

Birali Steiner School 2025 School Annual Report



Vision

Birali Steiner School's Vision is to educate the whole child learning through head, heart and hands offering a curriculum responsive to the developmental phases in childhood ensuring a positive foundation for a purposeful and productive adulthood is cultivated.

Mission

At Birali Steiner School, we strive together to deliver an education that honours, nourishes, and develops the creative spirit of the child. Our school aims to kindle in young people, courage, determination, a sense for truth and beauty and a desire for lifelong learning, with an understanding of respect for the traditional custodians of the land on which the school is founded.

We do this by providing developmentally appropriate learning experiences that encompass and emphasise:

- physical development and connection to the natural world
- advancement of the social and feeling life
- development of artistic and creative capacity
- cultivation of living thinking through engaging in academic studies

Our educators bring the Steiner pedagogical approach to life, in our unique Birali context, so that young people may develop a healthy and lively connection to others, their natural environment and their own individuality.

With this foundation, the young person can go forth into the world with a broad and deep knowledge base, a feeling of their own social competency and a benevolent sense of individual freedom.

Our School

Our Birali Steiner School respectfully acknowledges Traditional Custodians of the land on which our school lives – the Gubbi Gubbi People. We also acknowledge a continuous connection to land, culture and learning for all Aboriginal and Torres Strait Islander peoples, and pay our respects to Elders past, present and emerging.

Birali Steiner School offers an inspiring and comprehensive Steiner education for children from Prep through to Year 10. Our architecturally designed school is located on 26 acres of natural bushland, at Beachmere. This picturesque destination is approximately 1 hour drive from Brisbane, in South-East Queensland, Australia.

Birali Steiner School is an inclusive, sustainable and beautiful school with a community of passionate people who are committed to learning, supporting each other and working together. We provide a nurturing environment where children can thrive and have opportunities on many levels to find their inner and outer potential.

Steiner/Waldorf education is now over 100 years old and is the fastest growing education movement in the world, in over 65 countries. It is an education for global citizenship: providing students with the opportunity to foster courage, imagination, resilience and enthusiasm to be positive and effective contributors to society and the environment.

We value mutually supportive relationships for students, staff and families. Each staff member strives to be the best role model they can be for the young people in our community. We strongly uphold the philosophy, ethos and child developmental principles given to us by Dr Rudolf Steiner who was a scientist, philosopher, architect and social reformer. Out of his developmental picture, a whole school movement and curriculum was born, which is increasingly more relevant for the world today, as we work together to ensure an ethical future. In everything we do, we hold the child in the centre, as we strive to develop the three faculties of thinking, feeling and willing.

Our Birali Community value experiential learning, respect towards each other and the environment, and a commitment to celebrating together as a community with festivals and community events. We view ourselves as a community of learners: teachers, staff, families, and students - striving to achieve individual, communal and global growth and understanding.

Early Childhood

"The preschool years, the kindergarten years, are the most important of all in the education of the child ... It is absolutely essential that before we begin to think, before we so much as begin to set our thinking in motion, we experience the condition of wonder." - Rudolf Steiner

We strive to create a warm and loving environment for our early years' program offered through our Pippi Room (Prep) and Birali Playgroup sessions, which honours the young child's need for connectedness to this world, with nurturing rhythms, quality sensory experiences and engagement in the real work of childhood: play.

Primary Years

At Birali Steiner School, the traditional Waldorf School practice of having one teacher accompany the children through their Primary School years is valued. Over this extended period the teacher and children develop a meaningful relationship that fosters an environment of trust and security within which the child can relax into their learning.

Our Primary School teachers work consciously in all they do to first and foremost protect and develop this imaginative capacity. Academic learning is enlivened through an artistic approach and embedded in practical experience and activity. Every day children are immersed in story, art, music, movement, and verse along with the more traditional academics.

The Main Lesson is a key point of difference in Steiner Schools. The first two hours of every morning are dedicated to study of the same topic or theme for a period of three or four weeks. The central theme of the Main Lesson is progressively explored through a broad spectrum of integrated activity; each day building on the previous.

