



STRATEGIC PLAN

2019 - 2024

Sense and Respond



WILLUNGA WALDORF SCHOOL

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Educating and enabling
individuals to be
socially responsible
contributors to the
ongoing health of the
community,
local and global

INTRODUCTION

At the beginning of this strategic planning cycle, Willunga Waldorf School will have been established for 30 years having first opened its doors to a group of eight children on March 15th, 1989.

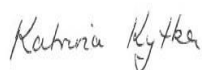
Founding teacher, Marita Huxholl, pictured a flourishing, K to 12, Waldorf School at the lighting of the first story candle on that day. In March 2019, Willunga Waldorf School celebrates 30 years of successfully growing into that vision.

Simultaneously on September 6, 2019, Waldorf Education worldwide celebrates 100 years since the opening of the first school in Stuttgart in 1919. Today there are over 1,100 Waldorf schools and almost 2,000 Waldorf kindergartens in some 80 countries around the globe with more opening all the time.

Both anniversaries provide occasion to celebrate the strong foundations laid to date and further develop Waldorf education while focusing consciously on its global achievements and dimensions.

The world needs strong, creative, resilient and socially responsible young people. Willunga Waldorf School will continue to play its part in achieving this by providing a relevant, responsive and nurturing education, now and into the future 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 in the Southern Vales. It is supported by clear goals identified through community consultation and underpinned by annual school improvement plans, whole school surveys and review processes. 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. We want to ensure that this plan remains a living and dynamic instrument for guiding future growth.



Head of School



Council Chair



College Chair



P&F Chair

MISSION

To provide an education from Early Childhood to Year 12 derived from a deep understanding and respect for the developing and unfolding human being, inspired by the work of Rudolf Steiner.

VALUES

We value:

- A deep understanding and respect for the developing, unfolding human being, which guides our education and interpersonal relationships.
- A culture of ongoing learning, reflection and self-development.
- Collaboration, trust and support in professional relationships.
- The fostering of connectedness and partnership with parents, caregivers and the wider community.
- Responsible stewardship of our social and physical environment.

*“Steiner education strives to ennoble the mind
And to fire the imagination
To fortify the will
And to quicken the initiative for life;
To sow such seeds as may produce new
vision and discovery
In the years to come:
Not to mould the mind
But to enable it to grow to new dimensions.
Thus it serves the present for the future
And awakens the motivation for lifelong
education
And self-development”*

Francis Edmunds



EDUCATION AND STUDENT LEARNING:

Continuous development, documentation and delivery of an excellent curriculum ensuring our practice is enlivened and relevant to our times. We embrace innovation while remaining true to our core pedagogical principles. An anthroposophical understanding of the human being imbues our education.

| AIM | ACTIONS | MEASURES/OUTCOMES |
|--|--|---|
| To ensure an anthroposophical understanding of the human being underpins curriculum planning and delivery. | Promote understanding through; <ul style="list-style-type: none"> • Professional development • Teacher training • Coaching • Mentoring • Parent Teacher Meetings • Parent Education • Opportunities • Website • Visiting Speakers | A shared understanding within the adult community of the phases of child development and how the right learning at the right time leads to healthy human development. |
| To ensure consistent delivery of the essentials of education through quality teaching and learning. | <ul style="list-style-type: none"> • Consistently assess student learning goals from Australian Steiner Curriculum Framework, in age appropriate ways at all year levels. | Students meeting Australian Steiner Curriculum Framework, achievement standards appropriate to year level. Student support plans in place where necessary. |

