



**SOPHIA
MUNDI**
Steiner Education and IB World School



Table of Contents

Introduction	2
Our School	3
Our Vision, Mission & Values	4
Attributes of a Sophia Mundi Learner	7
Strategic Plan Overview	9
Improvement Goals & Measures	10
Our Criteria of Success	20
Contact Details	21

“Our highest endeavour must be to develop free human beings, who are able to impart purpose and direction in their lives. The need for imagination, a sense of truth and a feeling of responsibility - these three forces are the very nerve of education”

Rudolf Steiner



Sophia Mundi Steiner School acknowledges the traditional custodians of the land where our school is situated - the Wurundjeri people of the Kulin Nation. We pay our respects to the Elders past and present, and recognise the ongoing significance of the oldest living culture in the world and its enrichment of our school's cultural life.

Introduction

At Sophia Mundi, we endeavour to nurture the children in our care by preparing them to meet the world with open-mindedness, thoughtfulness, confidence, compassion, and resilience.

The world needs strong, creative, and socially responsible young people. Sophia Mundi will continue to play its part in achieving this by providing a relevant, responsive and nurturing education inspired by an anthroposophical understanding of the developing human being.

This document outlines the strategic vision for the school over the next five years. It aims to be sustainable over this time, to ensure a healthy place for the richness of Steiner pedagogy to thrive. It is supported by clear goals identified through a deliberate and collaborative process, underpinned by annual school implementation plans, whole school surveys and review processes.

The Strategy is built around six focus areas, each supported by a set of priorities that will steer our work over the next five years. These efforts will shape the unwritten narratives of our future, positively impacting the children and young people in our care.

Measures are in place to guide the success of the outlined priorities. Our intent is to regularly communicate progress on these measures within our community, and we welcome feedback and input. We want to ensure that this plan remains a living and dynamic instrument for guiding future growth.

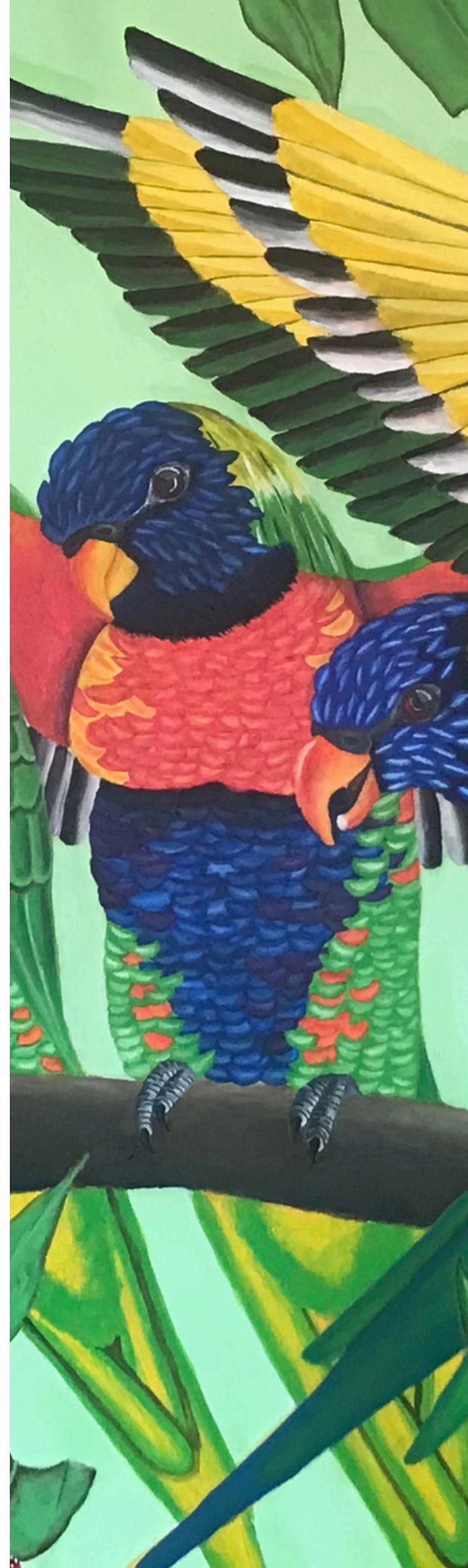
We look forward to sharing stories of its progress with you.



