



WILLUNGA WALDORF SCHOOL

PARENT HANDBOOK



*"To truly know the world, look deeply within your own being,
To truly know yourself, take real interest in the world."*

Rudolf Steiner

WILLUNGA WALDORF SCHOOL

Strong-Balanced-Dynamic

*Provides an education that nurtures the whole child – heart, and hands,
guided by the principles of Waldorf Education.*

Our **vision** is to educate and enable responsible contributions to the community's ongoing health, both local and global.

The **mission** of Willunga Waldorf School is to provide an education, from Early Childhood to Class 12, derived from a deep understanding and respect for the developing and unfolding human being, inspired by the work of Rudolf Steiner.

We value:

A deep understanding and respect for the developing, unfolding human being, which guides our education and interpersonal relationships.

A culture of ongoing learning, reflection and self-development

The fostering of connectedness and partnership with parents, caregivers and the wider community

Responsible stewardship of our social and physical environment

Strategic priorities:

1. Deliver a curriculum underpinned by an anthroposophical understanding of human development.
2. Foster connection, shared values, and a vibrant school community.
3. Promote an environment that empowers our staff to deliver an educational program of excellence based on Steiner Pedagogy.
4. Ensure strong governance and long-term financial stability.
5. Address infrastructure needs to meet the school's growth.

For more information about our strategic plan please visit <https://www.sa.edu.au/wp-content/uploads/2025/09/WILLUNGA-WALDORF-SCHOOL-Strategic-Plan-2025-2029.pdf>

SCHOOL STRUCTURE AND ORGANISATION

Willunga Waldorf School for Rudolf Steiner Education Inc. is an Incorporated Association, governed by the **School Council** in line with the school's Constitution. The purpose of the Council is to provide oversight and vision to "support and guide the school in achieving its objectives in a manner that engages the whole school community for the educational benefit of its students. The Council must also ensure that the school meets all its statutory and regulatory compliance requirements." The School Council holds regular meetings throughout the year and is supported by a Compliance and Finance sub-committee and over sub-committees, as required. All parents and staff are eligible to be members of the Incorporated Association. Membership forms and copies of the Constitution are available on the school website.

The **Head of School** is responsible and accountable for the day-to-day operations of the school, supported by the Leadership team.

The **College** meets weekly, to undertake anthroposophical and child study, to plan and prepare for festivals and other events and to discuss curriculum and pedagogical matters.

The High School, Primary School, Early Childhood and Learning Support **Faculties** all meet weekly. Other groups gather around particular tasks and events.

The **Parents and Friends group (P&F)** support and engage parents in the life of the school. The P&F takes responsibility for the annual Autumn Fair, Christmas Market, fundraising and other initiatives such as Parent Craft Group.



THE SCHOOL DAY

KINDERGARTEN & RECEPTION

Kindy parents will be informed of the specific times and days their children are to attend.

8:55 – 1.00	Morning Kindergarten / Reception
1.00 - 3:10	Afternoon Kindergarten / Reception

CLASSES 1 - 5

TIME	ACTIVITY
08:55 – 10:50	Main Lesson
10:50 – 11:20	Recess
11:20 – 12:40	Specialist/Artistic and practice lessons
12:40 – 1:35	Lunch Break
1:40 – 3.20	Specialist/Artistic and practical lessons

CLASSES 6 - 7

TIME	ACTIVITY
08:55 – 10:50	Specialist/Artistic and practice lessons
10:50 – 11:20	Recess
11:20 – 12:40	Main Lesson
12:40 – 1:35	Lunch Break
1:40 – 3.20	Specialist/Artistic and practical lessons

CLASSES 8 -12

TIME	ACTIVITY
08:55 – 11:00	Main Lesson
11:00 – 11:20	Recess
11:20 – 1:20	Specialist/Artistic and practice lessons
1:20 – 2:00	Lunch break
2:00 – 3:20	Specialist/Artistic and practical lessons

SPECIALIST SUBJECTS

In the Primary School specialist teachers are employed to cover subjects which may be beyond the scope of the Class Teachers, or which enable the work of the class teacher to be enriched or expanded.

Additional Learning Support Assistance is provided following assessment by class teacher and learning support teacher and is subject to available resources.

THE SCHOOL YEAR

The school year is made up of four terms. Term dates for students are available on our website <https://www.sa.edu.au/our-school/term-dates/>. Generally:

- The school year begins a week later than the state schools
- There is a 2 week break at the end of the 1st and 3rd term
- There is a 3 week break at the end of term 2

Standard Public holidays (e.g., Anzac Day, Labour Day, Adelaide Cup Day and King's Birthday) are observed.

Student free days are advised in the important date's calendar sent out early in the year and also appear in the school's newsletter. These are for parent interviews in late term 2 and report writing day late in term 4. Additional days will be advised. Autumn, Winter and Spring Festival days may finish with a shared lunch. For the Winter Festival, students and parents return in the evening.



SCHOOL INFORMATION

A detailed set of Policies and Procedures is in place relating to the operations of the school. These policies reflect the ethos of the school and provide for its overall management and organization. School Policies also address the safety and wellbeing of students, staff and other members of the school community. The most relevant Policy documents are available on our website: <https://www.sa.edu.au/resources/policies/>

SCHOOL RULES

School Rules cover areas such as movement around buildings, appropriate clothing for outside activities, safe behaviour on the playgrounds, etc. These rules are basic rules that ensure the safety of students and teachers and help maintain the school environment as a positive place to be. These rules give guidelines for the healthy participation in a social group.

