

# CHSS Leadership & Organisational Structures 2025

## Board of Directors

The Board works at a governance level to ensure the school provides a quality Steiner education in a financially sustainable, legal and ethical manner. It provides guardianship of the school's vision and appoints the Head of School. (See page 3)

## Administration & Facilities Team

Administration and Facilities exist to support the healthy, efficient functioning of the school. They bring school values to life through daily interactions with students, community and staff. (See page 11)

## Learning Support Team

Learning Support provides assistance to teachers, classes and individual students through specific programs, including literacy and numeracy through a care team approach. (See page 9)

## Working Groups & Positions of Additional Responsibilities

Distributed responsibilities occur through collaborative working groups operating across the school. Staff can also undertake portfolios that support the efficient running of the school. (See page 12)



## Sol Group & Class Carers

Parents operating out of free will are involved in the life of the school in a spirit of care, warmth and reverence. (See page 13)

## Senior Leadership Team

The Senior Leadership Team consists of the Head of School, Head of Teaching & Learning, Business Manager and the College Chair. They meet regularly to oversee management of the school. They are responsible for a safe, healthy environment & quality Steiner education for students. (See page 5)

## College of Teachers

The College of Teachers is a voluntary group of teachers that exist to steward the cultural and spiritual impulse of the school. College meet to discuss pedagogical matters and undertake anthroposophical study. (See page 7)

## The Faculties & Specialists

Day-to-day matters relating to teaching and learning are delegated to Faculties. Our specialists in Music, Kitchen & Garden, Craft, Manual Arts & HPE manage quality programs that are deeply embedded in our curriculum. (See page 7-8)

## Therapeutic Team

Our Therapeutic team provide pastoral care and wellbeing support to students, including specialist Steiner Extra Lesson program. (See page 10)

# CAIRNS HINTERLAND STEINER SCHOOL

## Our Legal Structure

The School is a company limited by guarantee under the Corporations Act 2001 (Cth) and the liability of members is limited as provided by the Constitution. Together, the Company and CHSS operate the School.



## Registered Charity

The Company is a registered charity and reports to the Australian Charities and Not-For-Profits Commission under the ACNC Act.



## Vision & Mission

The school operates to work towards its vision and mission outlined in the Strategic Plan and underpinned by our school values and Steiner education core principles.



## Governance

Company members appoint the school directors to run “the Company”. Members are entitled to attend and vote at company meetings specifically the Annual General Meeting.

## School Management

The School operations are principally managed and led by the Senior Leadership Team represented by the Head of School, with strategic oversight by the Company’s Board of Directors.



## DESCRIPTION

## INTERFACES WITH



### THE BOARD OF DIRECTORS

The Board of Directors is appointed by Company Members and is ultimately responsible for the success of the school. Each director contributes to the collective responsibility of ensuring the Board carries out its overall purpose outlined in the Strategic Plan and upholds the Constitution. The Board strives for a skills-based mix of directors and meets with a set board agenda that covers areas of governance, legal, finance, risk, compliance and strategy.

**BOARD SUB-COMMITTEES**

**GOVERNING BODIES - ISQ, NSSAB, ASIC, ACNC, SEA**

**AUDITORS**

**COMPANY MEMBERS**

**SENIOR LEADERSHIP TEAM**

**COMMUNITY GROUPS & OTHER BODIES**

**IMPORTANT DOCUMENTS:**

**CHSS CONSTITUTION**

**CHSS STRATEGIC PLAN**



### BOARD CHAIR

The Board Chair is appointed by Directors and provides leadership and vision to the Board, ensuring they are observing sound, up-to-date governance principles. The Board Chair provides support and guidance to the Head of School to fulfil the Strategic Plan and communicates Board decisions to the School community and other stakeholders in conjunction with the Head of School.



### COMPANY SECRETARY

The Board appoints the Company Secretary. The Company Secretary is accountable to the Board through the Chair to undertake their role in supporting the Board in good governance and compliance as set out in the Corporations Act, the ACNC and the CHSS Constitution in addition to administrative tasks, including the convening of board meetings and the AGM.

# GOVERNANCE STRUCTURE

## THE COMPANY & THE BOARD OF DIRECTORS



**CAIRNS RUDOLF  
STEINER SCHOOL LTD**

COMPANY MEMBERS



**SHARONIKA CAMPLIN**

Board Chair

**ALISON WHITMILL**

Director

**MARK MATHER**

Director

**SARAH SLATER**

Director

**SMITHA MALLYA**

Director  
(skills-based appt)

**ANNABEL BROWN**

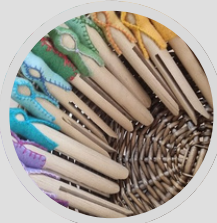
Director  
(Casual)

**ELLEN FREE**

Company Secretary



**BOARD  
SUBCOMMITTEES**



Current:  
Finance & Risk  
Early Childhood

## THE SCHOOL

**Head of  
School  
("Principal")**

The Board appoints the Head of School and delegates the responsibility of managing and running the school to the Head of School

Contact Board: [board@chss.edu.au](mailto:board@chss.edu.au)

## DESCRIPTION

## INTERFACES WITH



### HEAD OF SCHOOL

The Head of School (“the Principal”) is appointed by the Board and is responsible for the school. This includes education, student safety & wellbeing, finances, compliance, HR and operational management. They are employed to realise the strategic objectives set by the Board and are responsible for guiding the organisation as a whole.

