



WILLUNGA WALDORF SCHOOL

SCHOOL PERFORMANCE REPORT FOR 2025

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 2025, 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 community's ongoing health.

MISSION STATEMENT

To provide education from early childhood through to Class 12, grounded in a deep understanding and respect for the developing and unfolding human being, inspired by Rudolf Steiner's work.





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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.



The School's Reconciliation Action Plan (RAP) was developed through the collaborative efforts of a dedicated group of staff, First Nations families, and community members. The RAP was formally approved through Narragunnawali in 2025, marking a significant milestone in the school's commitment to reconciliation.

The launch of the RAP was celebrated with a community gathering that featured First Nations craft activities, music, storytelling, and opportunities for relationship-building. This event provided a meaningful occasion to acknowledge the collective work undertaken and to strengthen connections across our school community.

I would like to extend my sincere thanks to the staff, parents and families who generously contributed their time, knowledge, and support throughout the development of the RAP and the planning of its launch celebration. Their involvement was instrumental in ensuring the success of both the process and the event.



CONTEXTUAL INFORMATION:

THE SCHOOL AND ITS COMMUNITY

Willunga Waldorf School (WWS) is located less than one kilometre from the historic township of Willunga, approximately 40 kilometres south of Adelaide. Established in 1989 as a Kindergarten operating from a local community hall, the school has grown into one of only two independent Waldorf (Steiner) schools in South Australia, with an enrolment of approximately 420 students from Kindergarten to Class 12.

The school is situated on the site of a former almond orchard, with many of the original trees remaining. These trees form a significant historical grove and provide a distinctive natural feature, particularly during the annual Willunga Almond Blossom Festival.

Willunga Waldorf School offers a comprehensive educational pathway from Early Childhood through to Class 12. The curriculum is grounded in a deep understanding of child and adolescent development and is inspired by the educational philosophy of Rudolf Steiner. The school is committed to nurturing each student's intellectual, emotional, physical, and social development.

Central to the school's vision and practice is a commitment to:

- developing character, creativity, understanding, purpose, and competence
- fostering collaboration, trust, and support within professional relationships
- promoting a culture of continuous learning, reflection, and self-development
- strengthening community connectedness through meaningful parent-teacher partnerships
- exercising responsible stewardship of the social and physical environment.

The school benefits from specialist facilities for Science, Physical Education, Technical Studies, Music, and Visual Arts. Purpose-built facilities, including the school hall and library, support learning across all year levels, while the high school building, opened in 2020, continues to enhance educational opportunities for secondary students.

Responding to strong enrolment demand and a substantial waiting list, the school commenced planning for dual-stream classes in 2023. This expansion was realised in 2024 with the introduction of a second Reception class, Golden Wattle, which commenced with an enrolment of 24 students. Now, in 2025, the school has grown to include dual streaming to Class 1.

The school grounds are thoughtfully designed to provide an exceptional nature-based learning environment. The integration of natural and built spaces enriches the educational experience and reflects the school's commitment to fostering a strong connection between students and the natural world.



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.

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 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 oversees and ensures the successful delivery of the school's educational vision, ensures that the expectations of students, parents, teachers, and the community are met, and serves as the "public face"



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of the school. The Head of School works with the nominated leadership and management groups.

- 1.2. The Business Manager is employed by the School Council and manages the school's financial, administrative, and infrastructure requirements, reporting to the Head of School and School Council.
- 1.3. The Leadership Team comprises the Head of School, Business Manager and Faculty leaders, serving as a consultative team that actively engages in and carries responsibility for the day-to-day management and leadership of WWS.
- 1.4. The College, 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. The College nominates up to two School Council members.
- 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. Parent & Friends nominate up to two School Council members.

The Parents and Friends Group collaborate 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 educates students using the Australian Steiner Curriculum Framework (ASCF). Steiner Education Australia developed and maintained the curriculum content and methods across all subjects from Foundation to Year 10. The ASFC 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, one straight reception class, and two Class 1s. Classes 2-12 are currently single streamed.