1. Respectful behaviour is always expected

To be discussed at class level:

- Respect for others physically and emotionally i.e. hitting, swearing, bullying, spitting and name-calling are unacceptable.
- Respect for others property i.e. no stealing, wilful damage of other children's or school property. Property should never be allowed to lie around at night. Broken equipment to be paid for. Equipment borrowed to be returned daily. Keep desks and walls free of writing and drawing.
- Respect for the environment i.e. always put litter and compost in correct bins. Walk around, not through, gardens. Respect the fruit trees on the grounds e.g. Pick only ripe fruit with a teacher's supervision; fruit not to be thrown.

2. Children must always remain within school boundaries according to the boundary rules of each play area. Students' play out of bounds must be accompanied by Class Teacher. The following areas are out of bounds:

- The car park
- Garden beds

- Up trees are out of bounds except for designated trees. Climbing is restricted to head height of the child.
 - Building development sites on the grounds are out of bounds.
 - Classrooms are out of bounds during non-lesson times unless a teacher is present.
3. Only equipment necessary for schoolwork is to be brought to School.
 - Teachers may approve some sport/play equipment to be brought to School.
 - Toys brought to School may be lost or broken and are better left at home (there are exceptions e.g., Steiner doll, marbles, knucklebones etc. The Class Teacher is the final arbiter).
 4. Bikes, roller blades, scooters and skateboards are not ridden or used on school grounds at any time. The exception is practice rides for the Class 8 bike camp.
 5. Boisterous games, running and ball games (except handball) to be played on playgrounds, or oval, away from classrooms:
 - Soccer & football (kicking sports) - will be restricted to classes 4 and above only between 9am - 3.20pm (not before or after school).
 - Class 4-7 are to use the high school oval for kicking games at lunch time.
 - Primary school oval is a no kicking game space for all year levels.
 - The use of sticks is restricted to cubby building only and children are not to run while handling them.
 - Only one person at a time on the swings.
 - Thrown objects are restricted to balls (no frisbees, boomerangs etc.)
 6. Shoes are to be worn at all times in the playground.
 7. Children are to leave school grounds by 3:45pm.
 8. Children should not arrive at school before 8:30am.

Please Note: This list of rules for children may be amended from time to time as considered necessary by the school. Individual classes may also have their own sub-set of rules specific to their class needs.

Consequences for Breaches:

1. Respectful behaviour is always expected – warnings to be given at first offence.
 - For physical wellbeing – withdrawn from contact (play areas);
 - For environmental/property wellbeing – make good the damage.
2. Children must always remain within the boundaries.
3. Only equipment necessary for schoolwork to be brought to school – confiscation, note sent home asking parents to collect item.
4. Bikes, roller blades, scooters and skateboards not to be ridden or used on the school grounds at any time – item will be impounded and note sent home.
5. Footwear and broad-brimmed or bucket hats to be worn every playtime in terms 1 and 4 for primary school students. “No hat no play” applies.
6. Appropriate language always – warnings to be given at first offence; repeated violations or severe instances - an apology will be sought if language was directed at an individual; withdrawal time in another classroom / on the courtyard outside the staff room and a behaviour report sent home to be signed by parents. Aggressive language will receive same consequences as violent or aggressive behaviour – physically and / or emotionally.

CLASS RULES

These rules are made in discussion between teachers and their students, particularly with older students. Rules are to be written in a positive way e.g. we put our hands up when we wish to speak. All rules are discussed with children so that they are thoroughly understood and become points of shared understanding. Rules will be fair and follow-up to breaches will be certain. Teachers will discuss these within their faculty for consistency.

Classroom Rules will cover such areas as the following:

- Talking and communication rules e.g., hurtful language, hands up when we wish to speak
- Learning rules e.g., how to get attention and help, cooperation in class
- Movement rules e.g., the way we move about our spaces
- Treatment rules e.g., the way we treat each other, use of manners
- Rules for the resolution of problems e.g., the way we fix up problems between each other
- Safety rules e.g., safe behaviour, use of equipment

Consequences for breaches of the rules:

Within the classroom, the response to a breach of rules may proceed as follows:

- Reminder of the rules and instructions given
- A warning
- Student may be invited to attend the sanctuary, wellbeing or administration and a behaviour note will be completed and sent home to parents to be signed

Repeated breaches of behaviour warrant a meeting between parents, teacher and student (depending on the age) to mutually develop support strategies. Suspension or expulsion may follow if non-compliance of serious breaches of conduct continues.

Discussion of these rules and boundaries is frequent with children. The reasons for them are made clear and revolve around pedagogical and safety considerations and the teacher's responsibility for these.

STUDENT DRESS CODE

Our dress code is an agreed standard of clothing for students who attend Willunga Waldorf School. It was developed through a consultation process with staff, parents and students. The Primary and High School Dress Codes are available on our website <https://wws.sa.edu.au/resources/policies/>

Please familiarise yourself with the school dress code policies. You can expect to be notified via email of any dress code breaches and the consequences which are outlined in the full policy.

At Willunga Waldorf School the colours found in living nature are recognised as supportive to healthy child development. Natural fabrics in a range of solid colours, without excessive decoration support the school ethos. The wearing of predominantly black clothing becomes possible only when students transition to High School. This, in addition to writing on clothing, are the two areas that require ongoing vigilance in the Primary School. Thank you in anticipation of your support.

