



WILLUNGA WALDORF SCHOOL

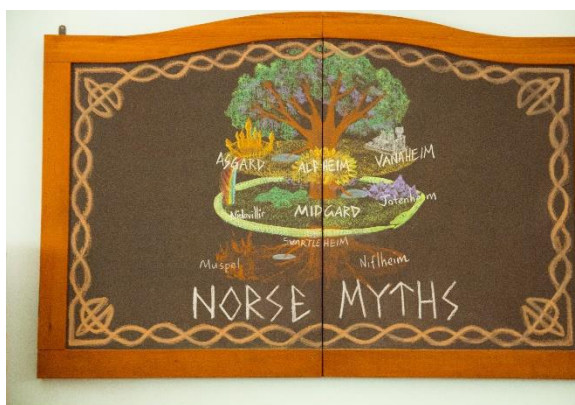
SCHOOL PERFORMANCE REPORT FOR 2017

As part of the school's funding agreement with the Australian Government, we are required to ensure that specific "School Performance Information" is made publicly available to the school community. This information supplements the School Annual Report for 2017, presented at the Annual General Meeting in May, and is also provided via the school's website, as specified by the Australian Government.

Please direct any questions about the report to the Head of School.

CONTEXTUAL INFORMATION: THE SCHOOL AND ITS COMMUNITY

Willunga Waldorf School is situated within a kilometre of the historic Willunga Township, approximately 40 kilometres south of Adelaide. The School began as a Kindergarten in a community hall in 1988. It is one of two independent Waldorf (Steiner) schools in South Australia, with a total enrolment of 348 students. It occupies the site of a former almond orchard. Many of these trees remain, forming a significant historical grove that provides a beautiful, natural feature during the annual Willunga Almond Blossom Festival.



Our school provides an education from Early Childhood to Year 12, grounded in a deep understanding and respect for the developing and unfolding human being, inspired by the work of Rudolf Steiner.

At Willunga Waldorf School we have a high value on;

- developing character competence, understanding, creativity, passion and purpose ;
- collaboration, trust and support in professional relationships ;
- a culture of ongoing learning, reflection and self-development ;
- the fostering of community connectedness and parent teacher partnerships ; and
- responsible stewardship of our social and physical environment.

The School enjoys specialist facilities for Science, PE, Technical Studies, Music and Art. The school hall and library funded under the BER program, have been in use since mid-2011. Commonwealth BGA grants assisted in construction of a significant extension to the Tech Studies building in 2013, a class 6/7 Middle School building in 2014 and a specialised Art building in 2016. Our grounds provide an outstanding nature based learning environment in addition to built spaces.

The School Council is constitutionally responsible for the overall governance of the School and delegates the authority of the education, policy implementation and the general conduct of school affairs to the Head of School assisted by the Business Manager, the Leadership Team and the College of Teachers.

Within the constitutional framework the school leadership operates as follows:

- 1.1. The Head of School is employed by the School Council, through a collaborative process with the College of Teachers, and is responsible for the leadership and daily management of the school. The Head of School is invested with executive decision making power with the expectation of collaborative, consultative processes. The Head of School fosters the oversight and successful delivery of the School's educational vision, ensures that the expectations of students, parents, teachers and the community are met and is the "public face" of the school. The Head of School works with the nominated leadership and management groups within the School.
- 1.2. The Business Manager manages the school's financial, administration and infrastructure requirements, reporting to the Head of School.
- 1.3. The Leadership Team includes faculty leaders nominated by staff and is a consultative team, supporting the Head of School in the role of school leadership, actively engaging in and carrying responsibility for the day-to-day good management and leadership of WWS.
- 1.4. The College of Teachers, through its responsibility for the core pedagogical leadership of the School, carries a collective care for the School's educational and cultural wellbeing and is engaged in shaping the culture, direction and evolution of the school.
- 1.5. The Parents & Friends group, comprising parents with children enrolled at the School and other persons admitted as members of the school association, work with the Head of School to enhance the education and social life of the School community as a whole.