| AIM | ACTIONS | MEASURES/OUTCOMES |
|---|--|---|
| To enliven peer review practices and consistently monitor curriculum planning, programming, assessment and reporting. | <ul style="list-style-type: none"> Factor reflective practice time into a timetable restructure. Enable opportunities during term time for collaboration, planning and shared inspiration. | Teachers continue to be supported by their colleagues in delivering effective teaching and learning programs. Loads include time for professional dialogue and reflection. |
| To be a learning community and a beacon to the wider educational community. | <ul style="list-style-type: none"> Continuously highlight points of difference in Steiner Education and the higher purpose of social renewal. Open up education opportunities to the wider community. Glossary of key terms in anthroposophy. | Engagement of participants and vitality in learning programs for adults, adolescents and children. An existing common language to promote shared understanding of philosophy and methodology. |
| To provide a common awareness and reciprocal exchange of Steiner Education in the region, state, country or internationally and to strengthen connections through partnerships with schools in other countries. | <ul style="list-style-type: none"> Expand connections with South Australian schools and build wider connections through the Waldorf 100 program. Increase the representation of WWS delegates at regional, national and international meetings, training opportunities and conferences. | Expanded relationships with the global Steiner school movement and increased presence within the South Australian education context. |
| To support the establishment of new Steiner School initiatives, locally and globally. | <ul style="list-style-type: none"> Identify pioneer initiatives and needs. Build connections and offer support where possible. | Records of initiatives supported and services provided are documented in annual reviews. |
| Continue to develop an understanding of differentiation in teaching and learning. | <ul style="list-style-type: none"> Individual meetings with Learning Support staff. Provision of professional development programs. Peer sharing, coaching and mentoring. Identify extension and enrichment needs of students and provide resources for appropriate support. | Teacher's programming and planning reflects differentiation. |

| AIM | ACTIONS | MEASURES/OUTCOMES |
|---|---|---|
| To foster a culture of responsible stewardship for the school environment and beyond. | <ul style="list-style-type: none"> • Resource students for sustainability group. • Engage student leadership team in promoting responsibility for environment. • Identify and network with outside organisations such as Natural Resources Management. • Invite guest speakers. | School grounds and equipment reflect school values on responsible stewardship. Engagement with wider community linked to environmental stewardship. |
| Increase art, design and sculpture in school grounds. Nurture beauty and artistry in the natural environment. | <ul style="list-style-type: none"> • Involve students in decision-making and creation. • Budget allocation for projects. • Partner with SESG bi-annual Young and Emerging Artists. | School grounds reflect emphasis on beauty and school values. Student work showcased. |
| Ongoing review and improvement of transition programs. | <ul style="list-style-type: none"> • Review primary year's cycle and transition to Middle School. • Target parent communication in Class 8 as transition to High School becomes established. • Review transition to Senior School needs. • Allocate time. | Seamless transitions from one cycle to the next with high quality communication to students and families. |
| Maintain a clearly documented, unique Senior School curriculum with recognised, post school pathways emerging from our South Australian Steiner School Certificate. | <ul style="list-style-type: none"> • Consolidating, reviewing, updating and documenting our capacity to deliver a Senior School Steiner curriculum. • Align with national standards without compromising its unique identity. • Implementation and ongoing review. | <p>Full K to 12 registration from the Education Standards Board in line with Australian National Curriculum requirements.</p> <p>Freedom to deliver our own learning standards, methodology and curriculum with confidence and recognition of its rigour.</p> |

| AIM | ACTIONS | MEASURES/OUTCOMES |
|--|---|--|
| Develop a plan for the provision of Waldorf aligned family day care addressing the needs of working families. | <ul style="list-style-type: none"> • Training provided by school to develop shared understanding of 0-4 Early Childhood principles. | Day care available to parents, with trained providers recommended by school. |
| Enable a facilities structure to provide effective and responsible use of technology by staff and students. | <ul style="list-style-type: none"> • Grow network and internet accessibility for staff and students. • Evaluate 'Bring Your Own Device' capacity. • Review and update cyber safety procedures and responsible student use of technology. | Efficient IT system reflecting current day standards meeting the needs of staff and students. |
| Provide an environment that encourages and supports professional learning. | <ul style="list-style-type: none"> • Sense and identify emerging professional needs of teachers and devise PD programs to respond. • Offer opportunities for teachers in training, placements and mentoring. | Teachers with energy and inspiration for the task. Staff are attracted to join WWS. Ready pool of potential recruits. Australian Professional Standards and Steiner training for teachers referenced. |
| Build educational community partnerships that benefit students. | <ul style="list-style-type: none"> • Develop strong connections to secondary schools, TAFE providers, apprenticeship providers and universities. | Post school pathways well understood by students. Organisations informed about WWS and Steiner Education differences. |
| To be compliance smart -preserving the spirit of Waldorf education while at the same time according with statutory requirements. | <ul style="list-style-type: none"> • Soundly meeting all compliance requirements in creative ways that proudly advocate our differences. | All compliance requirements met well. Compliance viewed as an opportunity to promote Waldorf Education not merely a burden. A productive convergence between the possible and the ideal. |