Fereshteh Zamini
Board Chair



Natalie Jensen
Principal





Our School

Sophia Mundi is an educationally progressive inner-city Steiner and IB World School that offers a dynamic, creative and inspiring educational journey from Prep to Year 12. We aim to create a unique educational pathway for families seeking holistic, age-appropriate, academically rigorous and inquiry-based learning that nurtures the whole child: head, heart and hands.

Steiner's educational philosophy offers a path from early childhood to adulthood that extends beyond the normal educational goals of knowledge accumulation and academic excellence, to a holistic picture of the human being. Sophia Mundi has adapted a core Steiner curriculum to its own cultural and environmental situation, to meet the needs of its students and remain true to the values and philosophy of Rudolf Steiner.

Our curriculum is rich with discovery, imagination and deep engagement, where students learn, grow and develop a sense of purpose and direction, both as individuals and as part of a community. Our students leave school with a love for learning, lifelong friendships, and a strong sense of community and social responsibility.

With a focus on holistic, meaningful and human-centred learning, we foster curiosity, creative thinking and a passion for learning. Our pedagogy is based upon a three-fold focus of "thinking, feeling, willing" or "head, heart and hands" which equips students with a healthy balance of faculties for their lifelong learning journey. We strive to support a consciously created community in which children, parents, teachers and support staff all benefit in their personal journeys as a result of engaging with our unique school.

Our school campus is on Wurundjeri Country, nestled in the beautiful grounds of the historical Abbotsford Convent, amongst the peaceful surroundings of the natural bushland overlooking Birrarung - the Yarra River - and the Collingwood Children's Farm. This beautiful environment inspires our staff and students each day.



Our Vision

We strive to create a learning environment that truly equips young people to meet the complexities of the modern world with confidence, compassion, and creativity. Guided by the principles of Steiner education, we aim to nurture the growth of the whole person - intellectually, emotionally, and spiritually.

Our vision is to be a leading centre of holistic, progressive, Steiner education, where each student is empowered to discover and realise their full potential. We envisage a vibrant learning community shaped by respect, inclusivity, and a living connection with the natural world - one that nurtures thoughtful, engaged individuals ready to contribute to a brighter future.

We aim to:

- Develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world;
- Educate for the development and fulfilment of each individual's unique capacities; and
- Continuously develop our understanding of the principles and foundations of Steiner education, to meet the evolving needs of our students in the 21st century



Our Mission

Our mission is to educate and enable individuals to become socially responsible contributors to the ongoing well-being of the community and the world. Rooted in a deep commitment to Steiner education, we foster learning that is purposeful, joyful, and grounded in the development of the whole human being: head, heart, and hands.

We are a learning community where education extends beyond academic achievement. At Sophia Mundi, learning is:

- Personal growth in thinking, through the pursuit of knowledge, understanding, and capability;
- Interpersonal and intrapersonal growth, through deepening self-awareness and respect for others; and
- Growth in our capacity to achieve, through challenge, resilience, persistence, and self-determination.

We inspire learners to develop a sense of responsibility that reaches beyond themselves - to their community, to humanity, and to the Earth.

Our Name

The name Sophia Mundi is a combination of the Greek word “**Sophia**”, meaning “wisdom”, and the Latin word “**Mundus**”, meaning “world”. This name was chosen as our mission is to equip our students with the wisdom of the world.

Our Values

Truth: At Sophia Mundi, truth is our individual acceptance of what is right and real in the world. It is our striving for knowledge and acceptance of the world through our own and others' perspectives.

Courage: Courage is shown at individual and collective levels, striving to improve. It is shown in our celebrating and respecting our individuality and the individuality of others.

Moral and ethical responsibility: Ethical responsibility is shown by our individual respect for others and all cultures, and through our setting and maintaining high standards for social conduct and positive contribution to the wider community.

Growth: At Sophia Mundi we value growth. It is shown by our willingness to take on new challenges: to put into action decisions for continuous improvement as individuals and as a school.

Our values guide everything we do at Sophia Mundi, and our students leave our school as well-rounded individuals prepared to make a meaningful impact in the world.

***“Imbue thyself with the power of imagination. Have courage for the truth.
Sharpen thy feeling for responsibility of soul”***

Rudolf Steiner





Attributes of a Sophia Mundi Learner

At Sophia Mundi we strive to educate for life - extending beyond the bounds of future study and employment to a greater sense of preparedness for the world and for the future.