### BOARD & SUB-COMMITTEES

**GOVERNING BODIES - ISQ,  
NSSAB, ASIC, ACNC, SEA**

### AUDITORS



### HEAD OF TEACHING & LEARNING

The Head of School delegates education leadership to the Head of Teaching & Learning. This role provides oversight of teaching and learning in the school and upholding the regulatory requirements that relate to curriculum and instruction across P-8. This role supports teachers to fulfil their classroom practice, facilitates mentoring and teacher wellbeing.

### ALL STAFF & FACULTIES

### STUDENTS & FAMILIES



### COLLEGE CHAIR

The College Chair facilitates fruitful and collaborative College meetings and brings College insight to the Senior Leadership Team. The Chair brings relevant matters to College for consideration, crafts meeting agendas, manages meetings and facilitates study and module training. The Chair is appointed by the College annually.

### COMMUNITY GROUPS, CHILD SAFETY & OTHER BODIES

### COLLEGE OF TEACHERS



### BUSINESS MANAGER

In consultation with the Head of School and the Board, the Business Manager provides strategic advice, management and leadership in the areas of organisational planning, strategic development and implementation, as well as financial management and associated reporting.

### WORKING GROUPS

### SOL GROUP

# SENIOR LEADERSHIP TEAM

**CHANI CARDWELL**

**Head of School**

**JENNY EDNEY**

**Head of Teaching  
& Learning**

**STEPHEN EDWARDS**

**Business  
Manager**

**JULIA CZERNEK**

**College Chair**



**POSITIONS OF  
ADDITIONAL  
RESPONSIBILITY**



**WORKING GROUPS**

The Senior Leadership Team meet weekly to oversee the management of the school and support collaborative decision making

Contact:  
[principal@chss.qld.edu.au](mailto:principal@chss.qld.edu.au)

## DESCRIPTION



### THE COLLEGE OF TEACHERS

The College of Teachers exists to steward the cultural and spiritual impulse of the school. All teachers employed by the school are entitled to belong to College. Members strive to continuously deepen their understanding of Anthroposophy, child development and the curriculum by undertaking ongoing study. College is responsible for the cultural life of the school in planning and organisation of events such as festivals.



### PRIMARY & HIGH SCHOOL FACULTY

The faculties are responsible for sharing skills, program development relating to the daily flow of classroom teaching and the whole-school learning environment. The faculty is chaired by a nominated Faculty Chair and facilitates collegial sharing. Primary Faculty includes all class teachers and specialist teachers from Class 1 to Class 6. High School Faculty includes all class teachers and specialist teachers from Class 7 to Class 10.



### CLASSROOM TEACHERS

Class teachers across Primary and High School are afforded creative freedom to teach within the school's educational program and in line with the requirements of the ASCF, NSSAB and teacher professional standards. The teachers' spiritually reflective freedom guides their responsibility to each student, the class as a whole, and the school community.

## INTERFACES WITH

HEAD OF SCHOOL

SENIOR LEADERSHIP TEAM

COLLEGE OF TEACHERS

FACULTIES

LEARNING SUPPORT

THERAPEUTIC TEAM

STUDENT BODY

FAMILIES

CLASS CARERS

SOL GROUP

## DESCRIPTION

## INTERFACES WITH



### EARLY CHILDHOOD FACULTY

Faculty exists to facilitate collegial sharing and the continued deepening of high-quality Steiner education in the important years of a child's first development cycle. This includes all teachers, leaders and assistants from Playgroup to Prep (Rose Apple). Kindergarten classes operate under ACECQA compliance and regulatory standards, whilst Rose Apple sits within the Primary framework.

**HEAD OF SCHOOL**

**HEAD OF TEACHING & LEARNING**

**COLLEGE OF TEACHERS**



### EARLY CHILDHOOD COORDINATOR

The EC Coordinator provides mentorship to all staff employed in Playgroup through to Prep. They are responsible for ensuring that regulatory requirements are met in this part of the school. They coordinate staffing and rostering for this area. They also provide pastoral guidance to families and actively introduce families to the ethos of the school including an important role of welcoming new families.

**STUDENTS & FAMILIES**

**GOVERNING BODIES**

**PROSPECTIVE STUDENTS**



### SPECIALIST PROGRAMS

Our specialist programs comprise Music & Strings, Kitchen & Garden, Health & Physical Education, Soft Craft and Manual Arts. These programs operate as part of the curriculum offering across faculties and enhance the quality of the Steiner education program and experience of students. Occasionally external specialists will provide teaching, for example in areas like Eurhythmy.