TAKE PRIDE IN HOW FAR WE HAVE COME
HAVE FAITH IN WHERE WE ARE GOING





STRUCTURE AND BUSINESS MANAGEMENT

A dynamic business model and structure enables growth and sustainability in our capacity to offer Steiner Education to greater numbers of students. Our priority is to be well equipped for continued growth and to demonstrate leadership in ecological, financial and staffing sustainability.

| AIM | ACTIONS | MEASURES/OUTCOMES |
|--|--|---|
| Increase and retain High School enrolments including Senior School. | <ul style="list-style-type: none"> • Invite old scholars to speak with students. Year 10 as target audience. • Develop a print media marketing campaign targeting the years with the lowest enrolments. • Increase community awareness of graduate capabilities, experiences and successes. | Increased numbers in High School classes targeted. |
| Examine possibility of double streaming from Middle School by one class per year, commencing when numbers indicate and a shared agreement amongst all stakeholders exists. | <ul style="list-style-type: none"> • Continue to workshop full implications with staff. • Identify resources required. • Engage existing wait list. • Communicate with existing double streamed Steiner schools. | Two Class 6 or 7 groups to be in operation as soon as numbers and agreements indicate. Two Middle School classes feeding High School. Adolescent class sizes reduced. |

| AIM | ACTIONS | MEASURES/OUTCOMES |
|--|---|--|
| Commence partnerships with schools conducting a Steiner stream. | <ul style="list-style-type: none"> Provide streamlined access from schools offering a 'Steiner stream'; specifically Sheidow Park. | "Steiner Stream," primary school graduates are consistently enrolling in WWS high school. |
| Ensure continuous review and renewal of the school master plan for the ensuing five-year period for inclusion in financial forecasting. | <ul style="list-style-type: none"> Develop and maintain a whole school Master plan for the next 20-30 years as a guide for School leadership and financial planning. | Formal documentation of review and renewal by School Council, College and Leadership. |
| Encourage and support a climate of "sense and respond" with regard to strategic vision. Ensure that strategic vision is responding not imposing the direction. | <ul style="list-style-type: none"> Focus on purpose, provide appropriate forums and listen to what is emerging, and publicly record processes and outcomes. | WWS is flexible and responsive to emerging priorities. Review of strategic plan formally documented and used as a map that guides direction. |
| Ensure continuous review, upgrade and maintenance of school facilities. | <ul style="list-style-type: none"> Develop a planned, documented long-term maintenance program. Identify and incorporate planned construction projects. | Maintenance program written, approved and implemented. Master Plan review formally documented. |
| Ensure WWS adopts ecological practices and renewable resources consistent with school principles. | <ul style="list-style-type: none"> Ensure best ecological practices in future planning, balanced with financial capacities of the business. | Ecological practices applied in planning reflect school value on responsible stewardship. |
| Ensure all development is financially sound and within sustainable management practices. | <ul style="list-style-type: none"> Ongoing review and oversight by Finance and Compliance committee. Implement sound succession planning and recruitment practices for future change. | High quality, collaborative business management and reporting including detailed annual budgets. |
| Sustain an efficient, well-organised, well-resourced administration team. | <ul style="list-style-type: none"> Review processes in place to ensure admin team is resourced to meet school growth. | Administration team capably supporting teaching, learning and school operations |



CULTURE, COMMUNICATION AND RELATIONSHIPS

We stand confidently in the community and clearly communicate who we are and what we do. Meaningful relationships underpin a healthy, united school culture aligned with our purpose and vision.