In Class 8, 10 and 12 High School students will receive a Willunga Waldorf School hoodie in a colour chosen by their class. School jumpers are not mandatory and students can freely choose when and how often to wear them. Students receive a new hoodie every two years.

At special events, including the Rose Ceremony, musical performances, festivals and graduation assemblies, all students K to 12 are expected to wear plain, coloured tops, free from logos, pictures, advertising and writing. Pants, shorts, skirts and dresses must adhere to Dress Code specifications, i.e., the length of shorts and skirts is in the mid-thigh range, no rips, no sheer see-through fabrics.

Please note that it is also important to label your child/ren's clothing as our lost property box is often overflowing with discarded items.

MOBILE PHONES AT SCHOOL

- **FOR STUDENTS UP TO AND INCLUDING CLASS 11**

If mobile phones are brought to school, they must be left in schoolbags or lockers at all times. Students will be permitted to take phones out of bags at the end of the day, under teacher supervision, in order to check for messages from parents. If a student unexpectedly needs to go home during the course of the day due to illness, this must be arranged via the Front Office, not via text or call to a student mobile phone during school hours. Students can only sign out at the Front Office **with** parental permission.

Any phones seen during the school day will be confiscated by teachers and a text message will be sent to both parents/guardians advising.

Both PS & HS students can collect confiscated phones from the office at the end of the day. Three consecutive breaches in a term will result in the student

handing in their mobile to the front office each morning for the remainder of term and an email sent to parents/guardians.

- **FOR STUDENTS IN CLASS 12**

Mobile phone use will be permitted in recess and lunch breaks, in a designated classroom. Any phone used during lessons will be confiscated by teachers and held in the office until the end of the school day.

- **PARENTS AND STAFF**

Parents and staff are asked to refrain from using mobile phones in the school grounds, as much as possible. Staff are expected to use phones in staff spaces only, not in classrooms or the playground.

ATTENDANCE

Your child's attendance is critical to their learning and a legal requirement for you to have them attending school at all times subject to sickness or accident. Parents/Caregivers are responsible for supporting their child in attending school regularly and enabling them to arrive on time each day. For more information, please refer to our Attendance Policy, available on our website <https://www.sa.edu.au/resources/policies/>.

PUNCTUALITY

The student body benefits from all students being on time to school each day.

The Primary School bell rings at 8:55am and the children benefit from arriving between 8:35am and 8:45am so that they are able to put their belongings away, use the toilets as needed, socialise and play before they need to start the school day. The High School bell rings at 8:52am and the day begins at 8:55am at Morning Circle in the hall. This is a purposeful, whole High School daily gathering.

If arriving at school on time has been a struggle in the past, please make a conscious effort to change this at the beginning of this year to set a new rhythm that will support all learning. Late arrivals often feel left out of building the morning social fabric of the class and can distract the learning of those who have arrived on time. Punctuality is a habit which serves students well both now and into the future. It shows that they are capable of handling responsibility, honouring social agreements and demonstrating a sense of commitment. The school operates smoothly as a whole when all students arrive on time.

ATTENDANCE INFORMATION

Student sign in/out

- Students arriving late must sign in at the Front Office & collect a day card to provide to the teacher.
- If collecting your child early you must sign them out via the Front Office and collect a day card to provide to the teacher.
- If you are not going to collect your child, please advise the front office via email absentee@wws.sa.edu.au or phone 08 8556 2655, the student will then be able to present to the Front Office and sign themselves out if required or be allowed into the care of the person you have authorised.

ABSENTEE NOTIFICATION

Willunga Waldorf School has a legal requirement to maintain rolls, enrolment registers and computer records with reasons for absences and dates of cessation of enrolment recorded.

To assist us in maintaining our records we remind all parents of the following:

- Please advise the Front Office via the absentee phone line 08 7123 2699, written note/email absentee@wws.sa.edu.au or via the School Stream app on days when children are away for ill health or family reasons.
- Written notification is required (and medical certificate for Class 11 & 12) for absences of 3 days or more.
- An application for an exemption is to be lodged via the Front Office whenever there is a planned extended absence such as a family holiday. This may be done in writing for absences of less than a month or via a Form C for absences of a month or more (available at the Front Office).

WWS SCHOOL STREAM APP

The School Stream app is used primarily for parents and caregivers to lodge absentee notification. Although, the school newsletter and other information is also available.

The app is free and can be accessed via IOS, Android and Windows via the app store or google store. Your phone will require a PDF viewer app in order to view attachments from the app which is easily accessible from the App Store or Google Store free of charge. <https://www.schoolstream.com.au/download>

INFORMATION TECHNOLOGY AND CHILD DEVELOPMENT

In December 2025, the Australian Government implemented a social media ban for children under 16. As a school, this ban aligns with our existing Media Guidelines (see below). The guidelines have been drafted as a guide to safe use by students not only of social media but all forms of information technology. In preparing the guide, we have considered a Steiner / Waldorf picture of child development, our curriculum emphasis on the development of imagination and thinking capacities, published research, articles and resources from both a Steiner / Waldorf perspective and from mainstream community sources. Our assumption in all cases is that content is supervised to be age-appropriate and that children attain increasing independence through demonstrating responsible and measured use. We invite your feedback through Parent Teacher meetings.

