



WILLUNGA WALDORF SCHOOL

SCHOOL PERFORMANCE REPORT FOR 2018

As part of the school's funding agreement with the Australian Government, schools are required to ensure that specific "School Performance Information" is made publicly available to their community. As an incorporated association this information supplements the School Annual Report for 2018, presented at the Annual General Meeting in May each year, and is specifically 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 1989. It is one of two independent Waldorf (Steiner) schools in South Australia, with a total enrolment of 367 students, up from 348 in 2017. 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 place 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 the 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 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 and Business Manager 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 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 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. In 2018 this was a major production performed on two nights at the Hopgood theatre in nearby Noarlunga and involved every high school student in some capacity.



The gardens surrounding the classrooms include a dedicated Educational Garden and both enhance the School environment plus 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 and 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 2018 there were two students enrolled who identified as indigenous Australians.

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

In 2018 there was a funded Active After Schools Program on one afternoon per week, providing circus activities, and an After School Kids Club offering nature activities for students on three afternoons each week.



High School Musical

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.

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.
Chantelle Sommers	BA (hons) Early Years and Youth Studies
David Blacklock	B. Science (Hons) / Grad. Dip. Ed. / Ass. Dip. Horticulture
Deborah Crisp	B. Gen Studs, B Teach, Cert Rudolf Steiner Curative Ed
Fanchon Ferandi	Grad. Dip. Ed.
Gabrielle Scarman	B. Ed (JP/P) / B.A. (Geography)
Jarrold Anderson	Bachelor of Education (UP/LS)
Jodie Thomas	B. Ed (JP/P)
Karen Arbon	B. Ed (JP & P), B. Social Work
Kathleen Lawrence	B. Ed / Grad Dip Performing Arts
Kerstin Andersson	Master of Disabilities, B. Spec. Ed (Special Authority to Teach 606543)
Kathleen Stack	B. Ed (Primary) / Dip. Teaching Cert. Steiner Ed
Katrina Kytka	B. Ed. / Post Grad. Teaching Librarianship/Extra Lesson
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
Pru Mangos	B. A. / Grad. Dip. Ed.
Polly Hamer	Post Grad. Cert of Education, Secondary English
Rachel Ashford	Grad. Dip in Ed / B.A.
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)
Schandra Verzi	B. Arts' Masters in Primary Teaching
Scott Johnston	B. Sc. (Hons). Dip. Ed
Sean Ashford	B. A. / Grad Dip Ed Grad Cert (Aboriginal Studies)
Selina Ayles	B. Ed (Primary R-7), B.Arts
Sophie Binder	B. A. / Grad. Dip. Ed.
Susan Thompson	Diploma in Teaching (Sec)
Tanya Potter	B. Degree of Early Childhood Education
Tis Nicols	Grad. Dip Ed. P. Oed
Tom Deliveyne	B. Ed.

STUDENT ATTENDANCE 2018

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	2018		
	Attendance Rates		
	Male	Female	Total
Kindergarten	88.3%	90.2%	88.9%
Reception	82.3%	87.2%	84.8%
1	87.1%	89.1%	87.9%
2	91.9%	88.5%	90.3%
3	92.5%	90.7%	90.8%
4	90.5%	91.3%	90.6%
5	95.6%	88.5%	90.4%
6	91.7%	90.6%	90.9%
7	89.5%	87.9%	88.5%
8	90.4%	91.0%	90.2%
9	86.3%	86.1%	84.6%
10	89.2%	91.8%	91.1%
11	92.9%	90.7%	91.8%
12	89.4%	93.3%	90.5%
School Overall %	89.4		

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

PROPORTIONS OF STUDENTS MEETING NATIONAL BENCHMARKS

their children from the national testing program in 2018.



Class 10 winemaking

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, class meetings and end of year reports. Although standardised tests are used for diagnostic purposes, testing under conditions similar to the benchmark tests is rarely experienced by our students.

In 2018 there were too few students participating in the testing from classes 3, 5 and 9 for results to be made public.



Class 8 bike camp

SENIOR SECONDARY OUTCOMES

On behalf of the whole school community we congratulate our Class Twelve graduates of 2018.

In a class of 14 students, 12 chose the SATAC level of assessment which generates a university entrance score. Students achieved the required entrance scores for their chosen courses. This covered a wide range of interests including:-

- Architecture
- Pure Maths
- Medical Science
- Animal Behaviour

Other post school options included a carpentry apprenticeship and extended travel.

All 14 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 2018 the school conducted a wide ranging survey of the broader school community for the third year running regarding current performance and future planning. From this and other forums 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

