



WILLUNGA WALDORF SCHOOL

SCHOOL PERFORMANCE REPORT FOR 2022

As part of the school's funding agreement with the Australian Government, schools must publicly make specific "School Performance Information" available to their community. As an incorporated association, this information supplements the School's Annual Report for 2020, presented at the Annual General Meeting in May each year. It is provided explicitly 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 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 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 372 students K-12. 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 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 High School building has operated since 2020.

The specialised Art building was completed in 2016 and a class 6/7 building in 2014. The school purchased a new block adjacent to our land on Aldinga Road, 66,000 sqm, in March 2022 for future development and expansion. The school has decided to embark on dual streaming in 2024, having a significant waitlist. The school will begin reviewing the master plan and planning for new classrooms for reception in 2024 throughout 2023.

Our grounds provide an outstanding nature-based learning environment besides the built spaces.



GOVERNANCE

The School Council is constitutionally responsible for the overall school governance. It delegates the authority of the education, policy implementation, and general conduct of school affairs to the Head of the 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 School Council employs the Head of the School 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.
- 1.2. The Business Manager manages the school's financial, administrative, and infrastructure requirements, reporting to the Head of School.
- 1.3. The Leadership Team includes faculty leaders, being a consultative team, supporting the Head of School in the role of school leadership, and 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 collective care for the school's educational and cultural well-being and is engaged in shaping the school's culture, direction, and evolution.
- 1.5. The Parents & Friends group, comprising parents with children enrolled at the school and other persons admitted as members of the school association, works with the Head of School and Business Manager to enhance the education and social life of the school community.

The Parents and Friends Group collaborates with the leadership team to support the school's objectives. The Autumn Fair changed to an Easter market due to ongoing COVID-19 restrictions but continues to be our significant fund-raising effort and an excellent demonstration of the strength of our community's connectedness. However, with COVID-19 restrictions all lifted by the end of the year, the P&F Christmas market was an utter delight for community connection and fundraising later in the year. The P & F also runs 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.



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 Classes 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 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 can seek exchange placements in Waldorf schools in other parts of the world through our school's exchange program. However, this program is still on hold for 2022 due to global travel restrictions. 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 playing pentatonic recorders and lyres in Class 1 and progress to descendant recorders in Class 3. All students participate in the compulsory Strings Program, individually learning violin or cello in classes 3, 4, 5 and 6. Ensembles of various sizes abound, and all students from classes 5 -12 sing in choirs.

The gardens surrounding the classrooms include a dedicated Educational Garden, both enhancing the school environment and offering a wide variety of learning opportunities. Parents support the grounds staff in caring for the gardens, from weekly weeding to seasonal spreading of bio-dynamic preparations.

Parents support the students directly by helping with excursions, in-school crafts, and other activities, including reading programs.

In 2022, After School Kids Club, ASKC, continued to operate, offering nature activities for students on three afternoons each week.

OUTBOUND ACTIVITIES

Camps and engagement with the natural environment are significant features of each school year. However, the impact of the ongoing restrictions of COVID-19 at the beginning of 2022 delayed our term one camp and excursions until later in the term. Beginning with an overnight camping experience on the school grounds in Class 2, the program builds toward a significant expedition in Class 11.

The typical full schedule of major camps:

- Class 2 – School overnight camp
- Class 3 – Narnu Farm nature experience
- Class 4 – Aldinga Scrub/Encounter Bay
- Class 5 – Woodhouse Adventure Park
- Class 6 – Mt Gambier
- Class 7 – Camel Trek in the Flinders region
- Class 8 – Orientation camp
- Class 8 - Kuitpo Forest bike
- Class 9 – Mt Arapiles rock climbing trek
- Class 9 - Bike camp
- Class 10 – Spencer Gulf Oceanography
- Class 10 – Orienteering surveying camp
- Class 11 – Igga Warta Adnyamathanha Country Hike
- Class 12 – Modern Art Tour (Adelaide -2020)

Each camp is tied to a curriculum subject and includes assessable assignment work undertaken before and after the event.

The gradual build-up in the 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, essential to maintaining an active mind in the classroom.

Bothmer is a unique discipline in Steiner schools and teaches students balance and awareness of their own and each other's 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 sports.

STUDENT WELFARE

The school firmly commits 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.

The school has a mentoring program in primary and high school, allowing assistance for younger students to work alongside the well-being person or an older student as part of a mentoring program. In addition, the school has student wellbeing support services available from year 7 to year 12 for personal access to assist with the many complexities that may arise in a young person's life.

