



## Perth Waldorf School

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# Annual Report 2018

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### About the School

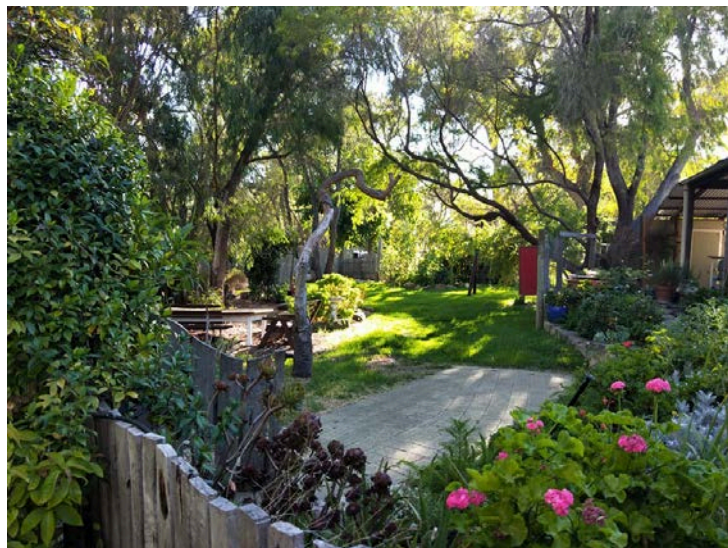
Perth Waldorf School (PWS) is set in natural bushland in Bibra Lake, a 20 minute drive from the centre of Perth. In 2018 PWS offered Parent and Baby Group, Toddler Group, Playgroup, Kindergarten, Primary and High School classes to children of 0 to 18 years of age.

Perth Waldorf School offers a complete Steiner Curriculum up to Class 12. The Curriculum is recognised by the State and Federal Governments. The curriculum is available from the school upon request.

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.



In 2018 PWS has continued to enjoy enrolment growth which has been consistent and positive since 2012 with average growth, mainly in the high school where there is capacity to grow, of around 17 students per year. There has been significant investment in capital projects around the school to cater for the larger numbers of students, reflecting the school's commitment to providing a beautiful and nurturing place for its students.

Perth Waldorf School makes a significant investment in developing its staff by providing both professional development opportunities, and also time to come together to share programming responsibilities, carry out child studies, plan festivals, develop pedagogy and plan for the resources required to support our teaching programmes.

### **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-teaching holding qualifications in Steiner Education and Anthroposophy.

<b>Teacher Qualifications</b>	(at date of publication)
Briellen Anthony	BArts Japanese/Chinese. GradDip Ed Secondary
Val Ashman	BEd, Dip Teaching
Jo Aumanun	BEd (Primary), GradCert Early Childhood, Steiner Teacher Training
Lisa Bastian	Master Art Therapy, BArt, DipEd Primary
Wendy Belford	Master Ed Leadership, BSc Health & Phys.Ed
John Bluntschli	BSc, GradDip Ed, Master Social Sc, Counselling
Sarah Boyle	Dip Teaching, Dip Business Studies
Jennifer Byrne	BEd
Wendy Cole-Baker	BEd
Eugene Chatelle	Steiner Teacher Training, Dip Art & Design, Dip Transpersonal Counselling, Dip Interdisciplinary Studies
Jade Collins	BAppSc, GradDip Ed
Christine Cregan	Steiner Teacher Training
Feonagh Cooke	Master Tropical Health, B App Sc
Sean Connolly	BSc (Hons) GradDip Ed
Patricia Crook	BEd, Dip Religious Ed, Dip English, Steiner Teacher Training
Emma D'Orazio	BArts English, GradDip Cultural Studies & Comms, GradDip Ed

Cathy Dale	BArts, BEd, AssocDip App Sci, Current-Master of Ed Management
Caitlin Deacon-Gannaway	BSc, GradDip Ed
Elena Fontana	Dip Teaching
Joy Foster	B Fine Arts, GradDip Ed
Joachim Von Doernberg	Bachelor Teaching (Secondary), Master Teaching (Secondary), Grad Cert Teaching German, Grad Cert Teaching HaSS
Kristina Hamilton	BArts (Hon), Steiner Teacher Training, Eurythmy Teacher Training
David Hammond	BComm, BA, Master Teaching, Primary
Jadon Henderson	BEd Secondary
Krystal Hickman	BArts GradDip Ed (Primary) GradDip Ed (Secondary)
Patrick Hocking	BArts, Outdoor Ed, DipEd, Outdoor Ed, Soc & Env.
Rosemary Hughes	Dip App Sc, Steiner Teacher Training
Julia Humphreys	BArts Primary Ed, BEd (Special Needs)
Jesse Hutchinson	BEd
Xanthe Karjalainen	BArts, BEd, GradCert E.C.
Donna Kerr	BArts, Bed, Dip Speech and Drama
Annabelle Kellenberger	BArts (Ed)
Brett Kranz-Little	BSc (Hon) - Physics & Astronomy, GradDip Ed
Kelly Kranz-Little	BArts, Grad Dip
Paul Lawrence	Certificate in Alexander Technique
Bruce Lee	BArts, BSW, GradDip (Ed), GradDip (Mediation), Steiner Teacher Training
Anthony MacLeod	Equivalent to BEd, Sth Africa
Sarah McCarthy	BEd Secondary Art
Bronwyn Maddock	BArts, ECE, Steiner Teacher Training
Kevin Mazzer	BArts Ed, AssocDip Arts, Steiner Teacher Training
Fiona McVey	BAppSc - Library Studies, Dip-Fashion, Steiner Teacher Training
Evelyn Mischer	Dip Ed & Equiv Degree to BA(Hon)
Pamela Moore	BArts, BEd, Dip in Teaching, English
Suzie Moore	BSc, GradDip Ed