Main Lesson blocks may be focused on Mathematics, Language, Humanities, Science, however each will encompass a variety of experiences including movement, singing, painting, drawing, modelling, drama, narrative, practical activity and formal academic work. The children create their own Main Lesson Books which serve as a personal record and recount of their learning through drawings, words and other visual representations.

High School

The aim of our High School is to provide an education for adolescents that inspires love of learning, develops freedom of thought, and fosters self-confidence in an atmosphere of academic rigor and artistic fulfilment. Adolescence is when the student really begins to take hold of their independent thinking. We encourage them to think independently: to observe, to research, and then to come to conclusions and judgements.

In High School, students' care and guidance is passed from the Primary School Class Teacher to a group of specialist teachers, including the Class Guardian. This new emphasis on specialist teaching means that the young person meets a wider range of experienced and passionate Specialist Teachers, who can bring the full depth of knowledge in an enlivened and extended way.

The High School curriculum is designed to encourage the emergence of world citizens. The Main Lesson Structure established in the Primary School years is preserved throughout the High School and students continue to explore a full range of academic subjects in an integrated and creative way. The work of the secondary teacher in High School is to unfold Main Lessons that are thematic, experiential and that develop discernment and independent, lively thinking within the discipline of the subject. These lessons include: Mathematics; English; Physics, Chemistry, Biology; Visual Arts, Drama, Music, LOTE, HPE including Bothmer, Gardening and workshop lessons in Handwork and Woodwork.

Individual Enrichment

Rudolf Steiner gave lenses through which to observe the children. He advocated observing and 'seeing what is'. Through close observation, teachers are able to see how children learn, to see their gifts and through observing their behaviours, to see their challenges.

The Individual Enrichment Team has been continuing to develop with wider access and utilisation. The ideal is for children to be in their class and the Individual Enrichment Team to upskill the Teacher Aides and collaborate with Teachers. The NCCD process also requires significant oversight and coordination, providing support for Teachers who are collecting the data as evidence.

The Individual Enrichment Team work closely with the teachers and then strive to support the diverse needs of the children. The role of the Individual Enrichment Team is to help integrate children with additional needs, identify which therapies or targeted programs can support individual children and collaborate with Teachers and Teacher Aides. They help to monitor and review the student's needs and process and meet with parents when required.

Festivals

Throughout history, festivals have been interwoven with life and the cycles of nature. Rudolf Steiner presents the annual festivals in a seasonally and globally encompassing context. He describes processes, which are taking place in nature during the four seasons spring, summer, autumn and winter. Steiner states that the earth is a living organism, which is performing a rhythmic life together with the seasons. For the description of this rhythmic life, he uses two metaphors connected to human life. On the one hand, he compares it with the processes of sleeping and waking, and on the other with those of inhaling and exhaling.

Festivals play an essential role for the school community. Celebrating festivals brings a sense of rhythm and anticipation. Celebrating festivals together is also a way of keeping time. They help the child to increasingly find orientation in time.

Our Birali Festivals are developing a pattern and rhythm which is creating positive connections between our school, our students and our community.

Music and Instrumental Program

"Music is an art imbued with power to penetrate into the very depth of the soul, imbuing man with the love of virtue." - Rudolf Steiner

Primary Classroom Music begins from Class 1 and continues to Class 10 as a weekly specialist lesson. The Music Program at Birali begins in the Early Years in Pippi Room through the use of songs and games to help gradually develop the child's response to pitch and rhythm. The timing around the introduction of each new musical concept is considered and sequential, so that by the time the children reach Class 3 and are entering the next stage of development, they are ready to take on the physical learning of a string instrument with well-prepared aural skills and the reading and writing of music notation. As well as developing strong musical skills, the program seeks to instil in the children a love of music and allow them to experience joy in music making that is the birthright of every human being.