Parent Resources

The following are some resources for parents regarding the safe use of information technology.

Parent Guides - <https://www.common sense media.org/parents-ultimate-guides>

Education program by the AFP - <https://www.thinkuknow.org.au/>

eSafety for Parents - <https://www.esafety.gov.au/parents>

Information for family about the social media ban - <https://headspace.org.au/explore-topics/supporting-a-young-person/social-media-ban/>

RECOMMENDED GUIDELINES REGARDING STUDENT USE OF ENTERTAINMENT TECHNOLOGY, ICT AND SOCIAL MEDIA

CLASS	K/R	1	2	3	4	5	6	7	8	9	10	11	12
Selected Children's radio; (age-appropriate)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Audio Books	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Limited Skype	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Documentaries and Films; (no ads)					✓	✓	✓	✓	✓	✓	✓	✓	✓
Sports on TV						✓	✓	✓	✓	✓	✓	✓	✓
iPod & Digital Music players							✓	✓	✓	✓	✓	✓	✓
Supervised Phone use							✓	✓	✓	✓	✓	✓	✓
Supervised iPad/ computer								✓	✓	✓	✓	✓	✓
Filtered and controlled Access to internet								✓	✓	✓	✓	✓	✓
Commercial TV									✓	✓	✓	✓	✓
Supervised Computer Games									✓	✓	✓	✓	✓
Controlled Smart Phone										✓	✓	✓	✓
Independent Smart Phone											✓	✓	✓
Social Media											✓	✓	✓

COMMUNICATION

Regular communication is essential to maintain positive and effective relationships between teachers and parent. Teachers and educators will send all class communication out via email through the Administration Office. The Class parent rep will occasionally send brief text messages as requested by the teacher to the parent community. Please be mindful that the Class parent rep is only an avenue for the teacher to speak to the class community. Please do not use the parent rep to communicate back to the teacher/guardian.

NEWSLETTER

Published weekly during the school term, the newsletter aims to keep parents informed about important school matters. Each fortnight, starting in week 1, class teachers and guardians contribute an update specific to their class. Be sure to read these updates to stay informed about what's happening in your child/ren's class. The school newsletter is sent electronically to all families. Paper copies are not distributed however a limited number will be available at the Front Office each week for collection should you require a paper copy.

SCHOOL REPORTS/INTERVIEWS

From Class 1, the school provides two reports for each student: one in June and one in December. A student free day is scheduled at mid-year for parent-teacher interviews. However, parents are welcome to contact teachers via the Front Office or directly via email at any time, to arrange individual interviews, to report on the progress of their child/ren.

OFFICE HOURS

The school office is open during term time between 8am and 4pm Monday to Friday. During School holidays the office may be closed or have different hours. Generally, these days and times will be advised via the school newsletter prior to the holidays.

ADDRESSING CONCERNS ABOUT YOUR CHILD AND OTHER MATTERS

Parents should first approach the Class Teacher or Guardian to discuss educational matters specifically concerning their child and the Head of School to discuss educational policy and procedures or other issues. For financial questions, contact the Business Manager or Finance Officer.

Should problems arise in relation to the school generally or between teachers and parents, a formal process is available to help achieve resolution.

The following procedure is offered to address concerns or assist with the resolution of conflict or disagreement between parents and teachers.

1. Parents are asked to make interview times through the office rather than request an on-the-spot meeting with the Class Teacher/Guardian, Head of School or Business Manager.
2. Teachers may invite a colleague or the Head of School to be present at the interview. Parents can always invite someone to accompany them to any interview.
3. During the interview, at least one of the teachers/staff members present is to take notes. A summary of the main points of discussion is available to parents. At the end of the interview, those present would agree on the appropriate steps to be taken.
4. Should further interviews be required towards resolution, the Head of School should be notified of difficulty and informed about the matter to that point.
5. If a parent approaches a teacher with complaints regarding another teacher, the teacher approached should attempt to clarify the problem and offer to set up an appointment with the teacher concerned who is to be informed of the communication. Parents are to be encouraged to deal directly with the teacher or person with whom they have an issue, in the first instance.
6. Parents may invite a support person to be present at any interview.
7. Following two interviews when a path of resolution is not apparent the Head of School should be asked to become involved by either teacher or parent. External mediation may be pursued.

CONSENT 2 GO

Consent2Go is a K-12 student services platform that the school uses to manage student personal information, consents for excursions and camps, medications and permissions. Consent2Go makes providing consent for school camps and excursions and managing family personal information timely and simple and ensures information held by the school is managed and up to date in real time.

Consent forms, permissions and information update invitations arrive to parents via email and can be accessed and completed from any device. Please make sure to check that your details are correct when completing any forms through Consent2go.

CAMPS

Willunga Waldorf Schools Outdoor Education Program provides a welcoming, supportive, and safe place to learn, reflect, evaluate, and share experiences.

Through the program, students develop an appreciation for nature, a sense of adventure, confidence in their own abilities, and the capacity for responsible risk-taking, leadership, teamwork, and decision-making skills.

Students are facilitated to become stewards and adventurers of nature through the camp program as we seek to honour traditional ecological knowledge, care for the country, and incorporate Indigenous pedagogies.

Through the program, we focus on connection to place, include artistic integration, remove the expectation for the physical challenge, ensure that option and choice are given to those students who may wish to take it slow and patient, and give choice and options for those students who may wish to challenge themselves in the outdoor physical realm.



