



Perth Waldorf School

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Annual Report 2017

About the School

Perth Waldorf School (PWS) is set in natural bushland at Bibra Lake, a 20 minute drive from the centre of Perth. In 2017 PWS offered Playgroup, Kindergarten, Primary and High School classes to children of approximately 2 to 18 years of age.

Perth Waldorf School offers a complete Steiner Curriculum up to Class 12. The Curriculum is recognized by the State and Federal Governments. The curriculum is available from the Steiner Education website: <http://www.steinereducation.edu.au/curriculum/steiner-curriculum/>

The primary aim of PWS is the provision of high quality education based on the insights of Rudolf Steiner.

In the broadest sense, Waldorf education aims to:

- Awaken and preserve the child's innate sense of wonder, awe and reverence for life.
- Restore vitality to childhood by infusing the learning process with love and enthusiasm.
- Cultivate the child's capacity for clear thinking.
- Educate through the art of teaching.



1. Overview

Growth significantly slowed in 2017 in terms of building infrastructure. Planning for the School's Administration building was also delayed unfortunately.

A new School Administrator, Jean-Michel David commenced at the beginning of the 2017 school year. Jean-Michel David's career in education spans 30 years and is deeply connected to Steiner's anthroposophy. More recently he held positions at Melbourne Rudolf Steiner School and Little Yarra Steiner School in Victoria. Jean-Michel resigned in August 2017.

Bruce Lee, the School's Administrator in previous years, re-commenced with us in October 2017.

2. Staff movements

- Chris French resigned as Photography Teacher
- Judith Hermann commenced as the Class 1 Teacher
- Jade Collins commenced in Sport, PE and Games
- Tashi Hall commenced as Guitar Tutor
- Wendy Cole-Baker commenced in Class 2
- Maria Price commenced as Administration/Finance Officer
- Louise Taylor commenced in High School English
- Veronica Tyquin commenced in High School Biology
- Matt Blackwell joined as a Technical Director for the High School Drama programme
- The School Development Coordinator, Dale Collins departed due to a family relocation and was replaced by Peggy Crane
- Paddy Hocking, High School Teacher who held classes in Woodwork, Camps and Biology/Ecology resigned in Term 3
- Jodee Garbellini, Teacher's Assistant in Primary School resigned at the end of term 2
- 3 High School staff commenced maternity leave and their positions were held by relief staff.
- Nicole Brooks resigned as Class 2 Teacher.

Due to ongoing growth there were a number of staff appointments. There has been very little turnover of staff who hold close to 1 FTE except for an unusually high rate of those taking maternity leave.

A current organisational chart is available on the school website.

3. School Characteristics 2017

School Facts 2017

School sector	Non-government
School type	Co-Educational
Year range	Pre-Kindergarten to 12
Location	Metropolitan

Students 2017

Total enrolments	540
FTE Girls	244
FTE Boys	194
Full-time equivalent enrolments	438
Indigenous students	0%
Language background other than English	19%

School Staff 2017

Teaching Staff	44
Full-time equivalent teaching staff	33.3
Non-teaching staff	39
Full-time equivalent non-teaching staff	23.2

4. Teacher Standards & Qualifications

All teachers are registered with the Teachers Registration Board of Western Australia.

There are a number of staff both teaching and non-teacher holding qualifications in Steiner Education and Anthroposophy.

5. Attendance Rates 2017

Managing Student Attendance

Parents are asked to ensure that students arrive at school at least fifteen minutes before the school day. Persistent lateness without reasonable cause will lead to an investigation. Students will be expected to make up for lost time. Students leaving school early are required to supply a

note, written by the parent/guardian, SMS or verbally over the phone from parent or guardian to their class teacher and sign out at the front office. All student absences must be accounted for by parents/guardians either by phone, note, email or SMS via the specified SMS number advised by the school. If necessary, the staff follows up student absences.

Absences in excess of 10 days per term must be notified by the Attendance Officer and Class Teacher to the School Administrator. A letter will be sent to parents whenever absences are of concern and when a report is made to the School Administrator. A meeting may be arranged with the parent/guardians and School Administrator to discuss the situation.

Class	% Average attendance in 2017
Class 1	86.67%
Class 2	92.85%
Class 3	95.38%
Class 4	92.74%
Class 5	90.18%
Class 6	93.18%
Class 7	91.11%
Class 8	88.23%
Class 9	89.64%
Class 10	76.91%
Whole School Average	89.36%

The main reasons for non-attendance were illness and extended family vacations. In 2017 there were issues around Measles and students being quarantined that increased absentee rates for some years.

Management of attendance, including non-attendance is as per School's Attendance and Absences Policy and procedures found on the school website.

6. Feedback

Parent and community feedback is received through a variety of forms including parent nights, meetings with Faculty Coordinators and the School Administrator and through the school's Parents and Friends Association. There is also a "Class Carer" network which is supported by the school's Community Support Officers.

