



WILLUNGA WALDORF SCHOOL

## SCHOOL PERFORMANCE REPORT FOR 2024

*As part of the school's funding agreement with the Australian Government, schools are required to publicly disclose specific "School Performance Information" to their community. As an incorporated association, this information supplements the School's Annual Report for 2024, presented at the Annual General Meeting in May each year. This information is provided explicitly on 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.





WILLUNGA WALDORF SCHOOL

## ACKNOWLEDGEMENT OF COUNTRY

*At Willunga Waldorf School, we learn, play, and work on Kurna Land and share our respect to Country for all that it continues to provide us with.*

*We acknowledge Kurna Peoples as the traditional custodians of Kurna Country.*

*We recognise their continuing connection to, and spiritual relationship with, Country.*

*We pay our respects to Kurna Elders, past and present, and acknowledge all First Nations Peoples within our school community today.*

## RECONCILIATION ACTION PLAN

*Kurna miyurna, Kurna yarta, ngadlu tampinhi*

*We recognise Kurna people and Kurna land*



A group of Willunga Waldorf staff, First Nation families and Community members have worked throughout 2024 to complete the Reconciliation Action Plan. By the end of 2024, a draft plan had been produced, and staff at the school were planning to implement some of the actions starting in January 2025, including the conference and the Rose ceremony, on the first day of 2025. The Plan will be reviewed and submitted for approval via Narragunnawali in 2025.



WILLUNGA WALDORF SCHOOL

## 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 390 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 its first dual-stream classes in 2024.

The school's grounds are carefully planned and developed to provide an outstanding nature-based learning environment, complementing the built spaces.





## GOVERNANCE

The School Council is constitutionally responsible for the overall governance of the school. It delegates the authority for education, policy implementation, and the 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 comprises faculty leaders, serving as a consultative team that supports the Head of School in the role of school leadership and actively engages in and carries responsibility for the day-to-day 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 remains our most 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, taking place 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

Willunga Waldorf School (WWS) educates students using the Australian Steiner Curriculum Framework (ASCF). Steiner Education Australia developed and maintains the curriculum content and methods across all subjects from Foundation to Year 10. The ASCF is recognised by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The Education Standards Board (ESB) accepted the South Australian Senior Waldorf Curriculum, developed and maintained by Mount Barker and Willunga Waldorf School, as part of the WWS school's registration.

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, one straight reception class and Classes 1-12, which are single-year levels.

Our Primary School curriculum is structured to meet the natural development of the child, with a thematic approach that underpins 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 a range of subjects, including English, Maths, Sciences, History, Performing and Visual Arts, Music, Spanish, Physical and Outdoor Education, Design, and Technology.

In Class 9-11, students undertake Work Experience, covering placements in primary and secondary industries, as well as community service. Class 10 students can seek exchange placements in Waldorf schools worldwide through our school's exchange program. The Class 12 curriculum provides a recognised pathway to university and other tertiary studies, incorporating 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, where they individually learn to play the violin or cello in classes 3, 4, 5, and 6.

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

In 2024, students had opportunities to engage in instrumental nights, Music nights, Musical Performances, and Music Camp.





## 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 begin with class 3 activities and then again in class 6, continuing through class 10. These lessons cover a range of activities, including vegetable and fruit growing, preserving and drying, cooking, composting, nursery and market gardening, orchard management, vineyard care, and various landscaping opportunities. There is a high school elective, "Garden to Plate," which provides students with opportunities to expand their cooking skills using fresh produce.





## SPORTING ACTIVITIES

The curriculum strikes a strong balance between academic and physical activities, which are essential for 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 provide students with a wide range of learning opportunities in various 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 Primary School camp schedule for 2024:

- *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*

The High School camp schedule for 2024:

- *Class 8 – Orientation Week and Cycling Camp – Adelaide City and Kuitpo Forest*
- *Class 9 – Art & Geography Camp and Rock-climbing Camp – Iga Warta Adnyamathanha Country & Adelaide Hills*
- *Class 10 – Oceanography Camp and Surveying Camp – Yorke Peninsula & Mt Bold*
- *Class 11 – Botany & Hike Camp – Pitchi Ritchi 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, as well as leadership, teamwork, and decision-making skills.





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### **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. In April 2024, thirteen students and three staff members enjoyed this cultural immersion. The school's next Spanish Trip will be in 2026.



The school is 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 offers high school students in Classes 10 and 11 the opportunity 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

In 2024, the school sent two students on exchange and hosted three students.

