



PERTH WALDORF SCHOOL

Steiner Education



High School Prospectus

"Receive the children in reverence
Educate them in love
Let them go forth in freedom"
Rudolf Steiner



Our Locations

Bibra Lake Campus

14 Gwilliam Drive, Bibra Lake WA

Parkerville Steiner College Campus

695 Roland Rd, Parkerville WA



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“The true aim of education is to awaken real powers of perception and judgment in relation to life and living. For only such an awakening can lead to true freedom.”

Rudolf Steiner

The Perth Waldorf School

The primary aim of the Perth Waldorf School is the provision of high quality education based on the insights of Rudolf Steiner. In essence, Steiner Education recognises the three soul faculties of the human being, namely, Thinking, Feeling and Willing, which emerge and develop during childhood, adolescence and young adulthood.

Our curriculum and methodology address the unfolding of these qualities in children by providing content which parallels the developmental stage of the children. Our teaching method, by recognising that these faculties emerge in a specific sequence in a child's life, is in harmony with the consciousness of the child. Taught in this way, each subject serves to strengthen and balance these innate human qualities.

The Perth Waldorf School aims to:

- Provide an education of the highest quality so our students become balanced adult individuals, having developed clarity of thinking, sensitivity of feeling and strength of will.
- Inspire within the children a love of learning, a morality that strives for goodness, an appreciation of beauty and a pursuit of truth.
- Provide our students with knowledge, skills and means to work competently in the world.
- Provide our students with values that will enable them to find their path in life.
- Inspire in our students, a sense of wonder at and a healthy positive connection to the world, arising from a knowledge of and responsibility toward the individuality of themselves and others.
- Inspire a sense of the spiritual dimension of life as well as a healthy respect for the physical.

These aims are held throughout the child's schooling but implementation of them will vary according to the development of the child.



The High School

The developing human being is the basis for both the content and practice of our teaching in the Waldorf High School.

Ideals of Steiner Education

Firstly to educate a young person to be a free human being, able to discern what is happening in the world and deal with those situations skilfully, responsibly and with enthusiasm.

Secondly, we want students to love the world, other people and themselves.

We recognize in the human being three fundamental activities that connect us to ourselves and to the world in varying and deep ways – Thinking, Feeling and Willing.

In the Kindergarten the young child is a being of will. During the primary school years, feeling is the emerging soul faculty for the child. In the High School the curriculum is designed to meet the development of the third soul faculty – thinking. The capacity for pure abstract thinking emerges and can be approached directly. Students are led to develop independent and creative thinking based on the formation of independent judgements.

The bringing of will into thinking is a necessary precursor to freedom and the bringing of thinking into will leads to an awakening to the world and our activities in it. This is a forerunner to connecting to the world in a caring and loving way.

The High School aims:

To bring to the students a knowledge of the forces that have shaped modern life.

To foster, as objectively as possible, the latent idealism of the students.

To orient students in contemporary society. Through a bigger emphasis on learning through real life experiences along with classroom teaching. In the High School the subject, more than the teacher, is the authority.

To provide a balanced education that fosters free human beings who know how to direct their own lives and play a responsible role in today's fast-changing world.

“By the time Steiner students reach us, they are grounded broadly and deeply and have a remarkable enthusiasm for learning. They possess the eye of discoverer and the compassionate heart of the reformer, which when joined to a task, can change the planet.”

Arthur Zajonc Ph.D.
Professor of Physics
Amherst College

“My past three decades (of teaching) have been marked by change. From time to time a unique stabilizing influence would appear in my classes: a Steiner graduate. They were different from the others. Without exception they were, at the same time, caring people, creative students, individuals with indefinable values and students who when they spoke made a difference,”

Dr. Warred B. Eckelberg
Professor of Biology and Director of Premedical Curriculum
Adelphi University

The Curriculum

Our students will inherit a rapidly changing and surprising world. The best preparation we can give them is to provide a multi-dimensional schooling that develops the full range of human potential. The philosophy of the Perth Waldorf High School is to educate all students in all possible subjects. Therefore all genders participate in every curriculum area.

The Perth Waldorf High School curriculum aims to give students:

- An education that promotes academic excellence, artistic expression and practical skills.
- An education that develops independence, responsibility and strength of character.
- An education that prepares them for a dramatically changing world.

The traditional Steiner curriculum exposes students to a wide range of subjects, all of which are sequentially developed from Class 1 through to Class 12. Students are taught how to do research, to work with original sources and to articulate their thoughts clearly and expressively.

