



WILLUNGA WALDORF SCHOOL

SCHOOL PERFORMANCE REPORT FOR 2020

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 2020, 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.

VISION STATEMENT

To educate and enable individuals to be socially responsible contributors to the ongoing health of the community.

MISSION STATEMENT

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.



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 371 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 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 are purpose built for whole school use and a new class 6/7 Middle School building has operated since 2014. The specialised Art building was completed in 2016. However our largest construction project was completed 2020 – a two storey high school building comprising 5 classrooms and an open breakout space suitable for larger presentations. This replaces the ageing transportable buildings and provide an engaging classroom structure.

Overall our grounds provide an outstanding, nature based learning environment in addition to the built spaces.

GOVERNANCE

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.



CURRICULUM

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 Primary School curriculum is structured to meet the natural development of the child thematically based to underpin the learning frameworks from Class 1 to 7.



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. However, due to global travel restrictions, this program was not active in 2020. 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 who presented at outdoor performance soirees in 2020 in response to COVID19 restrictions.

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 activities including 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. Sadly this significant event was cancelled due to the COVID19 pandemic. However, the P & F Christmas market was an utter delight for community connection and fundraising later in the year. The P & F also run a retail initiative called the Rainbow Room, on the school premises, which stocks crafts materials, cards and craft gifts and offers group activities for parent interaction.

The school community is largely of European descent. During 2020 there were two students enrolled who identified as indigenous Australians.

In a typical year, NAPLAN testing, details of parent education levels and occupations are collected and supplied to the Education Department as required. NAPLAN was also cancelled due to COVID19

In 2019 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. This has continued to operate in the same manner throughout 2020.

OUTBOUND ACTIVITIES

Camps and engagement with the natural environment are a significant feature of each school year. However, the typical camps and excursions calendar was largely impacted by COVID19.

Beginning with an overnight camping experience on the school grounds in Class

2 the program builds toward a major expedition in Class 11.

The typical full schedule of major camps is

- Class 3 – Narnu Farm nature experience
- Class 4 – Warrawong Sanctuary
- Class 5 – Woodhouse adventure park
- Class 6 – Kangaroo Island tour
- Class 7 – Camel Trek in Flinders region
- Class 8 – Kuitpo Forest bike trek
- Class 9 – Mt Arapilies rock climbing trek
- Class 10 – Spencer Gulf Oceanography
- Class 11 – Iga Warta Adnyamathanha Country Hike
- Class 12 – Modern Art Tour (Adelaide -2020)

Each of these activities is tied to a particular curriculum subject and includes assessable assignment work undertaken before and after the event.

The gradual build up in degree of difficulty is also geared to build resilience in the child as they grow.



SPORTING ACTIVITIES

The curriculum has a strong balance of academic and physical activities with the latter considered an important element of maintaining an active mind in the classroom.

Bothmer is a unique discipline in Steiner schools and teaches the student balance and awareness of both their own and each others physical space.

The school encourages participation in many sports and participates in games with local schools as well as entries in SAPSASA events. Willunga Waldorf School enjoys significant success in all areas of interschool sporting. The year 6 and 7 girls soccer won the state completion and were finalists for School Sports Award.



STUDENT WELFARE

The school has a strong commitment to learning support for children with special needs. Staff work with parents to ascertain if there are any developmental issues and create specialised programs as required.

In addition, the school has a student counsellor and wellbeing support services available from year 6- year 12, for personal access to assist with the many complexities that may arise in a young person's life.

TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff are required to undertake targeted professional development during each year which includes a personal learning plan linked to aims and actions suggested within the school's strategic plan.

In addition to the formal qualifications listed below, all teachers are trained in Mandatory Notification (RRHAN) 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 McKechnie	B. Ed (JP & P)
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 Ferrandi	Grad. Dip. Ed.
Gabrielle Scarman	B. Ed (JP/P) / B.A. (Geography)
Grace Vai Steirman	Master of Education, B. Sc, Dip. Teaching
Jarrold Anderson	B. Ed. (JP/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
Kelly Ryan	B.A. / B. Ed.
Lin Muirhead	Dip. Sec. Teaching (Art)
Lucy Koch	B. A. (English) / 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. /B. Vis.Arts
Tom Deliveyne	B. Ed.

STUDENT ATTENDANCE 2020

Teachers mark attendance registers within the first 10 minutes of the day. The administration attendance officers notify parents of any unexplained absence. 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	2020
	Attendance Rates
Kindergarten	76.10%
Reception	77.00%
1	86.40%
2	87.30%
3	89.10%
4	88.30%
5	88.90%
6	87.30%
7	88.40%
8	89.50%
9	87.80%
10	84.30%
11	84.70%
12	91.10%
School Overall %	86.10%

PROPORTIONS OF STUDENTS MEETING NATIONAL BENCHMARKS

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 program was nationally cancelled due to COVID19 impacts.

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.



SENIOR SECONDARY OUTCOMES

On behalf of the whole school community we congratulate our Class Twelve graduates of 2020. It was particularly challenging year in the face of the global pandemic, however,

All 17 Year 12 students were awarded the School's Year 12 Graduation Certificate. At the completion of the year, 12 graduates applied for university courses and received their first choice and first round offers.

Fields of study range from Science, Business, Philosophy, Psychology, Criminology, Nursing, Health Sciences, Computer Science, Arts and Economics.

Many graduate students have elected to take a year before commencing tertiary education, due to the uncertainty of COVID19.

We wish all members of the year 12 class success and fulfilment as they seek to discover their purpose and direction and what it is they can each contribute to the world.



PARENT, STUDENT & TEACHER SATISFACTION

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 not effectively surveyed in 2020. The outcomes from any process continue to inform and assist the development of the school's Master Plan.

The school typically has a high record of staff retention, 2020 saw more movement of staff and students than is typical in any

given year. Again, this can be attributed to life changes brought about external circumstances related to the global pandemic. Student enrolments were impacted by withdrawal of students resulting from the introduction of the *No Jab No Play* legislation. The school has a robust waiting list for many in both primary and secondary school. There are many families looking to join our vibrant school community.

SCHOOL INCOME BY SOURCE

The school strives to maintain tuition fees at an affordable level for our community. In recent years annual increases have been less than the rate of inflation.

As an independent school funds are received from both the commonwealth and state governments under nationally agreed formulae and the school is required to maintain records and standards in accord with national regulations.

The majority of school funding is derived under this structure with direct fees comprising less than 30% of total income.