EXCURSIONS

Class excursions are organised to support the curriculum content. Consent will be sent out via Consent2go before any school excursion.

There are several local excursions conducted throughout the year that will involve taking students beyond the boundaries of the school grounds. The nature of such outings will be within 10km radius of the school and walking only. In the interest of reducing the level of correspondence on this matter a blanket short excursion consent is sent out via Consent2go at the start of your schooling journey.

Parent support to accompany day excursion is sometimes necessary however all parents attending excursions will need to meet our volunteer requirements. Please see volunteering section below.

MEDICAL SUPPORT

We are strongly committed to the health and wellbeing of our students. It is essential that all students with a recognised medical condition have a current Health Care Plan on file, along with any relevant medication. This information is all stored on Consent2Go. All medication required to be kept at school must be provided to the Front Office with a pharmacy label, accompanied by a Medication Agreement Form (blank forms are available at the Front Office). This medication is kept in the front office and will be taken by staff on all camps and excursions. It is essential that you provide forms and medications well in advance of any camps and excursions to allow for staff to be made aware of student medical conditions. Please speak to the Front Office staff, if your child requires other medical support or consideration to make their school day more comfortable.

ANTHROPOSOPHIC CARE AND FIRST AID

As part of our first aid policy, staff may apply the following remedies unless written notification has been received from parents/guardians to the contrary:

- Weleda Arnica cream – as pain relief for muscle aches, sprains and bruises
- Weleda Hypercal – for painful cuts, abrasions and wounds
- Weleda Burns, Bites and Cooling gel – for burns, sunburn and insect bites
- Weleda Rash relief cream – for specific skin reactions
- Rescue Remedy - for calming upset students
- Sphagni Rose Lotion – for calming overwhelmed students

WELLBEING SUPPORT

At Willunga Waldorf School the wellbeing of students is overseen by the Head of School, the Learning Support faculty and the Wellbeing team. In addition, all teachers share responsibility for the health and wellbeing of each student. Members of the wellbeing team may work with classes as a whole or with small groups of children to support the Health and Social Education curriculum.

Student wellbeing workers collaborate closely with the Class Teachers, Guardians and the Learning Support faculty to support students. Children may engage in programs because they do not seem happy or well-adjusted at school.

Others may participate because their teacher feels they are not fulfilling their potential academically or socially. Students may need support with confidence, self-esteem or motivation. Mentoring support and group activities are available to help students develop positive skills. With improved confidence, social skills and self-esteem, students are able to devote their attention and energy to learning.

PERMISSION FOR MY CHILD TO SEE A SCHOOL WELLBEING WORKER

Parent permission is required for children to meet with our school wellbeing workers. Permissions are required to be completed via Consent2Go. This consent will be on file throughout the time that your child attends Willunga Waldorf School and may be revoked in writing to the Head of School, at any time.

"In the head the power of faith; in the heart the might of love; in the full human being, all sustaining hope."

Rudolf Steiner

HEALTHY EATING

Our school has an excellent approach to whole foods and reusable packaging. On the rare occasion that you are in a rush and resort to pre-packaged food, please remove the wrapper before putting the item in the lunchbox in order to exclude the effects of advertising and rubbish problems at school. If required, provide utensils for your child as these are not provided.

There is a no-sharing food policy in the lower primary school classrooms as this contributes to a safer school environment for students with potentially life-threatening food allergies. A whole school approach is vital in minimising the risk for all students. *When providing food for shared meals we ask that families provide a full list of ingredients.*

The wellbeing and safety of all students in our care is of primary importance to us and the school has policies and procedures in place to protect students from harm as far as it is reasonably able, especially those whose lives are dependent upon it. To minimize the risk for these students in particular, the school ensures that all employees receive and maintain first aid/anaphylaxis & asthma accreditation and are aware of and can promptly identify those students with critical medical concerns.

THE GOODIE GREEN CANTEEN

'The Goodie Green Canteen, run by school parents, Jasmine Connelly and Daniel Mullarkey produces home grown food from their no dig market garden for our students to enjoy every Tuesday.

All items can be ordered via the Flexischools app by 8am in the morning of service. Simply download the Flexischools app from the Apple or Google stores and follow the prompts to create an account. More information is available via the Front Office.



BAKERY

High School students (Class 8-12) are given the option to order limited bakery items from the Willunga Bakery on Thursdays during term. Students write their order and name and place money into a brown bakery bag and pop into the slot on the canteen door before Morning Circle. Their order is then delivered to the High School area at the beginning of lunch (1:20pm).

INSTRUMENTAL

In Class 1 and 2, students will start with the pentatonic recorder, building a foundation in music skills. This transitions to a descant recorder in Class 3, where they will also begin learning a string instrument, either cello or violin, as part of our strings program. In preparation for selecting the right string instrument for your child, the Instrumental Tutors visit the class at the end of Class 2. Communication is then sent to the parent/guardian.

Ensembles begin in Class 4, with a whole class string ensemble in Class 4 and Class 5. In Class 6 and 7 we have a string ensemble, guitar ensemble and a percussion ensemble, depending on what best suits your child. There is an option to add an additional instrument in Class 5, such as guitar.

Instrumental lessons are fully covered by WWS from Class 3-5. In Classes 6 and 7, the school subsidises lessons rather than covering the full cost. Contact information and fee schedules for Instrumental Tutors is available at the Front Office.