The Perth Waldorf High School curriculum aims to equip the individual to fully participate in and contribute to society. It is not driven solely by learning outcomes. Such outcomes are merely subject, or skills, orientated. Our rich curriculum provides an education for teenagers that inspires love of learning, develops freedom of thought, and fosters self-confidence in an atmosphere of academic rigor and artistic fulfilment.

Adolescence and the High School Curriculum

Adolescence is a time of powerful physical changes and corresponding intellectual awakening. The vivid impressions of the subject matter in Primary School now serve as a foundation for further studies. What has once been experienced with great intensity of feeling can now be re-examined with the newly awakened faculties of personal judgement and critical thought.

The beginning of adolescence marks the birth of the thinking faculty as an independent capacity of the individual. The world previously experienced through the first two stages of will/play and imagination/feeling, is now seen in a new way, one of intellectual and conceptual thinking. Our High School curriculum meets this new way of experiencing the world by encouraging students to use observations, research, conclusions and judgements across the various subject areas. Students are guided in developing the ability to find resolutions and answers to rational questions and problems present in phenomena or subject matter. The students now meet a range of experienced and passionate specialist teachers who can bring the full depth of the subject matter in an enlivened and extended way.



The Great Disciplines of Humanity

The task of the High School is to help the students create their own path into the great disciplines of humanity – art, geography, history, language, literature, mathematics, music, different cultures and science. The students are brought to these areas of human striving by people who love their subjects and are avidly exploring and developing them. As a result, the students come to share their enthusiasm for the broad disciplines of human culture. A broad range of subjects is taught in each year level with the conscious aim of avoiding overspecialisation.

Artistic and practical activities are seen as being of equal value to the provision of knowledge. The curriculum seeks to engage the whole human being. The students are encouraged to connect with their studies through artistic activity: painting, sculpture, drawing, acting, speaking, moving and making music. Through such artistic efforts an enthusiasm permeates thinking and cynicism is kept at bay by a love of the world.

The task of the curriculum is to maintain a sense of the power of GOODNESS and the reality of BEAUTY in the world around us. The student's direction is now towards TRUTH and understanding of the world around them.

Behind the Curriculum

Throughout Classes 8 to 12 the Main Lesson structure continues and themes for study are selected which will enhance the students' growth and development in each year level.

Stepping into life

Of one thing we may be certain about the future; we do not know what it holds in store. One of the prime reasons parents give for choosing Steiner Education for their children is that it keeps the pupil inwardly supple and mobile, essential for the technical adaptability and social flexibility invariably demanded in our fast-changing world.

Former pupils of other Steiner Schools are found to be people with a broad range of disciplines and interests. These they maintain within the framework of their work.

They have a wealth of inner resourcefulness and initiative and an outlook on life that is always ready to face a challenge or initiate the next request.

Students who are able to experience a Steiner Education function well in different social settings - extremely important in today's multi-cultural, multi-disciplined world.

"Imagination is more important than knowledge."

Albert Einstein

CLASS 7

A Time Of Great Change...

The curriculum is designed to meet the needs of the emerging adolescent by cultivating the faculties of thinking, feeling and will through a balance of academic studies, artistic activities and practical experiences. In Class Seven, the students turn 13 and become teenagers. Two fundamental gestures characterize this phase of life: an outer active principle and the stirring of a dynamic inner, psychological state.

There is accelerated growth in their limbs, and an associated awkwardness in movement. Sexual identity and capacity becomes established in advance of psychological development, and the students may become very conscious or self-conscious about their bodies. Sporadic bursts of energy and willingness to engage in physical activity vie with periods of lethargy.

Rudolf Steiner described this stage as the development of 'earth' maturity, meaning that the students now fully engage with the wider outer world, while developing personal, individualised judgements about the truth. Students are encouraged to take initiatives and to challenge attitudes and knowledge which they formerly accepted on authority. In this way they formulate their own point of view. In the striving for individuality, students are encouraged to accept that others see the world differently.

CLASS 8

It is the aim of the Class 8 teachers to bring the student "up to date" as regards world history and the progress of science in a manner that still engages the feelings. Class 8 students seek not only information but also insight – they learn "how it is". Above all, the students want to know how facts relate to them personally; how they are related to their daily lives.

In Class 8 the study of historical change parallels the turbulence the students are experiencing through early adolescence. The revolutions in agriculture, industry and politics assist the students to understand the transformations both in themselves and in the modern world.

CLASS 9

Class 9 students think in polarities; the world is black or white. Contrasts interest them and they seek to define, summarise and form opinions about the here and now of the modern world. They are fascinated with power and beauty, especially in their thinking.