This directive to educate for the future has never been stronger - in a world where the Artificial Intelligence is becoming a significant part of everyday life, and the average adult will change careers multiple times, the ability to solve problems, think critically and creatively and work well with others will set our students up to find meaningful work and thrive in the modern world.

Our curriculum not only builds proficiency in academics, but also works to nurture core attributes that we understand will set our students up for life. From Prep through to graduation, fostering these attributes in a developmentally appropriate way is woven into the curriculum, steadily building students' capacity to be active participants in the world.

Sophia Mundi Learners:

- **Have a strong sense of self** and engage purposefully in their work and in the world.
- **Have a strong sense of community**, capacity for connection and cooperation, and a deep respect for others.
- **Are curious about the world**, love learning and are interested in a broad range of topics.
- **Act with integrity and honesty**, and have a strong sense of justice, fairness and ethical responsibility.
- **Are open-minded and balanced**, applying critical and creative thinking to understand and consider multiple perspectives.
- **Are caring, empathetic and compassionate**, accepting of difference, and committed to making a positive difference in the lives of others and the world.
- **Have a holistic mindset**, recognising the interconnectedness of knowledge, self, community, society, and the environment.
- **Are thoughtful and reflective**, with an ability to reflect on strengths and weaknesses to support growth and personal development.



Strategic Plan Overview

Purpose

The purpose of this strategic plan is to set out the overarching goals for Sophia Mundi that facilitate the purpose and vision of the school for the next five years. There are ten overarching goals aligned to six key focus areas, and each focus area is broken down into improvement priorities and measures of success.



Implementation

Priorities and measures of success from the goals are selected and developed further in our Annual Implementation Plan (AIP). The AIP specifies targeted implementation strategies for meeting the success measures. The development of the AIP is part of the school's annual review undertaken by the board and management team.

Review

The Strategic Plan and the AIP are key frameworks for the monitoring and oversight of Sophia Mundi. As such they are reviewed regularly. Consequently, the Strategic Plan is a living document that can be modified by the board and principal based on feedback and consultation with staff and community. A comprehensive review is also conducted during the development of the AIP.





Improvement Goals & Measures

Our plan is organised around six focus areas:

- Students
- Staff
- Leadership & Management
- School Governance
- School Environment
- School Community

Each focus area has an overarching goal or goals and is supported by a set of priorities that will steer our work over the next five years, as well as a list of measures to track the success of the outlined priorities.



“Our work lies in assisting children to cultivate clarity of thought, breadth and balance of feelings, and conscience and initiative in actions”

Rudolf Steiner

Five-year goals for Improving Student Outcomes

To develop students of good character we must provide a holistic, enriched school experience. This means we continually evaluate and evolve our programs to ensure they support the growth and development of each young person.

GOAL 1 - All students are demonstrating growth in their learning, well-being, engagement and agency each year.

GOAL 2 - All students are practising the attributes of a Sophia Mundi Learner at a developmentally appropriate level.

IMPROVEMENT PRIORITIES	MEASURES OF SUCCESS
TEACHING AND LEARNING OUTCOMES	
Improved literacy & numeracy results	All students are demonstrating a year's worth of progress each year
Improved International Baccalaureate outcomes	Increase the school average point score over a five-year period
Improved middle school outcomes	On average middle school results show improvement in assessed standards
WELLBEING OUTCOMES	
Improved wellbeing outcomes for students	- The total number of reported instances show a pattern of decrease against 2024 levels - Access to resources to support students' ability to participate in learning is increased - Access to support staff to increase students' ability to access learning is increased
Improved Outdoor Education Program (OED)	- Parent satisfaction with the OED program is increased from 2023 levels - Student participation with the OED program is increased from 2023 levels - Student appreciation of the OED program is increased from 2023 levels
Improved Physical Education (PE) Program	- Eurythmy, as a core Steiner education practice, is incorporated into our PE program - Inter school sports' program is established and has consistent uptake from students - Program established to utilise facilities off campus, for example ovals, basketball courts and swimming pools - Program options are introduced to make use of available programs that offer in-school training

Five-year goals for improving student outcomes cont.