Our Primary School curriculum is structured to support the child's natural development, 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. Year 10 students



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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 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, 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 opportunities to perform at school festivals, concerts, and external community events.

In 2025, students had opportunities to engage in instrumental nights, Music nights, Musical Performances, and Music Camp.





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GARDENING PROGRAM

The gardens surrounding the classrooms, including the school's dedicated Educational Garden, are an integral part of the learning environment and provide students with rich, hands-on educational experiences. Weekly garden lessons commence in Class 3 and resume from Class 6 through to Class 10, supporting the development of practical skills, environmental awareness, and sustainable living practices.

Students engage in a broad range of activities, including vegetable and fruit production, food preservation and drying, cooking, composting, nursery and market gardening, orchard and vineyard management, and landscape design and maintenance. These experiences foster a strong connection to the natural environment while developing responsibility, collaboration, and practical problem-solving skills.





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At the secondary level, the elective subject Garden to Plate extends these learning opportunities by enabling students to further develop their food preparation and cooking skills using fresh produce harvested from the school gardens. This program strengthens students' understanding of sustainable food systems and the connections among cultivation, nutrition, and well-being.

SPORTING ACTIVITIES

Physical Education and School Sport

The school's curriculum maintains a strong balance between academic learning and physical activity, recognising the important role movement plays in supporting student wellbeing, engagement, and learning. Physical activity is integrated throughout the educational journey, with Classes 1 and 2 participating in regular games and movement activities, while students in Classes 3 to 7 engage in Bothmer Movement. This distinctive aspect of Steiner education develops balance, coordination, spatial awareness, and social consciousness through purposeful movement.

A highlight of the middle primary years is the participation of Class 5 students in the annual Greek Olympics Day, held in collaboration with other Waldorf schools across Adelaide. This event provides opportunities for students to experience healthy competition, teamwork, and cultural learning.

Students in Classes 6 to 12 participate in a comprehensive Physical Education program that offers a broad range of sporting and recreational experiences. The school actively encourages participation in interschool sport, local competitions, and School Sport SA (SAPSASA) events, providing students with opportunities to develop skills, teamwork, resilience, and sportsmanship.



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2025 School Sport Overview

The 2025 school year was characterised by high levels of student participation and achievement across a diverse range of sporting activities. Students were provided with opportunities to engage in both competitive and recreational sport, representing the school in Futsal, Tennis, Cross Country, Triathlon, Soccer, Basketball, Netball, Volleyball, Table Tennis, and, for the first time, AFL 9-a-side, complementing the introduction of the school's new Sport Elective.



Several teams achieved outstanding results throughout the year. The Class 5/6 Girls' Soccer Team progressed to the State Final, demonstrating exceptional skill and teamwork. The Class 7/8 Boys' AFL Team won the 9-a-side AFL Carnival, while the Class 7–10 Mixed Tennis Team were crowned Zone Tennis Champions. The Year 10 Boys' Volleyball Team continued its strong record of success by advancing to the State Final.

Individual student achievements were also recognised, with a number of students earning selection to state representative teams across a range of sports.

A significant highlight of the year was the school being awarded the Heather Lee Sports Trophy for the Onkaparinga catchment area, comprising 22 government



and non-government schools. This award recognises the school's outstanding overall sporting performance, taking into account both participation rates and competitive results relative to student enrolment numbers. Receiving this award is a significant achievement and reflects the dedication of our students, the expertise and commitment of staff, and the ongoing support of our school community.

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 2025:

- *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 2025:

- *Class 8 – Orientation Week and Cycling Camp – Adelaide City and Kuitpo Forest*
- *Class 9 – Flinders Ranges Art & Geography Camp and Rock-climbing Camp Adelaide Hills*
- *Class 10 – Oceanography Camp and Surveying Camp – Spencer Gulf & 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,



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confidence in their abilities, and the capacity for responsible risk-taking, as well as 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, usually 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 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.



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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

During 2025, Willunga Waldorf School hosted three students, one from Germany and two from Spain. While three of our students reciprocated in the exchange with the schools of the students they hosted. We then welcome their exchange student to Willunga to study with us for a term, which adds to the wonderful flavour of each class, as our students experience when visiting an exchange school.