| AIM | ACTIONS | MEASURES/OUTCOMES |
|--|--|---|
| Provide clarification and promotion of our unique school identity and offerings. | <ul style="list-style-type: none"> Articulate and promote WWS distinguishing features widely. The principles behind HEAD, HEART, HANDS TRUTH, BEAUTY, GOODNESS THINKING, FEELING, WILLING INSPIRATION, IMAGINATION, IMITATION <p>Shared and widely understood by all members of the community.</p> | WWS educational points of difference promoted and understood in wider community and communicated in everyday language. |
| Actively develop and promote alumni programs with an emphasis on diverse graduate qualities, characteristics, successes and post school choices. | <ul style="list-style-type: none"> School based alumni events. Engage ex-students in networking. Ex-students to meet with current students. Expand alumni website page to include bios. You-tube videos on how broad based curriculum served students. | <p>Strengthening network and community connections.</p> <p>Old scholars advocating for benefits of Waldorf Education and attending school events.</p> |

| AIM | ACTIONS | MEASURES/OUTCOMES |
|--|---|---|
| To ensure parents/caregivers have a clear understanding of student learning and progress during each year. | <ul style="list-style-type: none"> • Parent teacher meetings, reports, and interviews. • Identify additional forms necessary to meet this need. | Parents are adequately informed about individual student progress giving positive feedback to the school; reduction of follow up enquiries. |
| Increase WWS presence in the wider community. Develop partnerships with and service to community groups. | <ul style="list-style-type: none"> • Identify partnerships that align with school vision, ethos and curriculum aims. | Timetable provision to encourage expanded student involvement in programs beyond school. |
| Identify opportunities to broaden cultural inclusivity and social diversity within the school. | <ul style="list-style-type: none"> • Recognise the existing diversity within the school community and provide avenues of expression and celebration through curriculum, exchange, and school partnerships. | <p>The social and cultural diversity of the school is known and celebrated.</p> <p>The curriculum is used as a vehicle to further expand and celebrate social and cultural diversity.</p> |
| Increase Aboriginal Ed programs and participation. Document expanded curriculum links and opportunities. | <ul style="list-style-type: none"> • Cultural Awareness training. • Expand connections through outdoor education experiences. • Identify curriculum opportunities for relationships | Aboriginal education underpinned by meaningful relationships with students demonstrating an understanding of aboriginal culture. Completed Reconciliation Action Plan |
| Raise the public profile of Steiner education – first choice not alternative choice education. | <ul style="list-style-type: none"> • Promote Steiner education in all possible forums- local Primary Schools, Universities, AIS and community events. • Advocate unique identifiers. | Public recognition of how Steiner Education equips students for life beyond school. |

| AIM | ACTIONS | MEASURES/OUTCOMES |
|--|--|--|
| Expand website, advertising and marketing potential. | <ul style="list-style-type: none"> • Maintain and regularly update website. • Review and update current advertising and marketing budgets, targets and effectiveness. | <p>Stage Two and Three of website upgrade complete.</p> <p>Annual documentation and review of marketing strategies and effectiveness.</p> |
| Regularly review and update communications policy. | <ul style="list-style-type: none"> • Clearly outline purpose of each different communication platform. • Provide training for School Stream app. | <p>Communications policy recorded and up to date with a clear purpose stated for each platform.</p> |
| Maintain a strong working relationship with S.A. Universities. | <ul style="list-style-type: none"> • Ensure clear understanding of WWS curriculum and assessment practices. • Expand student understanding of post school opportunities through practical experiences and connections. • Host student teacher placements. | <p>Universities understand the value of the WWS curriculum.</p> <p>Graduates aware of opportunities. Universities aware of qualities of graduates.</p> |



LEADERSHIP FORMATION THROUGH SELF-DEVELOPMENT AND WELLBEING PRACTICES

Our priority is to ensure a healthy, ongoing culture of shared leadership, responsibility, personal and professional development across staff, student, governance, leadership and management roles and to foster wellbeing practices for all.