## STUDENT WELFARE & SUPPORT

The school is firmly committed to providing 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 offers a mentoring program in primary and high school, assisting younger students who work alongside a well-being person or an older student as part of the program. In addition, the school offers student wellbeing support services from Class 7 to Class 12, providing personal access to assist with the many complexities that may arise in a young person's life.

## ASKC

In 2024, the After School Kids Club (ASKC) continued to operate, offering nature activities to students four 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	46
Academic Staff with PhD	1
Academic Staff with Master Qualifications	3
Academic Staff with Honours or equivalent	2
Academic Staff with Bachelor Degree	33
Academic Staff with Diploma in Education	7

All teaching staff are required to undertake targeted professional development each year, including a personal learning plan that is linked to the aims and actions outlined in the school's strategic plan.

In addition to the formal qualifications listed below, all teachers are formally registered as teachers under SA regulations with the Education Standards Board. All staff are trained in Mandatory Notification (RRHAN) and First Aid and hold a Working with Children's certificate.

## 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 Class 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 continually monitor students' progress in literacy and numeracy, providing feedback to parents in various forms, including written reports in main lesson books, half-yearly reports, mid-year 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 2024

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 2024, Willunga Waldorf has eight students who are First Nations/Aboriginal Australians, and six students who are not Australian citizens. There are 5% of WWS students who were born overseas; 6% of students speak a language other than English at home.

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	81.20%
Reception	78.33%
Class 1	88.87%
Class 2	88.58%
Class 3	89.10%
Class 4	90.39%
Class 5	90.36%
Class 6	86.57%
Class 7	90.24%
Class 8	89.55%
Class 9	87.07%
Class 10	88.80%
Class 11	91.94%
Class 12	92.55%
<b>Whole School</b>	<b>88.11%</b>



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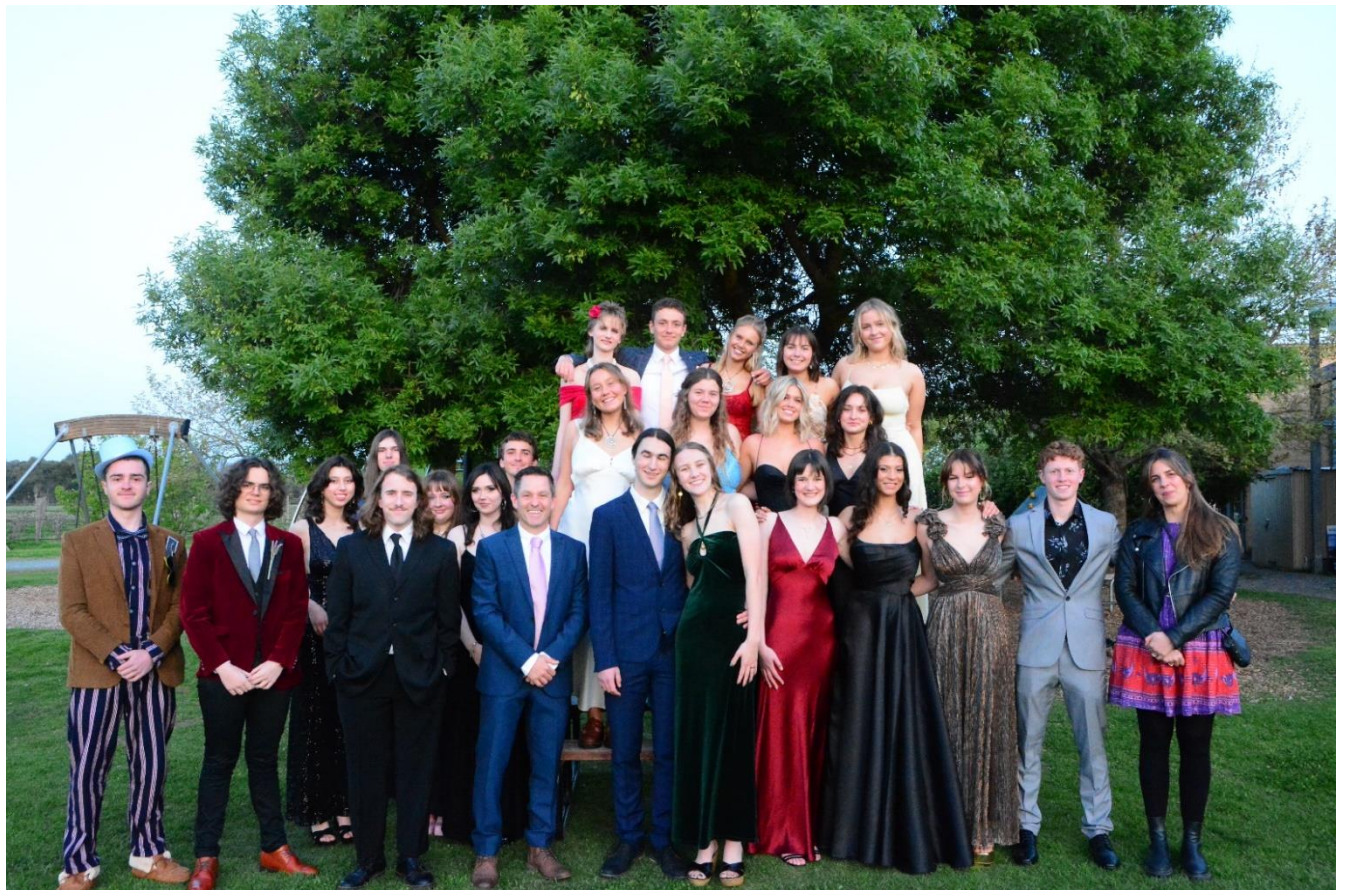
## SENIOR SECONDARY OUTCOMES