Jennifer Papineau	BEd, Cert IV Training & Assessment
Lisa Payne	BA, GradDip Ed, Learning Support, Steiner Teacher Training, Post Grad Dip Montessori
Terese Pellatt	BEd, Steiner Teacher Training
Mark Phillips	BArts, Phys. Ed, Dip Teaching ESL
Elizabeth Pippet	BSc, Occupational Therapy, Dip Ed
Nichola Renton-Weir	BArts (Hons), Drama in Education, GradDip Ed
Virginie Rousset	BSc, GradDip Ed (Secondary), Dip Modern Languages
Judith Schipkie	BEd (Steiner), Dip Arts/Playgroup
Shanelle Schramm	BMus, DipMus Performance, GradDip Ed, Cert IV Music, Cert IV Fashion Design & Technology
Anna Scott	Steiner Teacher Training
Yvonne Soares	Steiner Teacher Training, Dip Ed, Cert (Bookkeeping)
Sharon Symes	Associate Diploma Social Science
Jennifer Turpin	BA (History & English), Dip Ed, Dip Library & Information Systems
Veronica Tyquin	BSc (Hon), GradDip
Sunitha Venkateshwaran	B Architecture, GradDip Ed, Cert IV Training & Assessment
Sue Wallwork	BA, GradDip Ed, Steiner Teacher Training
Danica Wichtermann	BArts, GradDip Ed (Secondary Arts)
Claire Williamson	BMus, GradDip(Ed), Dip Performing Arts

A current organisational chart is available on the school website.

## School Characteristics 2018

### School Facts 2018

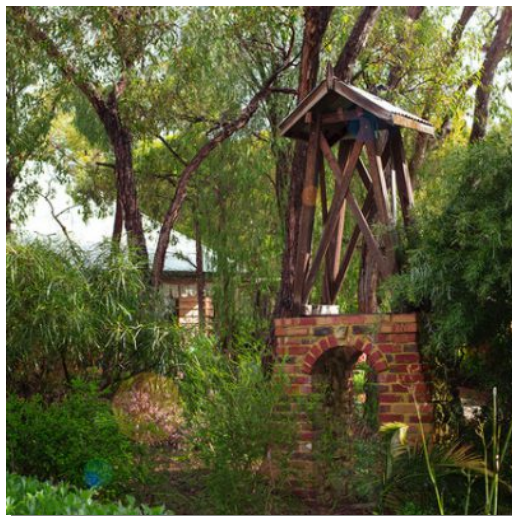
School sector	Non-government
School type	Co-Educational
Year range	Pre-Kindergarten to 12
Location	Metropolitan

## Students 2018

Total enrolments	557
FTE Girls	255
FTE Boys	203
Full-time equivalent enrolments	458
Indigenous students	5
Language background other than English	6%

## School Staff 2018

Teaching Staff	54
Full-time equivalent teaching staff	37.3
Non-teaching staff	40
Full-time equivalent non-teaching staff	26.5



## Attendance Rates 2018

### Managing Student Attendance

Parents are asked to ensure that students arrive at school at least fifteen minutes before the school day begins. 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 follow 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 the School Administrator to discuss the situation.

Class	% Average attendance in 2018
Class 1	92.32%
Class 2	93.60%
Class 3	95.96%
Class 4	92.63%
Class 5	92.20%
Class 6	92.55%
Class 7	94.86%
Class 8	94.32%
Class 9	89.63%
Class 10	88.98%
<b>Whole School Average</b>	<b>92.60%</b>

The main reasons for non-attendance were illness and extended family vacations.

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

## **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.

In 2018, Perth Waldorf School was part of a national survey of 3055 teachers, parents and upper high school students. 164 responses were collected from Perth Waldorf School parents, staff and upper secondary students. The results of the national survey informed the school and a snapshot of the responses is provided below.

In 2018 we set about undertaking the largest survey in the history of Steiner Education in Australia.

Over a period of about 4 weeks, more than 3,000 people who have experienced Steiner schools first-hand, answered an online survey and gave us open and honest feedback.