ORCHESTRA

In High School, the school no longer subsidises instrumental lessons, and private tuition fees apply. There are no longer the compulsory ensembles as there were in Primary and Middle School, but we encourage students to join the Orchestra when they are ready. The Orchestra rehearses from 3-4pm on Wednesdays, and offers wonderful opportunities to play a diverse range of music with students of mixed ages. The Orchestra performs at concerts and events, including a tour every few years, where we visit and play music with other Steiner schools. Please contact Robin Anthony or Allye Sinclair via the Front Office to discuss anything relating to Orchestra or music lessons.

SCHOOL FEES

Whilst the school receives recurrent funding from the State and Commonwealth Governments this only covers a portion of operational costs. The school therefore relies heavily on fees to meet its obligations. School fees are reviewed annually, taking into account the operational financial needs of the school and planned delivery of education.

FEE PAYMENT

All signatories to the enrolment documentation are liable for the payment of fees and charges, unless we are advised of a different arrangement in writing.

- To receive a discount on Tuition Fees, please pay annual fees in full by the end of Week 1 in Term 1, or
- Pay fees by instalments throughout the year by setting up an account with Edstart. Full payment must be made by the end of the school year.

Non-payment of fees may result in your child's enrolment at the school being cancelled.

Details of Sibling and School Card discount can be found on the Fee Schedule and on our website.

EDSTART

Willunga Waldorf School has partnered with Edstart to manage our school fee payment options. Edstart Plus is the payment platform for all school fees unless you have chosen to pay your fees annually at the beginning of the year. You can contact Edstart on 1300 139 445 or email contact@edstart.com.au if you have any queries or require assistance with setting up your account. More information is available at <https://edstart.com.au/for-families>.

BUILDING DEVELOPMENT FUND

The school has a Building Fund that supports the school's capital developments. Parents are encouraged to make regular donations to the fund. Donations should be made to the "Willunga Waldorf School for Rudolf Steiner Education Incorporated Building Fund". The school office can provide bank details for donations. Donations over \$2 are tax deductible.

TRANSPORT

Adelaide Metro currently provides school buses (755 & 756) to and from the school, please refer to their [website](#) for current timetables. Many parents organise car pools to transport their children to and from school.

PARKING

A drive through roadway is available, referred to as the “Kiss and Drop” zone. The “Kiss and Drop” drive through zone is not a waiting area and must be kept free to allow the buses to enter and drop off and pick up students. Parking is limited on site and should be kept for staff, deliveries and visitors. Please Park along the roadside when waiting to pick up children at the end of the day and take extreme care when reversing out of a parking spot. Young children are to be attended at all times in the parking area. When driving in the vicinity of the school grounds always go slowly and with great care.

DENTAL VISITS

With the assistance of Medicare's Child Dental Benefits Schedule (CDBS) a mobile dental service offers a full-service clinic completing a whole range of treatments in their onsite dental clinic. Through the Federal Government's Dental Assistance for Students under 17 years of age they are able to offer the majority of services free of charge to all eligible students. We schedule a visit from the mobile clinic once per year.

LOST PROPERTY

Lost clothing, footwear, bags and lunch boxes are kept within classrooms. Other small precious lost items such as keys and jewellery may be kept in the Front Office. Items can be collected upon request. It is highly recommended that parents label their child/ren's clothing at the start of the school year as this makes it easier for clothes to make its way back to their owner.

EDUCATION AT WILLUNGA WALDORF SCHOOL

Education today, more than ever, faces the challenge of preparing young people for life in a world that is complex and constantly changing. Willunga Waldorf School takes up this challenge by offering an education that is alive and full of wonder and strives to awaken the inner life of the young person. It develops the student's capacity to learn, to be open to life and to develop a sense of meaning and purpose.

- The educational tasks of Willunga Waldorf School include:
 - fostering healthy development in each individual child
 - enabling children to reach their potential
 - helping children to develop the skills they need to contribute to society
 - developing in students, creative, flexible thinking, emotional strength, moral integrity and a will to engage in life.
- Education at Willunga Waldorf School is based on a living interest in the nature of the human being and is informed by the insights of Rudolf Steiner.
- Our education is based upon careful observation and understanding of the child and their needs at each stage of development. Our methodology has an alignment with nature and an understanding of natural order. This leads to bringing “the right thing at the right time”.
- The student/teacher relationship is central to Waldorf Education at Willunga. Because authentic people nourish the human spirit – the character of the teacher and their love of life, learning and children is paramount.
- Collaboration and partnership with parents is foundational to all that we undertake at Willunga Waldorf School. The love of parents for the true essence of the school enables a prosperous community. Through the connection of home with school we can truly support each other's work.
- The comprehensive curriculum at Willunga Waldorf School is based on an integrated vision of the human and the world. It offers a balance of academic, artistic and practical activities so that the child is thoroughly prepared for life. Through this comprehensive approach, students come to know the world in its diversity and complexity and always in relation to the human being.
- The concept of hand to heart to head is one which can give a picture of our method: in the kindergarten years the child learns through what they do: in

the primary years it is the feelings that give the child inner experience: in the upper school, the appeal is thinking and the forming of judgment.

