professional Partners. The school remains deeply committed to reflective practice and continual improvement, embedding collaborative processes across all levels of staff and leadership to ensure the evolving needs of students, families and staff are thoughtfully met.

Throughout 2025, a strong focus remained on strengthening educational practice, enhancing learning support processes and further nurturing student engagement and wellbeing across the school. Additional staff support continued to enhance the Learning Support and Read3 Program, with positive outcomes evident both within classrooms and through parent feedback at home. Staff worked closely together to further develop consistent approaches to student support, literacy and numeracy development and holistic educational practice within the unique context of a Steiner school environment.

Professional development remained a valued priority throughout the year. Three full-time staff attended the January Teacher Intensives hosted by Newcastle Waldorf School through the Pedagogical Section in Australia, providing rich opportunities for professional learning, collaboration and renewal alongside colleagues and mentors from across the country. Staff also continued to access ongoing online and distance-based professional learning, including teacher-specific study in the foundations of Steiner Education, child development and curriculum practice. Professional Partners from Steiner Education Australia supported the school in areas including anthroposophical development, educational programming, leadership development, literacy development, governance and business management, while expert consultation continued to be utilised in finance, strategic planning and site development processes to ensure strong governance and due diligence.

## **Strategic Objectives**

A major focus throughout 2025 was the collaborative development of the school's 2025–2027 Strategic Plan. Following the successful securing of a long-term lease at the Agnes Water Surf Club, the Board and leadership team were able to shift greater attention toward long-term sustainability, educational excellence and strategic growth for the school community.

Key priorities identified within the Strategic Plan included strengthening student learning and engagement, supporting teacher development and mentoring, fostering community participation, enhancing governance

practices and supporting long-term planning for the future growth of the school. An important part of this process involved meaningful collaboration with staff, families and the wider community to revisit and strengthen the school's shared values of Nurture, Integrity, Connection and Joy, ensuring these values continue to guide the culture and vision of the school moving forward.

Strategic planning work throughout the year also included the start of several important feasibility studies exploring future opportunities for the school community. These included investigations into the long-term capacity and potential expansion of the current Surf Club site, continued exploration of the Round Hill Road site development possibilities, and preliminary considerations regarding the future development of a high school pathway for students and families seeking continued Steiner education beyond Class 6.

The school continued to experience strong enrolment interest throughout 2025, with waiting lists remaining across most classes due to stable enrolments, the strength of the school culture and educational offering, and an increasing number of families relocating to the region seeking both the lifestyle and educational opportunities available through the school community.

## **Acknowledgement**

Goora Gan Steiner School gratefully acknowledges the ongoing dedication and commitment of its staffing team, the many parents and families who contribute generously to the life of the school, and both past and present Board members who continue to undertake the responsibilities of leadership and governance with wisdom, integrity, courage and long vision. The school also warmly acknowledges the guidance and support of Steiner Education Australia Professional Partners Steve Klipin, Shelley Davidow, Libbi Turner and John Forman, alongside the continued advocacy and support of Stephen Bennett MP.

Overall, 2025 was a year of significant transition, renewal and strengthening for the school community. Through leadership change, strategic reflection and continued growth, the school remained a safe, nurturing and welcoming place for children, staff and families alike. Grounded in the strengthened values of Nurture, Integrity, Connection and Joy, the school continued to grow from strength to strength, fostering meaningful relationships, educational excellence and a strong sense of belonging across the community.

**School Sector: \***

Independent

**Year Levels Offered:**

Prep-6

**Co-educational or Single Sex: \***

Co-Educational

**Characteristics of the Student Body: \***

In 2025, 47.8% of students were male and 52.2% female. 6% of students identified as Indigenous. Families were from diverse cultures and backgrounds and include those speaking multiple languages at home, such as Spanish, French, Dutch, German, Polish, Bosnian and Thai.

**Total Enrolments: \***

2017 – Prep-2 – total at CENSUS 12  
2018 – Prep- 3 – total at CENSUS 19  
2019 – Prep-4 – total at CENSUS 30  
2020 – Prep-6 – total at CENSUS 39  
2021 - Prep-6 – total at CENSUS 51  
2022 – Prep- 6 – total at CENSUS 58  
2023 – Prep-6 – total at CENSUS 61  
2024 – Prep-6 – total at CENSUS 66  
2025 – Prep-6 – total at CENSUS 69

## Workforce Information

### Staff Composition, Including Indigenous Staff: \*1

In 2025, the school employed:

- One Principal full time (prior to 2025 was employed as Education Manager and Class 5/6 Teacher since 2022).
- One full time Office and Finance Manager (prior to 2025 as administration and accounts assistant since 2022 and casually with school since founding).
- One teacher was employed full time with Class 5/6 in an ongoing role since Semester 2 2024
- One teacher was employed full time with Class 3/4 in an ongoing role since 2023
- One teacher was employed full time with Class 1/2 starting in 2025
- One teacher was employed full time with Class Prep starting in 2025
- One part-time teacher was employed 0.4FTE to deliver HPE, and Learning Support Program in an ongoing role since 2020
- One part-time teacher was employed at 0.4FTE to deliver specialty subjects such as Woodwork, Earth Crafts and Gardening in an ongoing role since 2023
- One part-time teacher aide was employed at 0.26FTE during Semester 2 in an ongoing role since 2023
- One part-time teacher aide was employed at 0.3FTE during Semester 1 and 0.15FTE during Semester 2
- One Admin Assistant was employed casually during Semester 1 and at 0.16FTE during Semester 2

Specialty consultants in the areas of music and Indigenous culture and language continued to be engaged to support Cultural Education, music including Class 3/4 violin, and whole school music development in singing and recorder.

