



SCHOOL PERFORMANCE REPORT FOR 2023

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 2023, 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 this 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 Rudolf Steiner's work.





VISION FOR RECONCILIATION

Kurna miyurna, Kurna yarta, ngadlu tampinhi

We recognise Kurna people and Kurna land.



In 2018, WWS started working towards the formalised Narragunnawali format for our reconciliation action plan. This process has been ongoing, with a plan to finalise and submit Willunga Waldorf Schools RAP in 2024.

Willunga Waldorf School supports the principles of reconciliation and is committed to working towards them. We acknowledge Australian Aboriginal and Torres Strait Islander People as custodians of the land, respect and value the perseity of Indigenous cultures in Australia and honour the ongoing cultural connections that Kurna People have with the land upon which our school is situated.

Our vision for reconciliation is for students, staff, and community to:

1. **Better understand** Aboriginal and Torres Strait Islander cultures and heritage **and generate enthusiasm** in our school community to engage meaningfully with head, heart and hands.
2. **Recognise the diversity of experiences and values** for individuals within and across language groups
3. **Acknowledge past and present wrongs and their impact** on Aboriginal and Torres Strait Islander peoples and be guided to find ways to restore health, prosperity and possibility within our circle of influence.
4. **Recognise, celebrate, and embrace Aboriginal culture and value its role** in our multicultural society.
5. **Strive for equality** for all cultures.



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 369 K-12 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 education from Early Childhood to Year 12, grounded in a deep understanding and respect for the developing and unfolding human being, inspired by Rudolf Steiner's work.

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
- 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 the whole school, and a new high school building has been operating since 2020. Due to a significant waitlist, the school began preparing for dual streaming in 2023. The school started reviewing the master plan and designing and planning a new reception classroom in 2023.

The school's grounds are planned and developed to 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 school's core pedagogical leadership, collectively cares 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 continues to be our significant fundraising effort and an excellent demonstration of the strength of our community's connectedness. The P&F Christmas market is another 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 craft materials, gifts, cards, and small toys and offers workshops for parent interaction.



CURRICULUM

Playgroups operate five mornings and two afternoons a week for our Transition to Reception program, with a playgroup coordinator employed by the school. We have two kindergarten and reception classes with children in two mixed-age classes and Classes 1-12, which are single-year levels.

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. The year 12 curriculum provides a recognised pathway to university and other tertiary studies and incorporates an independent major research project.

Music Program

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. The Music Programme includes regular participation in class 4 to senior level ensembles, choirs from class 6 to 12, and the opportunity to perform in school festivals, concerts, and external community groups.





Gardening Program

The gardens surrounding the classrooms include a dedicated Educational Garden, which enhances the school environment and offers various learning opportunities. Weekly garden lessons start at class 6 and go to class 10, covering various activities, including vegetable and fruit growing, preserving and drying, cooking, composting, nursery and market gardening, orchard, vineyard, and various landscaping opportunities.





Sporting Activities

The curriculum strongly balances academic and physical activities, which are essential to maintaining an active mind in the classroom. Classes 1 and 2 have regular games, and classes 3-7 have Bothmer, a unique discipline in Steiner schools that teaches students to balance and be aware of their own and each other's physical space. In Class 5, they attend the Greek Olympics Day held at different Waldorf Schools in Adelaide.

Classes 6-12 have PE lessons that give the students a wide range of learning opportunities in different sporting disciplines.

The school encourages participation in many sports and games with local schools and entries in SAPSASA events. Willunga Waldorf School enjoys significant success in all areas of interschool sports.





Outbound Activities

Camps and engagement with the natural environment are significant features of each school year. Beginning with an overnight camping experience on the school grounds in Class 2, the program builds toward a significant expedition in the Northern Flinders Ranges in Class 11.

The camp schedule for 2023:

- *Class 1 – Day excursions*
- *Class 2 – Overnight tenting on school grounds, day excursions*
- *Class 3 – Farm Camp – Narnu Farm*
- *Class 4 – Indigenous/Geography/Zoology Camp – Adelaide Zoo & Waitpinga*
- *Class 5 – Geography/Botany Camp - Woodhouse*
- *Class 6 – Geology/Geography Camp – Kangaroo Island*
- *Class 7 – Geography Camp – Gammon Ranges Northern Flinders Ranges*
- *Class 8 – Orientation Week and Cycling Camp – Adelaide City and Kuitpo Forest*
- *Class 9 – Art & Geography Camp and Rock-climbing Camp – Igga Warta Adnyamathanha Country & Adelaide Hills*
- *Class 10 – Oceanography Camp and Surveying Camp – Spencer Gulf & Mt Bold*
- *Class 11 – Botany & Hike Camp - Igga Warta Adnyamathanha Country and Gammon Ranges*
- *Class 12 – Orientation Camp and Art trip*

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

The outdoor environment provides a place to learn, reflect, evaluate, and share experiences. Students develop an appreciation for nature, a sense of adventure, confidence in their abilities, and the capacity for responsible risk-taking, leadership, teamwork, and decision-making skills.