Birali Steiner School offers a variety of opportunities to engage with music through the introduction of musical instruments. In Class 1 and Class 2, the students begin with the Pentatonic recorder before transitioning to the Descant Recorder in Class 3. All students participate in our Strings Program as they begin the Violin in Class 3 before moving to additional stringed instruments in future years. Other instruments introduced in the Upper Primary Grades include Marimba, Xylophone, Violin, Cello, Ukulele and Piano. This range of instrumental experiences allows the students to choose between a variety of elective instruments in High School. Instrumental work is delivered in small groups, ensemble groups and whole class delivery.

Outdoor Education *(including camps and class excursions)*

The Birali Outdoor Education program continues to develop with Birali teachers ensuring that, wherever appropriate and possible, these form an integral and inclusive aspect of all our students' education, starting with weekly 'Nature Day' for the Pippi Students.

A lot of time and effort goes into tailoring outdoor education programs suitable for Birali Steiner School students, ensuring that each activity aligns with and responds to the Steiner Curriculum requirements, and is underpinned

by Anthroposophical understanding. The elements of each camp or excursion are also planned so that these might best meet the learning focus and individual needs of our students. During planned camps or excursions, our students experience a high level of interaction and connection, of effort and reward, of fun and challenge. Through our Outdoor Education Camp and Excursion program, students are presented with a wide variety of experiences to help with their overall growth and development.

The open, natural environment of Birali Steiner School supports the engagement of our students in open space and bushland activities, which encourage a love of our local environment. Additionally, our students are able to participate in a Gardening Program - and from that Cooking Programs encouraging each of us in a healthy lifestyle approach, and supporting students in their positive healthy choices.

Social Health, Wellbeing and Student Engagement

The aim of our Birali approach to student health and well-being is to support the development of a strong, inner moral compass in all students that allows them to make ethical behavioural choices as adults.

A need for constant and consistent positive and gentle guidance flows, from very young children to older children, to developing self-discipline and taking more individual responsibility for their behaviour and actions. Teachers strongly focus on and support this process and movement by using classroom management techniques to facilitate positive engagement in learning related to the various stages of child development.

Students learn social skills in different ways at different ages. Their individual level of skill will depend on their experience, environment and developmental maturity. Teachers' responses to acknowledging positive engagement and supporting inappropriate or challenging behaviours which might disrupt learning or the well-being of other students, need to reflect this, and be differentiated accordingly.

Community & Environment

The Creative Spirit Fair was a highlight of community engagement for Birali in 2025. All of the class parent groups helped to manage stalls at the Fair. The student performances on the Main Stage as well as alumni performances on the main stage and open mic, were all well received by the guests and the school tours at the Fair were very well attended resulting in a high volume of enrolment enquiries and applications. The 2025 Fair proceeds went towards the new High School play space.

Other community engagement events continued in 2025 included; community music group which met weekly, termly Working Bees, Termly Meet & Greet and our Parent Craft group.

In Term 3, Birali participated in the Greek Olympics at Noosa – an inter-school sports event where students in Class 5 from our neighbouring Steiner Schools come together for a 2-day sporting event following their Ancient Greece Main Lesson studies.

2025 saw the commencement of our Birali Volunteer Fundraising Team. Throughout semester 2, the volunteers provided internal and external fundraising opportunities including a Bunnings Sausage Sizzle, Spring Festival Sausage Sizzle and our first ever Tuckshop Day! Through their efforts, the team raised a surplus of \$2,380 which was carried forward to 2026 as they continue to reach for \$10,000 for our wall of shelving for the new Library.

In 2025, Birali also raised funds for the below causes. Raising funds for third party causes also allows students to gain understanding of giving back through meaningful actions.

- The Great Book Swap for the Indigenous Literacy Foundation = \$411
- National Pyjama Day helping children in foster care = \$184
- Jump Rope for Heart for the Heart Foundation \$139

Our Stage 3 & 4 building program concluded in 2025 and Stage 5 planning commenced. Stage 3 & 4 provides two new classroom spaces, our permanent Library, purpose-built toilets and expanded play space for the Pippi room, expansion of the bioretention basin, extension to Administration, a left-hand turning lane and additional carparks.

In addition to this, a grass netball court and High School fitness/play equipment were completed in 2025.