Staff composition and models continue to evolve as the school develops, to meet operational need and to support role sustainability and wellbeing.

### Qualifications of all Teachers: \*2

Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	
Masters	
Bachelor	88 %
Diploma	38 %
Certificate	50 %

## Funding Information

### School Income Broken Down by Funding Source \*3

Please refer to the MySchool website <http://www.myschool.edu.au/> under this section of the report.

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<sup>1</sup> Australian Education Regulation 2023 s60 (1)(c)

<sup>2</sup> Australian Education Regulation 2023 s60 (1)(b)

<sup>3</sup> Australian Education Regulation 2023 s60 (1)(g)

## Social Climate

### Parent, Teacher, and Student Satisfaction with the School \*4

Enrolment numbers increased from 66 to 69 students between 2024 and 2025, continuing the school's steady and sustainable growth within the parameters of the current site and physical space.

Throughout 2025, expressions of gratitude and appreciation were regularly shared by both parents and staff regarding the school's educational program, the dedication of staff and leadership, and the safe, nurturing environment the school provides for children and adults alike. This appreciation was warmly reflected during the Annual General Meeting and through ongoing conversations and feedback shared with staff across the year.

Parent engagement has remained an integral focus of Goora Gan Steiner School since its founding. Throughout 2025, parents were warmly invited to participate in many aspects of school life, including supporting classroom activities such as handcrafts, cooking, excursions, reading programs and sports. Families were also welcomed to attend Class Plays, seasonal celebrations and opportunities to view student work and learning. In addition, biannual parent information evenings continued to be facilitated by teaching staff, strengthening communication and shared understanding between home and school.

The annual Winter Solstice celebration, Spring Fair and Carnival Day were once again highly successful events involving strong participation from families across all areas of school life. Whether assisting in planning and coordination, volunteering on the day, or attending alongside their children, families contributed greatly to the warmth and success of these community gatherings. These seasonal events continue to be a meaningful reflection of the strong sense of connection and engagement within the school community.

To further support both children and families, the school continued to offer wellbeing and pastoral care support throughout 2025. Assistance with accessing external child development specialists remained available for families seeking additional guidance or support with parenting and developmental challenges.

To maintain strong communication and engagement across the school community, Class Teachers continued providing regular class updates to parents throughout the year, alongside general administrative communications. The school's Parent Portal remained an important platform for sharing school documents, information and events, while school software systems supported efficient communication through email and SMS notifications. The return of regular school newsletters further strengthened whole-school communication and community connection, alongside the introduction of a trial online booking system for Parent Teacher Interviews to support accessibility and organisation for families.

Parents and staff were warmly invited to apply for membership within the Association and to participate in the Annual General Meeting. During 2025, the school also held its annual Community Conversation evening, facilitated by Steve Klipin from Steiner Education Australia. The gathering provided an opportunity for reflection, meaningful dialogue and community consultation, with a particular focus on exploring the school's shared values and long-term vision. Through thoughtful conversation and collaborative reflection, the community worked together to further strengthen and clarify the core values that underpin the culture and direction of the school. This process informed and guided the development of the school's Strategic Plan and future direction.

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<sup>4</sup> *Australian Education Regulation 2023 s60 (1)(f)*

The session was well attended by parent representatives from across every class within the school and provided a valuable opportunity to share perspectives, aspirations and visions for the future of Goora Gan Steiner School. The evening fostered a strong sense of connection and shared purpose amongst parents and staff, with many community members expressing appreciation for the opportunity to contribute and engage in the process.

## Student Outcomes

### Average student attendance rate (%) for the whole school: \*<sup>5</sup>

The average student attendance rate for the whole school in 2025 was 90%

### Average student attendance rate for each year level: \*<sup>6</sup>

Year levels	Average attendance rate for each year level as a percentage in 2025
Prep	85%
Class 1	90%
Class 2	91%
Class 3	91.5%
Class 4	92%
Class 5	91%
Class 6	90%

### A description of how non-attendance is managed by the school: \*<sup>7</sup>

Goora Gan Steiner School has clear processes in dealing with student non-attendance: Administration staff mark attendance roll each morning by a particular time. Any late students are required to report to the office to ensure accuracy of rolls. Parents of students whose absences are unexplained receive a text message, email or phone call. Parents are required to reply with a reason for their child's absence. The Administration staff member follows up on unexplained absences as required by calling by phone, communicating via email or in person. Long periods of unexplained absences are processed as per 'Enforcement of Attendance' notices as legislated by Queensland Education Act.

### NAPLAN results for Years 3 and 5 in 2025 \*<sup>8</sup>

Goora Gan students did not participate in NAPLAN in 2025 due to parent withdrawal.

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<sup>5</sup> Australian Education Regulation 2023 s60 (1)(d)(i)

<sup>6</sup> Australian Education Regulation 2023 s60 (1)(d)(i)

<sup>7</sup> Australian Education Regulation 2023 s60 (1)(d)(ii)

<sup>8</sup> Australian Education Regulation 2023 s60 (1)(e)