Our parents are seeking a Steiner school because it reflects their values, is different from mainstream schooling and there is strong support for our ACARA recognised curriculum.

Their overall satisfaction levels are very high across the board including:

- 86% of parents either strongly agree or agree that they are/were satisfied with their choice.
- 78% strongly agree or agree that their expectations have been/were fulfilled.
- 77% strongly agree or agree that the quality of teachers is/was strong.
- 86% strongly agree or agree with the statement that they value/valued an arts-based approach to learning.
- 84% of parents strongly agree or agree that the teacher knows/knew their child.
- 73% strongly agree or agree that the community is supportive and unified.
- 81% strongly agree or agree that the quality of classrooms and resources is high.

These are impressive figures which demonstrate the value placed on the very essence of a Steiner education.

Students tell us that they feel happy and fulfilled at school and have good relationships with their teachers and fellow students – solid indicators of a high level of student wellbeing which research shows is a determinant in strong academic and general life outcomes.

This is strongly supported by our alumni who largely remain connected to their Steiner school and 95% agree that attending a Steiner school has been an asset in life.

From the perspectives of Principals/Equivalent and Teachers as well, we unsurprisingly found strong commitment to the Steiner ideals, values and pedagogy. This included a commitment to the view of child development underpinning the curriculum, the incorporation of eurythmy into programs, teaching artistically and ensuring the festivals promote growth and rhythm within the community.

This is not to say we cannot improve – and certainly the data from the survey will assist us to grow as a group of schools; but it does show that those who know us best are telling us that we are doing something very right and that we have much to be proud of.

Virginia Moller

CEO, Steiner Education Australia



## **NAPLAN Results 2018**

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.

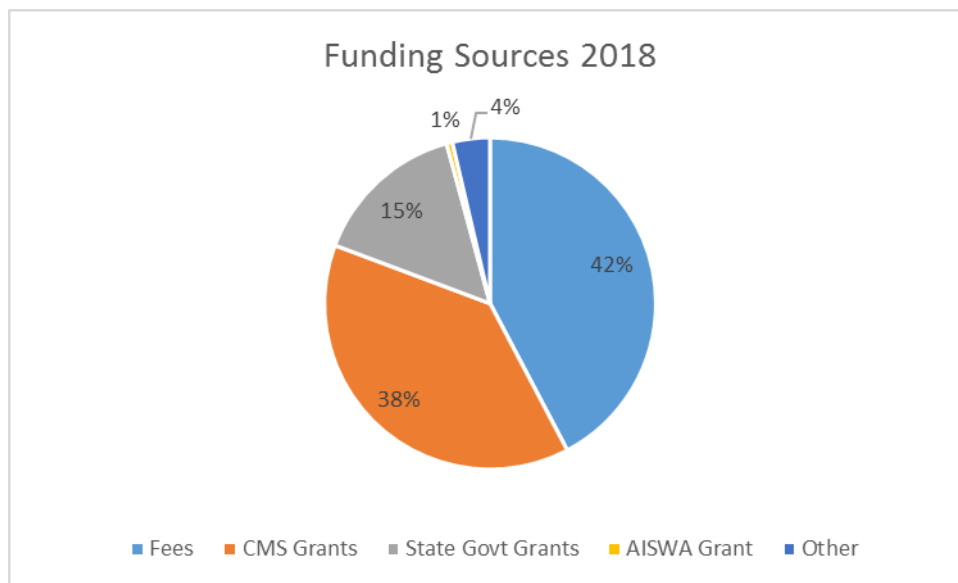
NOTE: Most parents of Class 3 students chose to exempt their children from sitting the tests due to philosophical objections to the testing methods for that age group.

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



## Funding Sources 2018

Fees	\$3,623,246
CMW Grants	\$3,291,890
State Govt Grant	\$1,290,145
AISWA Grant	\$48,652
Other	\$314,307
Total	\$8,568,240



## Senior Secondary Outcomes & Post School Destinations 2018

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 26 students in 2017 to 32 students in 2018. All students graduated and some of the pathways chosen by graduating Class 12 students are:

Engineering at Murdoch University  
Arts (International Relations) at UWA  
Science/Biomedical Science at Notre Dame  
Management and Finance at UWA  
Psychology at UWA  
Marine Science at Murdoch University  
  
Science (Megatronics) at Curtin University  
Physiotherapy at Notre Dame University  
Arts (Literature, Psychology) at UWA  
Commerce at UWA  
Full time employment

Computer Science at Murdoch University  
Music at WAAPA  
Screen and Media Studies at TAFE  
Arts (Politics and Sociology) at UWA  
Arts (Linguistics) at UWA  
Physics and Nanotechnology at  
Murdoch University  
Nursing at Notre Dame University  
Engineering at Curtin University  
Graphic Design at Curtin  
Overseas travel or gap year

**Further Information about the school:**

School Administrator (Principal)	Bruce Lee
Enrolment Officer	Diane Lovett
Bursar	Sunu Rozario

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