On behalf of the entire school community, we extend our congratulations to the Class of 2024 graduates.

Twenty-two students completed Year 12 this year. Sixteen completed our SATAC option, six completed our non-SATAC option, and twenty-two were awarded the School's Year 12 Certificate.

Students who applied to university were offered entry into many fields of study, including Business, Creative Arts, and Teaching. Some are collaborating on producing, writing, directing, and starring in a full-length feature film.

We wish all members of Class of 2024 success and fulfilment as they seek to discover their purpose and direction and what they can each contribute to the world.



Class 12 - 2024



## PARENT, STUDENT AND TEACHER SATISFACTION

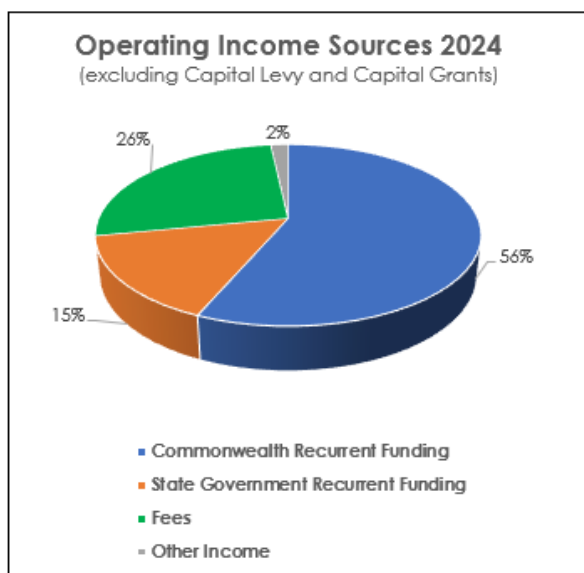
The school's parent education program has been a success again in 2024, offering parents a range of topics to deepen their understanding of Steiner Education and child development, as well as the Anthroposophy that underpins it. The Parent Education program was reviewed at the end of 2024 and, due to its success, will continue into 2025.

A parent survey was conducted in Term 4, 2024, to gather feedback on the overall operations of the Education, staff, leadership, and parent satisfaction. The school council reviews this as part of its strategic plan to implement support or make changes for the future.

Teachers regularly provide feedback to leadership on their satisfaction, as well as any teaching needs or requests, through surveys, conferences, and faculty meetings. Staff reviews also offer an opportunity for staff to provide feedback, reflect on the support required through mentoring or professional development, and assess their satisfaction with the role.

## SCHOOL FINANCIAL ACCOUNTS 2024

The school strives to maintain tuition fees at an affordable level for our community. As an independent school, we have 3 primary sources of funding, the Commonwealth Government, the State Government and school Fees. Government recurrent funding accounts for 71% of operational income.



School Income by Source	\$
Commonwealth Recurrent Funding	4,820,395
State Government Recurrent Funding	1,318,553
Fees	2,247,457
Other Income	148,007
Capital Levy	100,919
State Government Capital Grant	73,799
<b>Total</b>	<b>8,709,129</b>