IMPROVEMENT PRIORITIES	MEASURES OF SUCCESS
STUDENT ENGAGEMENT OUTCOMES	
Improved student attendance	The annually reported attendance shows a pattern of increase from 2024 levels
Improved positive engagement outcomes	The total number of reported instances shows a pattern of decrease from 2024
Improved International Baccalaureate outcomes	Student preferences for learning are more aligned with the offering
Improved curricular and co-curricular offerings	Participation rates show a pattern of increase in co-curricular offerings
STUDENT AGENCY OUTCOMES	
Improved student satisfaction	Annual student satisfaction survey results show a pattern of approval from 2023 levels
Improved student-led initiatives (SLI) and community action	- Increase in the rates of participation of SLIs - Improved student satisfaction with SLIs - Improved quality of SLIs
Improved student voice in the school	- Development of a Student representative council (SRC) or equivalent to raise ideas and concerns with management - SRC has agency within the school
AESTHETIC EDUCATION OUTCOMES	
Stronger Music Program	- Student participation in concerts, competitions, and festivals, both internal and external, is increased from 2024 levels - Strong relationships with local musicians, music schools, performance spaces and recording studios have been built, and a learning and mentoring program established
Stronger Art and Design Program	- Student participation in exhibitions, workshops, competitions, and festivals, both internal and external, is increased from 2024 levels - Strong relationships with local artists, studios and galleries have been built, and a learning and mentoring program established

Five-year goals for Staff

The health of our school hinges on attracting, developing and retaining quality staff. This means we invest in professional learning and professional practices that grow and support our people.

GOAL 3 - Teachers are consistently demonstrating proficient teacher standards.

GOAL 4 - Teachers are embedding high-quality differentiated practices in their lessons that support students’ growth socially and academically while developing the attributes of a Sophia Mundi Learner.

GOAL 5 - Administration and support staff are working with effective and efficient systems that enable them to easily manage their day-to-day work while still having the capacity to participate in the planning and delivery of annual and atypical events and projects.

IMPROVEMENT PRIORITIES	MEASURES OF SUCCESS
COLLEGE STAFF	
Improve education staff retention	Staff retention shows a year-on-year pattern of increased retention in position from 2024 levels
Improved educational resourcing	Quantity and quality of learning resources shows marked improvement from 2024 levels
Improved professional development for teachers	- PD for teachers aligns with identified areas for improvement in the school resulting in a measurable improvement in the target area - The process for individual professional development is restructured to be equitable, transparent, and linked to Teacher Performance and Development Plan
Improved teaching and learning leadership	Education leadership benchmarks performance against AITSL standards for teachers, principals and leadership profiles
Improved assessment structures	Clear, consistent, and transparent processes for learner assessment are implemented throughout the school
Improved classroom supports	- Classroom support is coordinated and focused on early and frequent learning and engagement support in the classroom - Classroom support is linked to reduced instances of behavioural issues for specific learners or groups of learners - Classroom support is linked to improvements in educational outcomes for specific learners or groups of learners
Improved curriculum planning and programming	- Timetabled programs are distributed to meet recommended minimum hours across the school year - Programs are prioritised to align with pedagogical and academic objectives across the school - Program options are introduced to support student agency and pathways - Time has been dedicated to collaboration, planning, shared inspiration and reflection - Teacher’s programming and planning reflect differentiation

IMPROVEMENT PRIORITIES	MEASURES OF SUCCESS
ADMINISTRATION AND SUPPORT STAFF	
Improved communication systems	• Clear, consistent, and transparent processes are implemented throughout the school that are linked to improvements in reach, engagement and efficiency
Improved administrative resourcing	• Quantity and quality of admin resources shows marked improvement from 2024 levels
Improved professional development	• PD for admin and support staff aligns with identified areas for improvement in the school resulting in a measurable improvement in the target area • The process for individual professional development is restructured to be equitable, transparent, and linked to staff's professional improvement plans
Structural improvements	• Increase transferability between roles to support smooth operations of the administration. (e.g. when staff take leave or are absent for extended periods) • Improved assurances for protecting privacy and security of sensitive information and data across the school



Five-year goals for School Leadership and Management

GOAL 6 - Members of the leadership and management team will be working with efficient systems that enable them to easily manage the strategic direction and improvement program for the school, while still having the capacity to participate in the planning and delivery of annual and atypical events and projects. They are managing through equitable, consistent, and transparent application of school policies and procedures. Their leadership approach models the attributes of a Sophia Mundi Learner.