The Class 9 curriculum offers tragedy and comedy, permutations and combinations, revolutions and art history, thus supporting the changes occurring in the



students' bodies and in their ability to think in new ways. During Class 8 and 9 the students are introduced to cause and effect.

All subjects follow the route of observing first, characterizing the observations and lastly to formulating definitions (rather than having definitions first).

CLASS 10

In Class 10 the students' thinking capacities begin to loosen and become more flexible. They gain the ability to compare and find similarities where once they saw only differences. They grasp the process of transformation, and wonder how the world around them – language, laws, culture, the earth itself and even their own capacity to think – developed into what they experience today. The curriculum meets this with subjects that compare and contrast phenomena: eg. in chemistry, the study of acids and bases; in mathematics, trigonometry and geometry.

Students experience a surveying/navigation camp, which is an ideal opportunity to experience, on a very real basis, the question, "How do I use my standpoint to relate to another standpoint? How do I work in a team?"

"Human beings are not built up bit by bit, human beings grow and we must convey to the students concepts, ideas and feelings that will also continue to grow."

Rudolf Steiner

CLASS 11

In classes 11 and 12, students undertake a course of study that 'rounds off' and consolidates learning in preparation for meeting life and higher learning beyond school. Class 11 is the year of comprehension. The ability to view the world from another's perspective becomes fine-tuned this year. In the sciences, the search for explanation of the unseen is met in the study of the atom in chemistry, in the invisible phenomena of electricity in physics and in projective geometry. The students' quest for ideals is met in the literature studies of Parsifal.

CLASS 12

The Class 12 students come to know themselves in the context of the world in which they live. In this year there is a full appreciation of the journey through the great disciplines of humanity. They have opportunity to look at themselves as individuals against this backdrop of learning during the process of undertaking and presenting to the public a Major Project of their own crafting.

At the outset of their final years at the Perth Waldorf High School the students discuss their aspirations for further education beyond school. Previous graduates of the Perth Waldorf High School, Bibra Lake campus have moved easily into diverse fields of tertiary study and a range of work places.



Pastoral Care

In adolescence the students develop their rational thinking. Their healthy idealism needs to be nurtured and protection offered, as sensitive inner feelings and experiences unfold. Teachers in Steiner high schools consciously nurture the idealism and individuality emerging in the adolescent.

Rudolf Steiner holds that adolescents want above all to find meaning in the world and to sense that they can affect the world in a positive way. These aspirations must be nourished for adolescents to develop into mature, healthy adults.

The Class Guardian

The students in the High School no longer have a Class Teacher. Each class is appointed a Class Guardian who has the responsibility for the overall wellbeing of the class. The Class Guardian acts as a mentor, coordinates class activities and is a liaison between home and school.

The Class Guardian will often remain with the group to the end of Class 12 and meets formally with the class each week. This relationship is formed when everything is changing for the young person, especially those changes of a bodily and soul nature. In essence, at about 14 years of age a new being emerges. Other High School teachers that the students meet are respected as friendly guides but also for their love of their subject and integrity with which they present it.

The social life of the High School is very important; it offers students the emotional support they need to cope with the complexities of adolescence. The High School offers a caring community of teachers and peers. The security that results enables the students to look to the future with confidence.

For adolescents, life itself becomes largely a question of relationship. In all realms of life, TRUTH is something adolescents sense they must discover for themselves. The teachers and the curriculum provide a rich setting for this discovery of truth, awakening young people to their destiny.



Wellbeing Team

A student support “Wellbeing Team” including the Assistant High School Coordinator, Learning Support Coordinator and Wellbeing person, meet the needs of the students with specific Issues that require focused care. These may be short or long term, urgent or non-acute pastoral care matters needing higher level attention than the teaching staff can provide. Members of the team liaise with all the staff, families and outside agencies to ensure a comprehensive response and to support Inclusivity.

A Day in the Life of a High School Student

Considerable thought is given to the form of the school day and its effect on the students’ learning. In the High School the weaving between concrete, symbolic and abstract learning activities becomes crucial for the enrichment and deepening of the adolescent. The High School day is divided into 3 sessions – a morning block of 2 hours (Main Lesson); middle lesson between recess and lunch; afternoon lessons until the end of the school day.

The Main Lesson

The Main Lesson is thematically based and has a duration of three to four weeks.

The content and the activities are arranged so that the students are required to exercise their powers of judgement.