## DESCRIPTION



### LEARNING SUPPORT

The Learning Support team provides assistance to teachers, classes and individual students and takes a collaborative approach with families to support students. They provide for and support an inclusive learning environment which caters to the diversity of strengths and needs of our students.



### LEARNING ENRICHMENT COORDINATOR

The Learning Support Coordinator is responsible for the overall program to support students to successfully achieve outcomes. This includes working with the learning support team and teachers, development and review of support plans in consultation with families, and compliance and regulation in this area.



### TEACHER AIDES

Teacher aides are critical to the effective functioning of the classroom as support to teachers and students, and for delivering specific programs with individual students and small groups.



### BEHAVIOUR SUPPORT

Behaviour support encourages responsible, respectful and positive behaviours for students in the context of a school shaped by Steiner education's anthroposophical approach.

## INTERFACES WITH

**HEAD OF SCHOOL**

**SENIOR LEADERSHIP TEAM**

**FACULTIES**

**THERAPEUTIC TEAM**

**STUDENTS & FAMILIES**

**REGULATORY BODIES**

**EXTERNAL SPECIALISTS**

## DESCRIPTION

## INTERFACES WITH



### EXTRA LESSON

The Extra Lesson program delivered by our experienced facilitator is based on the understanding that learning differences are often due to disruptions in the developmental stages of the first seven years of life. The program involves weekly individual lessons and small group therapy sessions including fine and gross motor exercises and movement combined with rhythmic language or song, as well as art therapy.

### FACULTIES

### CLASS TEACHERS

### SENIOR LEADERSHIP TEAM

### LEARNING SUPPORT

### STUDENTS & FAMILIES



### WELLBEING

The student wellbeing officer works in collaboration with school communities to support the wellbeing of school students through providing pastoral care, running programs to support social and emotional wellbeing, case management and referral.

## DESCRIPTION

## INTERFACES WITH



### ADMINISTRATION

This includes our reception team, HR and enrolments, who interface daily with families, staff and students and support the unfolding of the cultural life of the school. The staff are responsible for the effective and efficient daily running of the school, student safety concerns, buses and interactions with community and prospective families.

**STUDENTS & FAMILIES**

**PROSPECTIVE FAMILIES**

**ALL STAFF**



### BUSINESS MANAGEMENT

The business management team comprise the Business Manager and finance support staff to plan and monitor the ongoing sustainability of the school aligned with the vision and strategic goals. This highly qualified team interfaces regularly with the Board, Head of School, staff and families.

**BUS, CONTRACTORS & SUPPLIERS**

**REGULATORY BODIES & AUDITORS**

**COMMUNITY GROUPS & OTHER BODIES**



### GROUNDS & MAINTENANCE

This team includes our facilities manager, grounds staff and cleaners who work to ensure the aesthetic quality of our buildings, playgrounds and gardens in keeping with the ethos of our school.

## DESCRIPTION

## INTERFACES WITH



### BOARD SUBCOMMITTEES

Board ratified sub-committees are formal groups created to further the strategic aims of the school or for compliance and regulatory purposes. Committees operate under a terms of reference, to support Board decisions. Members are approved by the Board. Finance and Risk Subcommittee is an ongoing committee of the Board that interfaces with the Business Management team.

**BOARD OF DIRECTORS**

**SENIOR LEADERSHIP TEAM**

**COLLEGE OF TEACHERS**



### WORKING GROUPS

Working groups are formal or informal structures that are designated by Board, Senior Leadership, College or Faculties. They are usually cross functional to facilitate wide collaboration for operational matters that need attention or focus. They can be time-bound groups or ongoing.

**COMPANY MEMBERS**

**STUDENTS & FAMILIES**



### POSITIONS OF ADDITIONAL RESPONSIBILITIES (PAR)

The development of portfolios across areas of education administration and school management provide supportive and distributed leadership to unfold. Staff can extend their leadership capacities through additional responsibilities in alignment with the school's immediate and changing operational needs and their own personal interest or capacities.

**EXTERNAL ORGANISATIONS**

## DESCRIPTION

## INTERFACES WITH



### SOL GROUP

The Sol Group is comprised of committed parents who are involved in the life of the school. It is an informal network that offers a program of events and activities in partnership with the school, including the nourishment and care of teachers and families in need, and supporting the health of the school, for example through bio-dynamic stirrings and running Rainbow's End.

**SENIOR LEADERSHIP TEAM**

**ADMINISTRATION TEAM**

**PARENTS & COMMUNITY**



### CLASS CARERS

Each class has one or two parents who at the invitation of the teacher help to support the social health of the class community. The class carer generally instigates family led social outings, as well as class coordination during events like Spring Fair.

**CLASS TEACHERS**