IMPROVEMENT PRIORITIES	MEASURES OF SUCCESS
Improved student retention	• Pattern of year-on-year retention shows an increase
Improved student enrolments	• Total enrolment of full-time students at august census shows a pattern increase • Strengthened links with feeder kindergartens, schools and their extended communities
Improved staff satisfaction	• Annual staff satisfaction survey results show a pattern of approval from 2023 levels
Improved financial position	• Year on year financial position shown in the balance sheet and operating cash flow show improvements over the 2024 accounts.
Improved quality of teaching and learning	• Overall increase in teacher performance against the AITSL standards from 2024 report
Improved whole school management and decision making	• Implement evidence-based approaches to whole school management and decision-making processes
Improved compliance framework	• VRQA identified policy and procedures correctly incorporate current regulations, standards, and legislation • Staff, students, community members have easy access to all current policy and procedures • Monitoring of the compliance framework by management is consistent and frequent
Improve school reputation in the community	• A pattern of marked increase in total annual enrolment enquiries from 2024 levels
Improve school promotion (marketing and advertising)	• A pattern of marked increase in total views/hits on the school website and media accounts from 2024 levels

Five-year goals for School Governance

GOAL 7- The board in conjunction with the school principal, have implemented an improved framework for continuous school development through evidence-based metrics, and incorporates succession planning at the governance and leadership level.

IMPROVEMENT PRIORITIES	MEASURES OF SUCCESS
Implement a school master plan	- School master plan developed - School master plan incorporated into the SMSS strategic plan
Implement a school wide business plan	School business plan developed
Ensure succession planning	- Processes developed for leadership succession planning that reduce the risk of systems breakdown and unplanned disruptive shifts in the smooth running of the school - Processes developed for governance succession planning that reduce the risk of systems breakdown and unplanned disruptive shifts in the smooth running of the school
Improve governance oversight and accountability processes	Evidence-based metrics are used to support and monitor the good order and management of the school
Strategic Risk Management	Board has developed, implemented and maintains a strategic risk management framework
Board membership	Board is ensuring a well-balanced skills matrix amongst its members for smooth governance of the school
Improve integration with ACF masterplan	SMSS planning integrates with and supports ACF masterplan for mutual benefit



Five-year goals for the School Environment

GOAL 8 - Sophia Mundi's residency on the Abbotsford Convent grounds is seen as a benefit. The site is well maintained and provides a clean, safe, environmentally responsible, and aesthetically enjoyable environment for students and staff. The grounds are considered an attraction for the school by offering natural surroundings highlighted with art installations and engaging activities for students from prep to year 12. The internal spaces are maximised to offer a targeted selection of programs while maximising the use of the available space.

IMPROVEMENT PRIORITIES	MEASURES OF SUCCESS
FOR BUILDINGS	
Improve maintenance of school facilities	Proactive maintenance is used which reduces the frequency and quantity of maintenance requests from 2024 levels
Upgrade the furnishing, equipment, and fixtures in school buildings	- A cyclical review of furnishings and equipment is developed and implemented to ensure their good order and regular maintenance - By 2029, Classroom furniture and equipment meets the high standards of the school, and is consistent and appropriate across the school site
FOR GROUNDS	
Construct new playgrounds	- Prep playground is redeveloped to meet the play-based learning needs of the students and the high aesthetic standards of the school - The courtyard area is redeveloped to meet the outdoor learning and recreational needs of the students and the high aesthetic standards of the school - The courts area is redeveloped to meet the outdoor learning and recreational needs of the students and the high aesthetic standards of the school
Improve and upgrade the landscape around the school	- Garden beds, and other landscape areas are upgraded and maintained to match the aesthetic standard of the school - Landscape areas provide recreational and educational interest for students - The grounds are identified as a feature of the school in school surveys and visitor feedback
Integrate student art and design into the environment	- In external and transitional spaces, installation points are identified and developed for showcasing student and community member artworks - A process of selection and rotation for these spaces is developed that is fair and transparent