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, pairing younger students with a well-being person or an older student.

In addition, the school offers student wellbeing support services from Year 6 to Year 12, providing personal access to assist with the many complexities that may arise in a young person's life.

AFTER SCHOOL KIDS CLUB

In 2025, 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.



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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	49
Academic Staff with PhD	1
Academic Staff with Master Qualifications	11
Academic Staff with Honours or equivalent	15
Academic Staff with Bachelor Degree	21
Academic Staff with Diploma in Education	1

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 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 Classes 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 those of benchmark tests.

STUDENT ATTENDANCE 2025

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 2025, Willunga Waldorf had 12 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	79.52%
Reception	72.44%
Class 1	83.36%
Class 2	86.90%
Class 3	82.82%
Class 4	91.08%
Class 5	87.53%
Class 6	88.05%
Class 7	89.42%
Class 8	88.83%
Class 9	88.24%
Class 10	87.07%
Class 11	90.27%
Class 12	92.71%
Whole School	86.30%



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SENIOR SECONDARY OUTCOMES

The school community extends its congratulations to the Class of 2025 on the successful completion of their secondary education.

Twenty-one students completed Year 12 during the year. Of these, seventeen students undertook the SATAC Year 12 pathway, while four students completed the school's non-SATAC Year 12 option. All twenty-one students were awarded the school's Year 12 Certificate, recognising their commitment, achievement, and successful completion of their studies.

Graduates who applied for tertiary education received offers across a diverse range of disciplines, including Creative Arts, Visual Arts, Music Production, Law, and Social Work. Other graduates have chosen alternative pathways that align with their interests and aspirations. These include collaborative creative projects, such as the production, writing, and direction of a documentary, undertaken both through formal study and independent pursuits.

The breadth of post-school destinations reflects the diverse talents, interests, and ambitions of the graduating cohort. As students transition to the next stage of their lives, they carry with them the knowledge, skills, and values developed throughout their education.

We wish all members of the Class of 2025 every success as they pursue further study, employment, creative endeavours, and community engagement, and as they continue to discover meaningful ways to contribute to the wider world.



PARENT, STUDENT AND TEACHER SATISFACTION

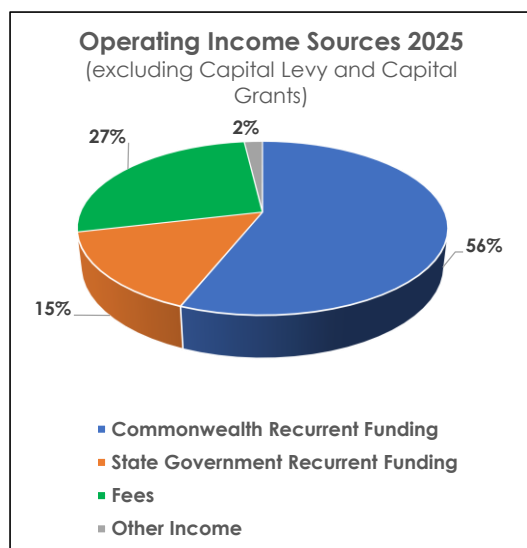
The school's parent education program has been a success again in 2025, offering parents a range of topics to deepen their understanding of Steiner Education, child development, and the Anthroposophy that underpins it. The Parent Education program was reviewed at the end of 2025 and, due to its success, will continue into 2026.

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 2025

The school strives to keep tuition fees affordable 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.

In 2025, our income for capital expenditure was \$651k, with the Commonwealth Government contributing \$493k towards the new Class 2 building and the State Government contributing \$48,400 towards the nature play equipment in the Junior Primary playground.



School Income by Source	\$
Commonwealth Recurrent Funding	5,319,567
Fees	2,538,790
State Government Recurrent Funding	1,448,889
Other Income	180,032
Block Grant Authority Funding (Comm)	493,000
Capital Levy	109,590
State Government Capital Grant	48,400
Total	10,138,267