The morning Main Lesson can be seen as the time when “outer bodily will” is taken inward and raised up into the thought life, permeates it and makes it alive and active. The students are encouraged to have discussions and arguments with each other. The teacher arranges the lesson’s questions in such a way that differences of points of view are highlighted and guided towards active discussion.

Each lesson and learning experience involves a balance of primary experience, social interaction (discussion, listening and working together etc) and working alone.

The Main Lesson structure develops independence in the students’ thought life, which is the basis for freedom.



The Middle Session Lessons

The lessons in the middle of the day have a special role in which thinking, feeling and willing are in dynamic movement and exchange. During these lessons the ideal is that this is when the pure arts are practised, which exercises a reciprocal activity between deed and reflection – Balance. The arts provide an area of work where all three areas of thinking, feeling and willing flow and constantly weave together.

As adolescents develop judgement, the arts are even more important because they bolster abstract understanding by giving it a real and moral basis in the world.

English, Mathematics and Computer Practice Lessons occur in the middle of the day. Subjects requiring rhythmic repetition and constant practice along with Student Wellbeing Tutorials and Main Lesson work that requires acquisition of new skills, or further extension are taught in these middle lessons.

“The Arts must become the lifeblood of the soul”

Rudolf Steiner

The Afternoon Session Lessons

Such lessons as Woodwork and Physical Education are devoted to activities of the limbs, in particular bringing the light and order of thinking into the adolescent chaos of the limbs.

The emphasis is on the bringing of conscious thought activity into the more unconscious, ‘asleep’ process of the physical will.

Insight is developed through new powers of judgment. Empathy is awakened through the arts. Hand-skills ground the developing powers of the young people who, with careful guidance will come to understand that there is meaning and purpose in life.

“The great thing is to enable the human being to find their place in the world with due confidence in their own power of judgment.”

Rudolf Steiner

Main Lesson Overview

MAIN LESSONS	Class 7	Class 8	Class 9	Class 10	Class 11	Class 12
Mathematics	Geometry in Nature Algebra	Pi & Pythagoras Platonic Solids	Choice & Chance Conic Sections	Trigonometry and Surveying Sequences and Series	Projective Geometry	Math Practice Lessons Only in Class 12
Physics	Electricity Mechanics: Simple Machines	Physics of Air and Water Mechanics (fluid and aero)	Transport and Communication	Forces and Motion	Electricity and Magnetism	Light, Optics & Colour
Chemistry	Chemistry of Combustion: Acids / Alkaline Cycle	Food and Inorganic Chemistry	Organic Chemistry	Acids, Bases and Salts	Periodic Table, Atomic Theory	Biochemistry
Biology/Human Biology	The Healthy Human Being	Muscular System, Skeletal System and the Senses	The Rhythmic Systems	Reproduction	Botany & Cell Biology	Zoology & Evolution, Ecology
English	Wish, Wonder & Surprise Creative Writing	Introduction to Poetry Novel Study Shakespeare Play	Play (Comedy) Autobiography Novel Study	Play (Tragedy) The Odyssey or Poetry	Parsifal Hamlet	Faust World Literature
History	Medieval History Renaissance Age of Discovery	Industrial Revolution	The Road Leading to WW2	Ancient Civilisation	Medieval History	Perspectives on Modern History
Society and Environment	Cultural Contrasts	Meteorology, Lifestyle and Climate, Physical Geography, Trades and Resources	Geology, Vulcanism and Plate Tectonics	The Living Planet Atmosphere, Climate, Vegetation, Fluid Process of Earth	Eco Geography	Cosmology
Aesthetics	Renaissance	Art History: Prehistoric - Egypt	Art History: Egypt - Roman	Art History: Romantic	Modern and Australian Art History of Music	Architecture Play
Other	Camp: Sailing Play	Camp: Orientation	Camp: Group Dynamics Camp: Peak Adventure	Camp: Remote Wilderness Experience. Work Experience	Camp: Deep Ecology Community Service	Class 12 Individual Projects