TEACHER STANDARDS AND QUALIFICATIONS

B.	Qualifications
Allye Sinclair	B. Mus. (Hons.) / Grad. Dip. Ed.
Alan Cook	Master of Science / Grad. Dip.Ed. / B.Mus.
Alex Walker Symonds	D. Ed (design and technology) / Dip Engineering
Amy Williams	Grad. Dip. Ed (Middle Years) / B.Sc. / Cert. III (Ed) / Cert IV (Tourism) / Cert IV (Community & Outdoor Recreation)
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
Danielle Windsor	B.Ed. (Primary)
Deborah Crisp	B. Gen Studs, B. Teach, Cert Rudolf Steiner Curative Ed
Domas	B. Ed (Primary)
Fanchon Ferrandi	Grad. Dip. Ed.
Gabrielle Scarman	B. Ed (JP/P) / B.A. (Geography)
Ian La Ronde	B. Ed (Primary)
Jarrold Anderson	B. Ed. (UP/LS)
Jodie Thomas	B. Ed (JP/P)
Joshua Withers	B. Ed (JP/P) / B.A. (English/Creative Writing/Drama) / Fundamentals of Steiner Education
Kathleen Lawrence	B. Ed / Grad Dip Performing Arts
Kerstin Andersson	Master of Disabilities, B. Spec. Ed (Special Authority to Teach 606543)
Kelly Ryan	B.A. / B. Ed.
Lin Muirhead	Dip. Sec. Teaching (Art)
Lucy Koch	B. A. (English) / Grad Dip. Ed.
Rachel Ashford	Grad. Dip in Ed / B.A.
Rebequa Atkins	B. Ed. (UP/LS)
Rebecca Hicks	B. App.Sc. / B.Ed. (JP/P)
Renee McGowan	B. A. B.Ed. (Secondary)
Rohan Ball	B. Ed (Primary)
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)
Selina Ayles	B. Ed (Primary R-7), B.Arts
Sophie Binder	B. A. / Grad. Dip. Ed.
Susan Thompson	Diploma in Teaching (Sec)
Tamaran La Ronde	B. Ed. (Primary) / Cert. of Proficiency Steiner Ed. Theory & Human Development / Adv. Dip. (Small Business & Textiles)
Tis Nichols	Grad. Dip Ed. / B. Vis. Arts
Tom Deliveyne	B. Ed.
Thomas Redwood	Dr of Philosophy / B. A / Grad Dip. Ed

All teaching staff are required to undertake targeted professional development each year, including 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, Working with Children's certificate and are formally registered as teachers under SA regulations.

STUDENT ATTENDANCE 2022

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 upon request.

Class	Attendance Percentage
Kindergarten	73.3%
Reception	76.6%
Class 1	84.6%
Class 2	85.9%
Class 3	87%
Class 4	86.8%
Class 5	86.2%
Class 6	85.5%
Class 7	88.8%
Class 8	86%
Class 9	84.7%
Class 10	86.9%
Class 11	84.1%
Class 12	89.5%
Whole School	84.7%

The school community is mainly of European descent. In 2022, 6% of students at WWS were born overseas, 6% speak another language at home other than English, five students are not Australian citizens, and three are First Nations/ Aboriginal Australians.

In a typical year of NAPLAN testing, parent education levels and occupation details are collected and supplied to the Education Department as required.

PROPORTIONS OF STUDENTS MEETING NATIONAL BENCHMARKS

Each year, all schools must 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 for the government to identify the proportion of students achieving the benchmarks nationwide.

At Willunga Waldorf School, teachers constantly monitor students' progress in literacy and numeracy and provide feedback to parents in various forms, including 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 2022.

All 20 Year 12 students were awarded the School's Year 12 Graduation Certificate. After the year, 12 graduates applied for university courses and received their first choice in the first round of offers.

Some of the fields of study range from Creative Arts, Business, Teaching, Anthropology, and Marine Biology. The other graduating students have taken on various working roles.

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 AND TEACHER SATISFACTION

In 2021, the school had a high record of staff retention until the end of the year when the *Emergency Management (Education and Early Childhood Settings Vaccination No 2) (COVID-19) Direction 202* mandated Vaccination of all teachers came into effect.

At the end of 2021, the school had 14 members of staff who choose either to take leave in 2022 or not to return for 2022.

Student enrolments were impacted by the withdrawal of students resulting from the mandated vaccination legislation. The school's robust waiting list in primary and high school allowed the school to fill places in all classes, reaching the school's budgeted enrolments for 2022. Many families are 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 inflation rate.

As an Independent School, funds are received from the commonwealth and state governments under nationally agreed formulae, and the school must maintain records and standards following national regulations.

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