Playgroups operate five mornings a week, with a playgroup co-ordinator employed

by the school. Kindergarten and Reception children are in two mixed-age classes and from Class 1 -12, the classes are single-year-level.

Our broad based High School curriculum is in keeping with a contemporary recognition that education needs to move beyond specialised disciplines to interdisciplinary work. In the High School. All students study all subjects - including English, Maths, Sciences, History, Performing and Visual Arts, Music, Spanish, Physical and Outdoor Education, Design and Technology.

In years 9-11 students undertake Work Experience, covering primary and secondary industry and community service placements. Year 10 and 11 students are able to seek exchange placements in Waldorf schools in other parts of the world through our school's own exchange program. The year 12 curriculum provides a recognised pathway to University and other tertiary studies, and incorporates an independent major research project.



The Climbing Frame installed in January

The school's music program offers enrichment for all. Children start to play pentatonic recorders and lyres in Class 1 and progress to descant recorders in Class 3. All students participate in the compulsory Strings Program, individually learning violin, cello or guitar in class 3, 4 and 5. Ensembles of various sizes

abound, and all students from class 5 -12 sing in choirs. A number of students also participate in community choirs and orchestras.

The annual School Musical is an extra-curricular event, with performers drawn from years 6-12.



The gardens surrounding the classrooms and the dedicated Educational Garden enhance the School environment and offer a wide variety of learning opportunities. Parents support the grounds staff to care for the gardens, from weekly weeding to seasonal spreading of bio-dynamic preparations. Parents also support the students directly by helping with camps,

excursions, in-school craft and other activities, and in reading programs.

The Parents and Friends Group works in collaboration with the leadership team to support the school's objectives. The Autumn Fair continues to be both our major fund-raising effort, and a wonderful demonstration of the strength of our community's connectedness. The P & F also run a retail initiative called the Rainbow Room, on the school premises, which stocks crafts materials, cards and craft gifts etc and offers group activities for parent interaction.

The school community is largely of European descent. During 2017 there were two students enrolled who identified as indigenous Australians.

In conjunction with the NAPLAN testing each year, details of parent education levels and occupations are collected and supplied to DEEWR.

In 2017 there was a funded Active After Schools Program on one afternoon per week, providing sporting activities, and for one term a swimming program was conducted. And in June an After School Kids Club commenced offering activities for students on Monday to Thursday.



Our Education Garden

TEACHER STANDARDS AND QUALIFICATIONS

In addition to the formal qualifications listed below, all teachers are trained in Mandatory Notification and First Aid and are formally registered as teachers under SA regulations.

Teacher	Qualifications
Allye Sinclair	B. Mus. (Hons.) / Grad. Dip. Ed.
Alex Walker Symonds	D. Ed (design and technology) / Dip Engineering
Andrew Banks	B. Ed. (JP/P) / Adv. Dip R Steiner Ed.
Andrew McKecknie	B. Ed (JP & P)
Bill Wood	B. Arts (hons) / Dip Teaching (primary)
Catherine Freeborn	B. Music / Grad Dip Ed.
David Blacklock	B. Science (Hons) / Grad. Dip. Ed. / Ass. Dip. Horticulture
Deborah Crisp	B. Gen Studs, B Teach, Cert Rudolf Steiner Curative Ed
Gabrielle Scarman	B. Ed (JP/P) / B.A. (Geography)
Jarrold Anderson	Bachelor of Education (UP/LS)
Jocelyn Grant	B. Ed. (Industrial Arts)
Jodie Thomas	B. Ed (JP/P)
Kathleen Lawrence	B. Ed / Grad Dip Performing Arts
Kathleen Stack	B. Ed (Primary) / Dip. Teaching Cert. Steiner Ed
Katrina Kytka	B. Ed. / Post Grad. Teaching Librarianship/Extra Lesson
Katrina Stowe	Dip Primary Ed / Dip R. Steiner / B.A. Communications
Kelly Ryan	B.A. / B. Ed.
Lin Muirhead	Dip. Sec. Teaching (Art)
Lucy Koch	B. A. (English) / Grad Dip. Ed.
Mayumi Hew	B. Econ. / Grad.Dip.Ed
Meredith Gilroy	B. A/Dip. Ed, Primary
Pru Mangos	B. A. /Grad. Dip. Ed.
Rachel Ashford	Grad. Dip in Ed / B.A.
Rachel Hoffmann	B. Ed. (middle and secondary)
Rebecca Hicks	B. App.Sc. / B.Ed. (JP/P)
Renee McGowan	B. A. B.Ed. (Secondary)
Sally Delara	B. Ed (Primary & History) hons.
Sandra Van Vliet	B. Special Education / Dip Teaching (upper primary)
Scott Johnston	B. Sc. (Hons). Dip. Ed
Sean Ashford	B. A. / Grad Dip Ed Grad Cert (Aboriginal Studies)
Sophie Binder	B. A. /Grad. Dip. Ed.
Susan Thompson	Diploma in Teaching (Sec)
Tanya Potter	B. Degree of Early Childhood Education
Tom Deliveyne	B. Ed.