Specialist and Practice Lessons

Class	Practice Lessons (Year Long)	Specialist Lessons (One Semester)
Class 7	Art: Perspective, English, Maths, Music, Noongar Language, Orchestra, Physical Education	Craft, Woodwork
Class 8	Art, English, German/Japanese, Guardian, IT, Maths, Music, Physical Education	Craft, Drama, Ecology, Sculpture, Wellbeing, Woodwork
Class 9	Art, English, German/Japanese, Guardian, IT, Maths, Music, Physical Education	Craft, Drama, Ecology, Music, Photography, Sculpture, Wellbeing, Woodwork
Class 10	Art, English, German/Japanese, Guardian, Music, IT, Maths, Physical Education	Blacksmithing, Craft, Drama, Ecology, IT, Music, Photography, Sculpture, Wellbeing, Woodwork
Class 11	English, Guardian, Life Skills, Maths	ELECTIVES: Students choose 4: Art, Biology, Chemistry, Craft, Drama, Financial Literacy, Geography, German, History, Japanese, Literature, Music, Outdoor Education, Photography, Physical Education, Physics, Sculpture
Class 12	English, Guardian, Maths, Project,	ELECTIVES: Students choose 4: Art, Chemistry, Craft, Drama, Financial Literacy, Geography, German, History, Human Biology, Japanese, Literature, Music, Photography, Physical Education, Physics, Outdoor Education, Politics, Sculpture



Class 12

“After 30 years, thinking back on my experience in the Steiner School, only fond memories come to light and a deep respect and thankfulness for the teachers who taught me so much more than academic skills. I learned to develop a genuine interest in the world, a readiness to learn things new and unknown, and a flexibility to meet unknown challenges willingly, with courage and creativity.”

A Steiner Graduate



Preparing Students For Much More Than Just University

At PWS, Class 12 is about more than just preparing students for the transition to University.

The Steiner curriculum presents a wide variety of subjects for the students to discover their passions within.

Class 12 represents the culmination of twelve years of Steiner Education, and gives students the opportunity to complete a variety of Main Lessons across the curriculum as well as English, Mathematics and four elective units.

Running parallel to this coursework is the Class 12 Project – a yearlong endeavour that challenges students to examine a topic in-depth.

The culmination of the Steiner Curriculum is the Class 12 Play and the Class 12 Project. Both of these are major undertakings.



Class 12 Projects

Students have the opportunity to look at themselves as individuals against a backdrop of learning during the process of undertaking and presenting to the public a major project of their own crafting. The Project involves four components:

- Practical
- 3500 - 4000 word essay
- Journal
- 30 minute public presentation

Come and watch the result of these efforts at the Class 12 Project Presentations in Term 4 of each year – see the PWS website for topics and times (www.pws.wa.edu.au).

Class 12 Play

In the final Main Lesson of their school life, Class 12 produce and perform a play as a gift back to the school community – preferably in an outside professional theatre. Past productions include “Cloud Street”, “Brave New World” and “Stories from Suburban Road” and were performed at professional venues such as the State Theatre in Northbridge.



University and Future Pathways

Our graduates enter University either by completing the STAT or applying directly to the University.

Perth Waldorf School graduates have been given permission by the Tertiary Institutions Service Centre (TISC) to sit the Special Tertiary Admission Test (STAT), used by many tertiary institutions in Australia as part of their admissions procedure.

It is usually for mature age students but our students have been granted special permission to sit this test at the end of Class 12.

STAT results are converted into an ATAR (Australian Tertiary Admissions Rank) which can be used to apply to Universities across Australia.

Our school has worked with TISC successfully to ensure our graduates have the ability to enter University directly through early access to the STAT.

Graduates have the ability to gain direct entry to almost all of the courses offered to students using an ATAR entrance. Some courses may require bridging units before admission.

Direct Application to University

In 2020 and 2021, Universities began encouraging students to apply directly to the Universities rather than going through TISC.

Students can use samples of their school work, reports and Class 12 Projects to apply directly to the University. However, courses that are highly competitive such as Nursing and Veterinary Science must still go through TISC.



Some Courses Our Graduates Study at University:

- Anthropology, Sociology & Performance Studies
- Architecture
- Biomedical Sciences
- Commerce
- Communication Design
- Computer Science
- Creative Advertising & Graphic Design
- Engineering (Electrical and Mechanical)
- English and Cultural Studies
- Fine Art (Film and Television)
- Games, Art and Design
- Health Science
- History
- Interior Design
- International Relations
- Journalism and Sociology
- Law, Justice & Criminology
- Nursing
- Physics
- Psychology

TAFE and Other Trade Education

For students with a passion in trade or pathways other than University, assistance is given to them to enter into their chosen field at the time that best suits that unique student.

Many students choose this path with a drive to enter a specified career and education and the transition from school to TAFE is supported.

Enrolments

To enrol, please complete an application form and return to our Enrolments Officer.

Download a form from our 'Enrolments' section at www.pws.wa.edu.au or contact our office.

Email: pws@pws.wa.edu.au

Tel: (08) 9417 3638

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