Stage 5 is the first set of classrooms and facilities for our permanent High School area. This stage includes a Science Classroom and facilities, an Art Classroom and facilities, withdrawal room, amenities, storage and staff work room, all joined by a large covered outdoor learning area.

The school community is excited to see what 2026 and beyond brings for our students.

Warmly,

Chloe Ann Francis

Principal

Moreton Bay Birali Steiner School - Board Chair Report to the AGM

A Year of Steady Progress and Purpose

As I reflect on 2025, I am struck by the sense of steady, purposeful progress across the Birali Steiner School. This has been a year where we have remained anchored in our values and in what it means to offer a truly authentic Steiner education.

Guided by our Annual School Improvement Plan and our 2025–2028 Strategic Plan, the Board has maintained a clear focus on three key areas: growth, quality Steiner education, and community. These are not separate priorities, but deeply interconnected, and together they continue to shape the direction of Birali.

Educational Focus – Quality and Integrity

A central priority this year has been ensuring the ongoing strength and integrity of our educational offering. Foundational to this is the safety and wellbeing of our students. In 2025, the Child Safe Organisations Act came into fruition. As a result, much work has gone into the implementation of the Child Safe Standards and the Universal Principle, and I thank the Board and the School Leadership team for their diligence in this important step.

We have seen continued development in curriculum delivery, with a deepening alignment to the Australian Steiner Curriculum Framework. There has been a noticeable strengthening in both the richness of the learning experience and the academic rigour that supports it. Programs such as Eurythmy, outdoor education, and movement have continued to grow, alongside a more structured approach to literacy and numeracy.

Importantly, this work reflects a consistent commitment to educating the whole child - head, heart and hands, which remains at the core of who we are as a Steiner school.

Community – Strengthening Connection

Alongside educational quality, there has been a deliberate focus on building and strengthening our community.

Opportunities such as the New-to-Birali workshops, increased parent education offerings, and the inaugural Birali Summer Showcase have created meaningful points of connection for families. These initiatives are helping to deepen understanding of Steiner education and strengthen relationships across the school.

We know that a strong, engaged community does not happen by chance—it is built over time through shared experiences, clear communication, and a genuine sense of belonging. This remains an ongoing focus as we continue to grow.

Growth and Sustainability

Growth continues to be an important area of focus for the Board. In 2025, we considered growth strategies through careful reflection and planning.

At the same time, we have continued to invest in the future of the school. The completion of Stage 3 and 4 capital works has significantly enhanced our learning environment, and planning for future development remains aligned with our long-term vision.

Our approach to growth remains measured. It is not simply about increasing numbers, whilst this is important, but about ensuring that growth supports and strengthens the quality of education and the integrity of our community.

Leadership

I am very pleased to share that, following a thorough and positive review process, our Principal, Chloe Ann Francis will continue in her role.

Chloe Ann brings a thoughtful, values-driven approach to leadership, along with a deep commitment to Steiner education and to the wellbeing of students, staff and families. The Board values her steady leadership and looks forward to continuing this work together in the years ahead.

Looking Ahead

As we move into 2026, our focus remains clear:

- Continuing to strengthen the quality and consistency of Steiner education
- Supporting sustainable and aligned enrolment growth
- Deepening community connection and engagement
- Further developing our governance practices and strategic oversight

These priorities reflect both where we are now and where we are heading as a school.

Acknowledgement

I would like to take this opportunity to sincerely acknowledge and thank:

- Our Principal, Chloe Ann Francis, and the Leadership team for their dedication, care and clarity of direction
- All staff, for the depth of commitment they bring to their work and to the students in their care
- Our parent community and volunteers, who give so generously of their time, energy and spirit to support the life of the school. Your contribution is deeply valued and makes a tangible difference to our community
- My fellow Board Directors, for their considered, professional and values-driven approach to governance

Board Membership

All Board members give tirelessly and willingly to ensure the effective governance of the school, and I am thankful to them for that. It is a privilege to work alongside such a committed group of people who share a genuine belief in the purpose and potential of this school. In 2025 Gosia Ticku and Tegan Hage were formally elected as Board members bringing their expertise in finance, risk and education. Our most recent addition to the Board as an Interim Board Director is Francis Klugman, well known in the Steiner school community, who has served on many Steiner School Boards and more recently as Principal of the Noosa Pengari Steiner School.