STUDENT ATTENDANCE 2017

Teachers mark attendance registers within the first 10 minutes of the day. These are then sent to the office, and staff contact any parent whose child's absence is unexplained. Parents generally contact the office early, by phone or email, to preclude this need. Absences for the semester are recorded on mid-year and end of year student reports and attendance records are available on request.

Class	2017		
	male	female	total
	%	%	%
Kindergarten	96.82	78.33	87.22
Reception	83.47	82.85	83.21
1	85.90	86.30	86.16
2	84.10	85.10	84.60
3	87.90	85.70	86.58
4	94.40	83.20	86.81
5	91.00	94.70	92.15
6	80.10	88.50	83.77
7	85.10	81.00	83.38
8	87.40	82.90	85.68
9	83.70	86.80	85.35
10	84.80	88.90	86.75
11	87.95	92.07	90.17
12	90.80	91.60	91.20
School Overall %	86.65		

Each year, all schools are required to provide the opportunity for all students in classes 3, 5, 7 and 9 to participate in national benchmark tests in reading, writing, spelling and numeracy in order for the government to identify the proportion of students achieving the benchmarks nationwide. The majority of WWS parents chose to withdraw their children from the national testing program in 2017.

PROPORTIONS OF STUDENTS MEETING NATIONAL BENCHMARKS



At Willunga Waldorf School teachers constantly monitor students' progress in literacy and numeracy, and provide feedback to parents in a variety of forms which include written reports in main lesson books, half yearly reports, teacher/parent interviews and meetings and end of year reports. Although standardised tests are used for diagnostic purposes, testing under similar conditions of the benchmark tests is rarely experienced by our students.

In 2017 there were too few students participating in the testing from classes 3, 5 and 9 for results to be made public.



SENIOR SECONDARY OUTCOMES

On behalf of the whole school community we congratulate our Class 12 students of 2017.

Of our 14 Class 12 students, 5 chose the SATAC level of assessment which generates a university entrance score. All of these students achieved the required entrance scores for their chosen course. This covered a wide range of interests including:-

- Medical Science
- Biodiversity & Conservation
- Paramedics
- Commerce

All 12 students were awarded the school's Year 12 Graduation Certificate.

We wish the members of the class all the best in the future as they head off to discover where purpose and direction will take them and what they can each contribute in the world.



PARENT, STUDENT & TEACHER SATISFACTION

During 2017 the school again conducted a wide ranging survey of the broader school community regarding current performance and future planning. This follows the comprehensive process of 2016 which included public forums facilitated by an independent specialist. The school is looking to develop an ongoing bank of knowledge to assist in providing the best possible learning outcomes.

The satisfaction level across all stakeholder groups was high and the outcomes from this process also inform and assist the development of the school's Master Plan.