- Arts in all their forms are an important and integral part of our curriculum.
- At Willunga Waldorf School, an openness and interest in new educational ideas, inspirations and insights exists. Creative, alive debate and dialogue between colleagues is fostered.
- An awareness of developments in contemporary, good educational practice is encouraged plus healthy dialogue with the wider educational community.
- Education at Willunga Waldorf School is ever evolving and unfolding.

STEINER EDUCATION – A BRIEF SUMMARY

The Willunga Waldorf School is part of the world-wide educational movement known as “Steiner” or “Waldorf” schools, comprising some 1,100 and almost 2000 Kindergartens in some 80 countries, with schools in all continents.

Since the founding of the first school for children of the workers in the Waldorf-Astoria cigarette factory in Stuttgart in 1919, Waldorf schools have been established all over the world. In middle Europe, Waldorf Schools draw the greatest numbers of independent school enrolments. Scandinavia, Great Britain, North and South America, Asia, New Zealand and Australia all have numerous Waldorf Schools, many of which offer education from pre-school to Class 12. Initiatives for Waldorf Education are also spreading in Eastern Europe.

In Australia, there are approximately over 50 Waldorf schools. Waldorf Schools share a common philosophical foundation in Anthroposophy arising from the work of the Austrian philosopher Rudolf Steiner (1865 – 1923). Anthroposophy views the human being as a threefold being of body, soul and spirit, and the process of growing up in the world is one in which the spirit incarnates in stages, gradually forming and taking hold of the physical body as an instrument for its earthly deeds. The process of human development involves phases of approximately 7 years (i.e., from birth to 7, 8 to 14, and 15 to 21). The curriculum is designed to support these development phases. The many indications and suggested methodologies offered by Rudolf Steiner form the basis for "Education as an Art" the goal of which is the development of free individuals, confident in their ability to know themselves and find their tasks in the world.

THE KINDERGARTEN & RECEPTION YEARS

In preparation for the Primary School the time spent in Kindergarten helps to lay a foundation by establishing daily rhythms, social awareness and healthy play

activities. The natural capacities for wonder, awe and reverence are supported by the pervading mood of the Kindergarten and Reception.

The Curriculum offered to the child is structured to respond to the first 7-year developmental phase, which is characterised by **Imitation**. Out of their own inner need to imitate, the children are immersed in meaningful activity, which develops and strengthens their will forces.

The Curriculum also includes painting, drawing, modelling with clay and beeswax, weaving, plaiting, finger-knitting, story play, puppet shows, circle games, poetry, finger rhymes and music. The Curriculum broadly integrates all subject areas within a day-to-day rhythm and the yearly flow of seasonal changes in nature and seasonal festivals. Each day has its own order, the children beginning with free play and coming together for activities at various times.

Although no formal concepts are taught in these early years, the basic skills of numeracy and literacy are developed as a natural part of daily activities. Solid foundations for language skills are laid in the day-to-day storytelling, songs, rhymes, puppet shows and personal interaction of each child. The teacher nurtures the child's imagination in the telling of carefully selected stories and helps them to experience many aspects of life more deeply by encouraging free play. Numeracy skills are developed in play as children engage themselves in stacking, measuring, sorting, collecting, gathering, counting, number rhymes, stamping, clapping and game playing. At this age no attempt is made to formalise this instruction.

Children enter Kindergarten in their 5th year and parent supported Playgroups cater for the younger children from infants to 4 years old.

THE CLASS TEACHER PERIOD

The Primary phase of schooling commences around the age of seven when the first important phase of growth and development is completed. Emerging independent capacities of memory and imagination are now ready to be called upon and exercised. Through emphasis on rhythmical and musical activities, the developing feeling or emotional life of the child can be educated.

Rhythms in lessons within each day, week and year, various artistic activities, stories of nature, mythologies and metaphors concerning life, all work to strengthen the child's inherent forces of a feeling, imaginative nature. They are nourished with knowledge that "lives" for them.

To the extent that the teacher is the one who brings such experiences into the child's daily life, this is the phase of authorship or authority in a guiding sense.

The process of education is teacher directed but child focused. A feature of Primary education in Waldorf schools such as The Willunga Waldorf School is that the Class Teacher moves with the children for a number of years and therefore gains an in depth understanding of each child as an individual and the class as a group.

Class Teachers engage classes through movement, speech, drawing, painting, modeling, story-telling, writing and singing as well as lesson content, in order to cultivate the feeling-life of the child. It is recognised that during the Primary phase there is a burgeoning imaginative-thinking ability that flourishes and is exercised in an environment filled with creative endeavour.

In general the primary and middle school period is completed with the commencement of Class 8 when the students are around 13 years of age and moving into the developmental phase of puberty.

HIGH SCHOOL

At this stage in Waldorf education, the adolescent is encouraged to use observations and research to reach conclusions and make judgments about the questions arising in the various subject areas. Students meet problems concerning the phenomena central to each area of study and are guided in developing the ability to explore the associated issues and ideas. Teachers with specialist knowledge now teach classes so students have the experience of learning from people who are experts in their fields.

The educational intention is to foster an active, articulate and rounded thinking capacity. All students participate in a full range of disciplines including humanities, languages, arts, mathematics, sciences, technical-studies, life-skills and sports. Within each of these areas the student is meeting a different challenge: thinking is being exercised in diverse ways.

The culmination of Waldorf Education is realised in Class 12 when each student selects, develops, and documents a significant research and/or activity based "Class 12 Project".