STUDENT EXCHANGE & OVERSEAS CULTURAL TOUR

Students in the senior Spanish or Art elective are invited to join the overseas Spanish trip held every two years. Students are immersed in Spanish culture, language, and arts and visit well-known historical sites, museums, art galleries, architectural sites, and Steiner schools. The school's next Spanish Trip will be in 2024.



In 2023, the school became an Accredited International Exchange authority for processing exchange students. Our International Exchange program is approved and regulated by the Education Standards Board of the Government of South Australia.

The program provides the opportunity for High School students in Classes 10 and 11 to study overseas at fellow Waldorf Schools and host students from other countries in South Australia. The program aims to provide our students with:

- Educational enrichment through the development of language skills and intercultural understanding
- An experience of a different education setting and environment



STUDENT WELFARE & SUPPORT

The school firmly commits to learning support for children. Staff work with parents to determine whether there are any developmental or learning issues and create specialised programs as needed.

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.

ASKC

In 2023, After School Kids Club, ASKC, continued to operate, offering nature activities for students five afternoons each week.

PARENT VOLUNTEER AND ENGAGEMENT 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, reading programs and weekly class activities.

Other parent engagement opportunities include,

- Reconciliation Action Group
- Parent/Teacher and Information Evenings
- Craft groups and workshops
- Parent Educational Talks with guest speakers
- Parent/Teacher interviews
- The Annual Autumn Fair
- Christmas Market





TEACHER STANDARDS AND QUALIFICATIONS

Qualifications of Academic Staff	
Teaching Staff	34
Academic Staff with Phd	1
Academic Staff with Master Qualifications	1
Academic Staff with Honors or equivalent	2
Academic Staff with Bachelor Degree	23
Academic Staff with Diploma in Education	7

All teaching staff must 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.

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 so that the government can identify the proportion of students achieving the benchmarks nationwide.

All students in Years 3, 5, 7, and 9 are given the opportunity to participate in the NAPLAN in reading, writing, spelling and numeracy.

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, our students rarely experience testing under conditions like the benchmark tests.



STUDENT ATTENDANCE 2023

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.

The school community is mainly of European descent. In 2023, 3.5% of WWS students were born overseas, 4.4% speak another language at home other than English, three students are not Australian citizens, and four 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.

Class	Attendance Percentage
Kindergarten	68.59%
Reception	73.52%
Class 1	87.06%
Class 2	88.11%
Class 3	89.52%
Class 4	90.01%
Class 5	88.94%
Class 6	89.70%
Class 7	87.84%
Class 8	88.28%
Class 9	84.92%
Class 10	89.58%
Class 11	90.64%
Class 12	88.39%
Whole School	86.07%



SENIOR SECONDARY OUTCOMES

On behalf of the whole school community, we congratulate our Class Twelve graduates of 2023.

Twenty-one students completed Year 12 this year. Sixteen completed our SATAC Year 12 option, 3 completed our Year 12 with the non-SATAC option, and 19 were awarded the School's Year 12 Certificate. The remaining two students were supported with transitions into services as part of their NDIS funding.

Students who applied to university were offered entry into many fields of study, including Creative Arts, Engineering, Law, and Teaching. One student has been offered a scholarship to play volleyball and study Kinesiology in Canada starting August 2024.

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



Class 12 - 2023



PARENT, STUDENT AND TEACHER SATISFACTION

The school has taken parent feedback that requested a parent education program, which was implemented from term 1, 2023. This program was well attended, offering a range of topics to develop a deeper understanding of Steiner Education and the Anthroposophy that underpins it. The Parent Education program was reviewed at the end of 2023 and, due to its success, will continue into 2024.

High school Students have the opportunity to give feedback after each main lesson. This provides teachers valuable information when reviewing the main lesson content and planning.

Teachers regularly provide feedback to leadership on any teaching needs or requests via surveys, conferences, and faculty meetings.

SCHOOL FINANCIAL ACCOUNTS 2023

Please see the Willunga Waldorf School Annual Report 2023 on the school website.