We farewelled Cynthia Erksine early this year from the Biralı Board of Directors and sincerely thank Cynthia for her expertise and genuine care for the Biralı Steiner School in her time as a Director.

It is with mixed emotions that I announce that Rob Birse will also be stepping down this year after a long and rewarding connection to the Biralı Steiner School. Rob has been an integral part of the DNA of the Biralı Steiner School community, and I know that I speak on behalf of the Board Directors, the School Leadership team and the wider school community when I thank him for his significant contribution to the Board.

The following table provides a summary of the intentions of the current Board Directors for the May 2026 AGM:

Board Role 2025	Name	3 Year Term Expiry date	Intentions at AGM 2026
Board Chair	Amanda Schiavo	2026	Re-nominating for a 3-year term
Board Secretary	Jane Francis	2026	Re-nominating for a 3-year term
Board Treasurer	Rob Birse	2026	Stepping Down
Board Director	Kimberley Fawkes	2027	Continuing Board Member
Board Director	Tegan Hage	2028	Continuing Board Member
Board Director	Gosia Ticku	2028	Continuing Board Member
Board Director-Interim	Francis Klugman	2029	Nominating for a 3-year term

Closing Reflection

Birali continues to be a place where education is approached with intention, where relationships matter, and where community is actively nurtured.

This year has reinforced that our strength lies not only in what we do, but in how we do it: thoughtfully, collaboratively, and with a clear sense of purpose.

I look forward to the year ahead with confidence.

Amanda Schiavo

Board Chair

Birali Steiner School

2025 Annual Report data

Contextual Information¹

School Sector: *

Independent

Year Levels Offered:

Prep to Class 10

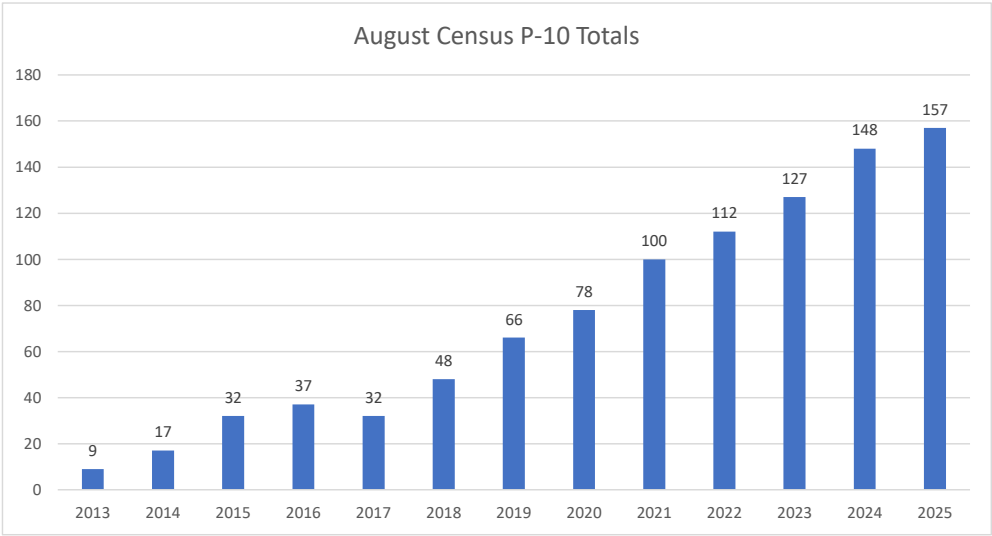
Co-educational or Single Sex: *

Co-educational

Characteristics of the Student Body: *

Birali Steiner School is a diverse community which draws upon the rich culture of nationalities including Aboriginal and Torres Strait Islander, Asian, European and Pacific Islander students.