In Class 12, all curriculum areas including the project, are internally assessed. The average score based on these assessments is recognised by the South Australian Tertiary Admissions Centre as being equivalent to the ATAR and provides our students with a pathway to tertiary studies.

COMMUNITY LIFE

There are lots of opportunities for parents and caregivers to receive the benefits of being part of a Waldorf community. They range from educational opportunities, social events, learning a new craft, participating in fairs and excursions or just popping in to look at your child's bookwork from time to time.

VOLUNTEERING

Volunteers form an integral part of the cultural fabric of Willunga Waldorf School (WWS), supporting the work of our staff and enriching the lives of the children and young people in our care.

Whether it's assisting with reading in class, helping in the gardens, accompanying excursions, opening the Rainbow Room or serving on School Council – there are many ways you can get involved and contribute to our school community.

WWS seeks to be a safe, just, compassionate, responsive and inclusive place for all. We also have an obligation to comply with all current child protection and Work Health Safety legislation and are committed to a best practice approach regarding child safety.

Therefore, all our volunteers are required to hold a current, “not prohibited” South Australian Working with Children Check, undertake regular Mandatory Notification (RRHAN-EC) Training and sign a Volunteer Confidentiality Agreement. Please see our Volunteer Policy here <https://www.sa.edu.au/resources/policies/>.

If you would like to register as a volunteer at WWS, please complete the Volunteer Application and Agreement form available here <https://www.sa.edu.au/volunteering/>.

CAPITAL LEVY OFFSET

To off-set the Capital Levy, families can elect to work in our garden, with a focus on our Education Garden and Wetlands. The full levy can be offset by 12 hours of gardening per year. For further details please contact the office.

PARENTS AND FRIENDS

The Parents and Friends group (P&F) meet fortnightly throughout the year. The P&F, amongst many things, oversee the organising of the Autumn Fair, are responsible for the distribution of Autumn Fair proceeds and plan various other social events (e.g., Christmas market). P&F report to the Governing Council at the annual general meeting and is a point of connection for school parents.

As a group, members can volunteer as much or as little as they wish. New faces are always welcome for a cuppa and to find out how the group works. Contributions of opinion, thoughts, ideas, energy and practical help is warmly welcomed. Please contact the P&F via

email: parentsandfriends@wws.sa.edu.au

COFFEE AND CRAFT

Coffee and Craft is held each Friday morning from 9am until 11:30am in the Sanctuary Classroom. Beginners and children under parental guidance, most welcome. Bring your own snacks and a gold coin for a cuppa. If making projects to take home then 'pay for what you use', but you are welcome to bring your own projects along, including baby blanket squares, craft bags, felt animals and mending. There is a termly program for inspiration, but all patterns are available.

THE RAINBOW ROOM

The Rainbow Room is a parent, volunteer run school shop selling handmade toys, crafts, books, gifts and art, craft and some school supplies. We stock some of the supplies that the children use or receive at school, including 16ply wool, modelling wax, 100% wool felt, beeswax crayons, Lyra pencils, fountain pens, fleece for wet felting, hats, a variety of slippers and play cloths. We also stock items made by parent or local crafters including soaps, wax wraps, candles, woven baskets, bracelets and felt items. Please email rainbowroom@wws.sa.edu.au if you are interested in volunteering to open the shop or to help in various ways behind the scenes to keep the shop stocked.



COMMUNITY EDUCATION

During the year the Parents and Friends Group and College organise workshops, talks and classes by local or visiting speakers on a variety of topics. Topics have connection with the work of Rudolf Steiner, and particular emphasis is placed on the development of the child and educational issues. Artistic workshops and study groups are also arranged from time to time. Details of these activities are announced in the school newsletter and on Instagram.

PARENT LIBRARY

Books and articles relating to education, parenting, child development and the work of Rudolf Steiner are available for parents to borrow from the school library in the parent library section as well as through the Playgroup leaders and Kindergarten teachers.

FAMILY SUPPORT GROUP

The Family Support Group is a small group of parents, staff, teachers and professionals who operate separately from the school but work with the school to support families who have children with increased needs. The group fundraises in order to offer assistance to children and families who are recommended for extra support, assessment or therapy by the Learning Support Faculty.

SCHOOL WEBSITE

Our school website offers a wide range of information about Willunga Waldorf School. Here you will find term dates, fee schedule, school policies and school performance review.

Please visit to learn more <https://wws.sa.edu.au/>

INSTAGRAM

Willunga Waldorf School has an Instagram page where we share upcoming events, festivals and student school work. Follow us to stay connected and see what is happening in our community.

<https://www.instagram.com/willungawaldorfschool/>

ASSOCIATION MEMBERSHIP

Willunga Waldorf School is a member based Incorporated Association. Any parent or guardian who has signed the enrolment form for a child at present attending the school is eligible to become a member of the association. Eligible persons must confirm their membership for the year by signing a member ship form and returning to the front office. More information is available on our website here <https://wws.sa.edu.au/our-school/governance/>

ANNUAL GENERAL MEETING

All members of the school community are welcome to attend the Annual General Meeting whether official voting members or not. Notice of the Annual General Meeting is advised in the school newsletter and on our website.

ADMINISTRATION DIRECT CONTACTS

School Office: 08 8556 2655
Email: office@wws.sa.edu.au
Absentee Voicemail: 08 7123 2699
Absentee Text: 0438 838 556
Absentee direct email: absentee@wws.sa.edu.au