IMPROVEMENT PRIORITIES	MEASURES OF SUCCESS
FOR GROWTH	
Increase access to outside learning spaces	Outdoor space in the courtyard area and in the courts, area is redesigned and redeveloped to cater for outside learning.
Increase average classroom size	The square meter to student ratio for Learning Areas is increased from term 1 2024 levels
FOR RESPONSIBILITY	
Reduce the use of non-sustainable materials	- Reduction in single use consumables - Reduction in the acquisition of plastic materials
Reduce the use of material resources	Paper consumption and other consumables is decreased from 2024 levels
Reduce our environmental footprint	- By 2029, a sustainability policy that sets out how the school will reduce water, energy and resource consumption, minimise waste to landfill, manage school resources, improve circularity, increase biodiversity and engage the school community with sustainability will have been developed, and implementation will commence - By 2029, the school will have a plan in place to become carbon neutral - Reduction in annual water consumption from 2024 levels - Reduction in the volume of material sent to landfill from 2024 levels





Five-year goals for the School Community

GOAL 9 - Parents and guardians of students are expressing higher levels of satisfaction with the school, their child's educational outcomes, and their sense of belonging. They are able to articulate the benefits of a Sophia Mundi Learner. They are advocates for the school.

GOAL 10- The wider community values Sophia Mundi's engagement and collaboration with them and the organisations they represent.

IMPROVEMENT PRIORITIES	MEASURES OF SUCCESS
Improved internal community engagement	- Attendance at events, e.g., festivals, concerts, and information evenings increased from 2024 levels - Increased sense of belonging within the school community - Increased ratio of active participation by parents in the preparation and performance of community events - An induction program for new families has been created, which supports them on their journey through the school - Increased engagement with the Parents & Friends group events and activities.
Improved external community engagement	- Student participation in external events e.g., concerts, competitions, festivals, and conferences is increased from 2024 levels - Staff and students' participation in external events e.g., concerts, competitions, festivals, and conferences is increased from 2024 levels - Increased relationships and partnerships with the broader community, for example, tertiary education, future employers, other schools and kindergartens, organisations, businesses and community groups in the local area
Improved parent satisfaction	Annual parent satisfaction survey results show a pattern of approval from 2023 levels
Improved alumni program	- Number of registered Alumni members is increased from 2023 levels - Number of programs for Alumni is increased from 2024 onwards
Improved understanding and integration of Wurundjeri and other first peoples cultures and perspectives.	- Reconciliation Action Plan has been reviewed and improved - Frequency of invitations to the Wurundjeri Council or Identified person to attend, participate and present at the school has increased from 2023 levels



Our criteria of success

Capable and well-rounded students	• Have a strong, well-developed sense of self • Are compassionate, respectful, creative and able to think for themselves • Have the confidence to follow their own path • Have the capacity to achieve their personal and academic goals
Outstanding teachers	• Inspire and engage students • Engage in deep learning and professional development • Are acknowledged and appreciated by students, parents, school leadership and colleagues
Well cared for environment	• Physical spaces are safe, harmonious, comfortable and beautiful • The grounds and gardens are lovingly tended • The natural environment is respected and nurtured
Engaged and supportive community	• Respectful relationships between teachers, students, parents and the wider community • Active engagement in Parents & Friends activities • Active engagement by the school community in school activities
Trusted leadership and effective governance	• Compassionate, timely, clear and effective communication is supported by the whole community • Protocols and procedures are reviewed regularly and adhered to • Integrity and working for the good of the whole school are consistently modelled
Strong and consistent financial performance	• Fiscal responsibility and integrity of financial systems and procedures • Regular review and monitoring of income and expenditure • Planning and review of capital expenditure • Fundraising support is pursued



We welcome your feedback!

We want to ensure that this is a living document, that grows and reflects the needs of our whole community. Please send your input to board@sophiamundi.vic.edu.au or principal@sophiamundi.vic.edu.au or reach out to us in person.

Thank you!

Contact details

Address: St Mary's Abbotsford Convent 1 St Heliers Street Abbotsford Victoria 3067

Phone: +61 3 9419 9229

Email: reception@sophiamundi.vic.edu.au

Online and social media details

Website: www.sophiamundi.vic.edu.au

Facebook: www.facebook.com/SophiaMundiSteinerSchool

Instagram: www.instagram.com/sophiamundistenierschool

LinkedIn: <https://www.linkedin.com/company/sophia-mundi-steiner-school>



*“Accept the children with reverence; educate them with love;
send them forth in freedom”*
Rudolf Steiner



Sophia Mundi Steiner School

Strategic

Plan

2025 - 2029



SOPHIA
MUNDI