Total Enrolments:



¹ Australian Education Regulation 2013 s60 (1)(a)

Workforce Information

Staff Composition, Including Aboriginal and Torres Strait Islander Staff: *2

Full Time Teaching Staff – Teachers = 10
Part Time Teaching Staff – Teachers, Teacher Aides, Specialist Support = 21*
Casual Teaching Staff = 6
Full Time Non-Teaching Staff – Administration, Maintenance = 4
Part Time Non-Teaching Staff – Administration, Maintenance = 4*
Casual Non-Teaching Staff – Administration = 1
Aboriginal and Torres Strait Islander Staff = 1

*2 of these staff have a mixed role including Teaching & Non-Teaching components.

Qualifications of all Teachers: *3

Qualification	Number of classroom teachers and school leaders at the school who hold this qualification (highest level counted only)
Masters	6
Post-Graduate/Graduate Diploma	3
Bachelor	6

Steiner Qualification in addition to the above	Number of classroom teachers
Qualification in Steiner Education	4
Undertaking Qualification in Steiner Education	3

Funding Information

School Income Broken Down by Funding Source *4

Please refer to the My School website for Financial data - <https://www.myschool.edu.au/school/52666/finances>

Social Climate

Parent, Teacher and Student Satisfaction with the School *5

Where schools already undertake annual surveys of parents, students and teachers for the purpose of marketing and school improvement, include relevant summaries of findings here, in plain English.

If a school does not currently undertake any such surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time; teacher retention rates over time.

Student Enrolments: During the 2025 school year, the enrolments at Birali Steiner School continued to trend upward. This pleasing pattern has been evident from the formative days of Birali Steiner School.

Satisfaction Data: The Birali Steiner School communication process - Feedback@Birali - offers opportunity for Birali community – parents, staff members and interested stakeholders- to submit suggestions for improvement

² Australian Education Regulation 2013 s60 (1)(c)

³ Australian Education Regulation 2013 s60 (1)(b)

⁴ Australian Education Regulation 2013 s60 (1)(g)

⁵ Australian Education Regulation 2013 s60 (1)(f)

or resolution, concerns and compliments to the Birali Steiner School Principal or Birali Board Chair for their attention.

Upon departure, withdrawn families are offered the opportunity to complete a questionnaire, as are any departing staff.

Student voices are heard through class discussions, one on one debriefs and teacher led activities.

Survey data from 2025 highlighted general satisfaction with the school. Parents appreciate the relational approach to teaching as well as the openness and dedication of school staff. Areas to focus on included increasing facilities within the school and continued expansion as we grow the High School curriculum.

Student Outcomes

Average student attendance rate (%) for the whole school: *⁶

The average student attendance rate for the whole school in 2025 was at 85.9%.

Commented [RW1]: @D.Baptiste

Average student attendance rate for each year level: *⁷

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
87.4%	90.6%	82.5%	83.5%	85.3%	86.00%	83.1%	80.2%	83.9%	81.6%	64.4%

Commented [RW2]: @D.Baptiste

A description of how non-attendance is managed by the school: *⁸

Non-Attendance: Students with less than satisfactory Attendance Rates are identified by their Class Teachers. Communication is undertaken with parents to provide possible advice, assistance or strategies to the family to improve the student’s attendance.

Continuing concerns regarding non-attendance are referred to the Birali Steiner School Well-Being Officer and Assistant Principal for support to the student and family.

Should the matter of non-attendance continue to be unresolved with the child successfully attending at school, the family are contacted by a member of the School Leadership to support and advise on how to address this concerning ongoing non-attendance matter.

NAPLAN results for Years 3, 5 and 7 and 9 in 2025 *⁹

Please refer to the MySchool website for information on NAPLAN data - <https://www.myschool.edu.au/school/52666/naplan/results>

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

⁶ Australian Education Regulation 2013 s60 (1)(d)(i)

⁷ Australian Education Regulation 2013 s60 (1)(d)(i)

⁸ Australian Education Regulation 2013 s60 (1)(d)(ii)

⁹ Australian Education Regulation 2013 s60 (1)(e)

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Year 12 Outcomes: *¹⁰

This is not currently applicable for Birali Steiner School.

¹⁰ Australian Education Regulation 2013 s60 (1)(h)(i)