The School has a Grievance and Concern Policy and Procedures. The procedural flowchart and forms are available on the school website.

Staff feedback is received via faculty meetings, whole staff meetings, once-a-year Teacher employment intention forms, resource requests, meetings with the Faculty Coordinators and the

School Administrator. The school remains small enough that issues of concern become clear relatively quickly and can be dealt with in a timely manner.

A Listening Circle is available each week allowing parents to meet with the School Administrator and discuss concerns and get information.

7. NAPLAN Results 2017

As part of the National Assessment Program – Literacy and Numeracy (NAPLAN), national tests are conducted in May each year for students in years 3, 5, 7 & 9. All eligible children at Perth Waldorf School sit the NAPLAN. Test results were provided to parents. In general, class groups score above the National Benchmarks in all NAPLAN tests. When there are issues identified with the results, the school works with the relevant teacher to improve any deficiencies in Literacy or Numeracy.

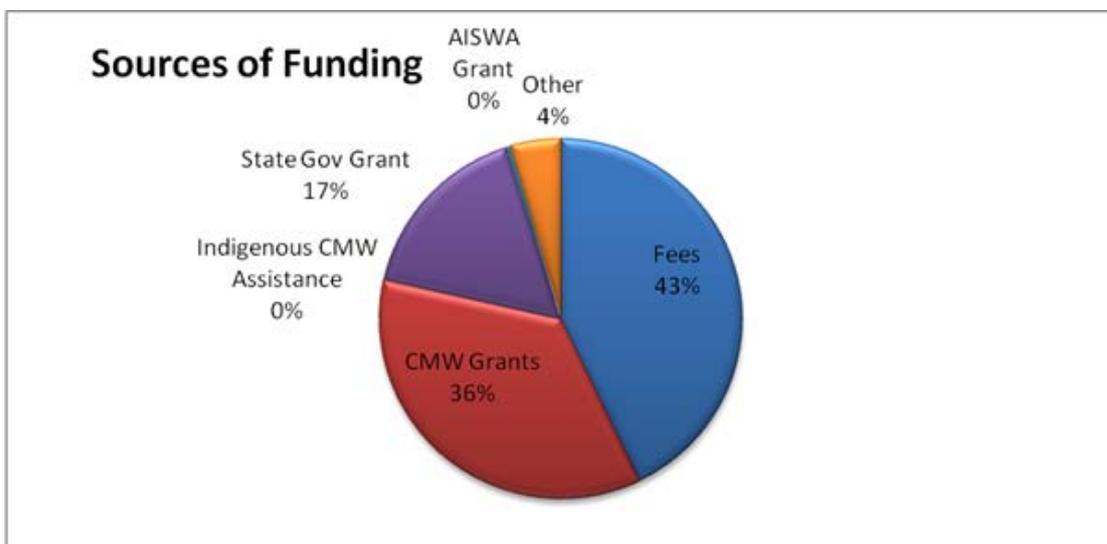
NOTE: Most parents of Class 3 students chose to exempt their children from sitting the tests due to philosophical objections to the testing methods for that age group.

The school results where statistically significant can be found at <http://www.myschool.edu.au>

8. Funding Sources 2017

Sources of Funding

Fees	3,307,135
CMW Grants	3,014,131
Indigenous CMW Assistance	3,631
State Govt Grant	1,322,816
AISWA Grant	29,156
Other	352,542
Total	8,029,411



9. Senior Secondary Outcomes & Post School Destinations 2017

High School students come from a wide variety of backgrounds and leave to a variety of destinations including University of WA, Notre Dame University, Murdoch University, Curtin University, Edith Cowan University, TAFE, WAAPA and employment opportunities. University entrance is sought through TISC as non-standard schooling and alternative pathways. Students also have immediate access to the STAT test after graduating from PWS. This mature age entry test is usually reserved for 20 year olds and above but a relationship forged with TISC has ensured PWS students are able to access it earlier.

The school has tracked the post-school destinations of all the graduates since the first cohort in 2011. Of those who have applied to higher education, it is the school's understanding that all have been successful in gaining entrance. Detailed information on where students go after leaving PWS is presented at the High School Journey information evening held each year or when requested.

Class 12 increased from 25 students in 2016 to 26 students in 2017. All students graduated and proceeded along the following pathways:

University via the Special Tertiary Admissions Test (STAT) – 6

Training in a Trade & TAFE – 4

Employment – 6

Overseas Travel or Gap Year - 10

Some of the pathways chosen by graduating Class 12 students from 2017 are

History and Drama	University of Notre Dame
Psychology	University of Western Australia
Secondary Education	Edith Cowan University
Game Design and Animation	Murdoch University
Singing	Western Australian Academy of Performing Arts
Western Australian Police Force Academy	
Chef Apprenticeship	TAFE

Further Information about the school:

School Administrator (Principal) Bruce Uchiyama-Lee

Enrolment Officer Diane Smith

Bursar Sunu Rozario

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