| AIMS | ACTIONS | MEASURES/ OUTCOMES |
|--|---|--|
| Provide internal development opportunities to ensure capacity to fill future leadership roles. | <ul style="list-style-type: none"> • Distributed leadership. • Head of School, Faculty Coordinators, Business Manager, Council Chair, College Chair persons all coaching, mentoring and developing others in role responsibilities. • Enabling opportunities for experience and participation. | Capacity to fill expected and unexpected leadership vacancies. |
| Develop opportunities to expand student voice, leadership and agency. | <ul style="list-style-type: none"> • Increase student voice, involvement and responsibility in school planning and decision-making. • Include student leaders in forums and feedback, school tours, information evenings, promotions, leadership and governance meetings. | Students reporting on their learning and engagement and participating age appropriately in school direction and culture development. |

| AIMS | ACTIONS | MEASURES/ OUTCOMES |
|--|---|--|
| Ensure outstanding recruitment and induction processes. | <ul style="list-style-type: none"> • Focus on suitable fit with WWS organisation, purpose and culture. • Recruitment process to involve those most affected by the result. | High quality staff aligned with purpose and culture of WWS. Flexibility and fluidity in roles. |
| Implement and maintain clear and consistent guiding principles for collaborative leadership development throughout the school. | <ul style="list-style-type: none"> • Coaching, mentoring, professional dialogue, allocated time for referencing vision, values and collective purpose. • Emphasis on trust, safety, responsibility and accountability in culture development. • Reference AITSL Standards. | Vision, mission and values acting as constant self-reference. Distributed taking of initiatives. Shared responsibility and accountability. Increased self-management and organisation. Increased collaboration increases WWS capacity. |
| Ensure effective and inclusive decision-making. | <ul style="list-style-type: none"> • Organisation's vision and purpose clearly understood and active in guiding all decision-making. | Stakeholder perspectives consulted to influence and inform decision-making. |
| Provide effective and appropriate communication from governing Council. | <ul style="list-style-type: none"> • Regular meetings, reports and newsletter entries to ensure wider community are well informed. | Transparency, accountability and clarity of role and activities. Clear separation between governance and day-to-day management. |
| Provide opportunities for self-education, inner development and growth. | <ul style="list-style-type: none"> • Forge ongoing links between own personal sense of calling and alignment with WWS mission. • Feedback and respectful collegial accountability. • Referencing and study of Steiner's original teachings. | Individual and collective purposes aligned. Energy derived from serving higher purpose. Staff, students and parents all seen as learners. Failures seen as learning possibilities. |

| AIMS | ACTIONS | MEASURES/ OUTCOMES |
|---|---|--|
| Increase wellbeing practices available to staff and students. | <ul style="list-style-type: none"> • Investigate appointment of school nurse. • Explore further staff welfare, support options. • Establish retreat room for rest and meditation. • Reinvigorate mentoring program. • Strengthen induction processes for new staff. • Facilitate biography workshops. | Increased staff and student wellbeing evidenced through survey feedback. |

ENLIVEN IMAGINATION
STAND FOR TRUTH
FEEL RESPONSIBILITY

WILLUNGA WALDORF SCHOOL ~ FUTURE DIRECTIONS 2019-2022

Educating and enabling individuals to be socially responsible contributors to the ongoing health of the community, both local and global.

PARADIGM:

Sense and Respond

VISION: To educate and enable individuals to be socially responsible contributors to the ongoing health of the community, both local and global.

PURPOSE: WWWS provides an education from Early Childhood to Year 12 derived from a deep understanding and respect for the developing and unfolding human being, inspired by the work of Rudolf Steiner.

VALUES

- A culture of ongoing learning, reflection and self-development.
- Understanding and respect for the developing human being
- Collaboration, trust and support in professional relationships
- Connectedness and partnership with parents, caregivers and the wider community.
- Responsible stewardship of our social and physical environment.



WILLUNGA WALDORF SCHOOL

NOTES



WILLUNGA WALDORF SCHOOL



WILLUNGA WALDORF SCHOOL FOR STEINER EDUCATION

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STRONG ~ BALANCED ~ DYNAMIC