

DECISION MAKING AND PLANNING AT PERTH WALDORF SCHOOL

This statement aims to inform all stakeholders about the decision making and planning process at Perth Waldorf School.

1 Perth Waldorf School operates according to

- a) the indications given by Rudolf Steiner,
- b) Anthroposophy and
- c) the published Steiner Curriculum.

As such, the education that is provided is based on a philosophy that carries with it an ethos to guide all decisions. Therefore, strategic planning is in many ways already provided by being a Waldorf School. The room for strategic movement is quite narrow.

For example:

Even though an outside organization or the government may offer significant incentives to teach space exploration to early primary children, unless it met the development stage of the children involved, it would not be adopted as a curriculum or funding strategy.

2 Further to that, the school cannot be considered a "Community School" although we highly value the sense of community and community engagement. As a Waldorf School, it would be more accurate to say we are a school guided in our day to day operations and our Strategic planning by Faculties of Education staff (Early Childhood, Primary School & High School), the College of Teachers and the appointed decision makers in leadership positions (mainly referred to as Coordinators and the School Administrator). Each group has more or less input into Strategic Planning according to their area of work.

For example:

- a) The way in which Festivals are planned and celebrated in our school is going to be shaped by each Faculty, facilitated by Coordinators and overseen from a distance by the College of Teachers and the School Administrator.
- b) On the other hand, the strategic planning and construction of buildings on the school grounds may be closely facilitated by Administration staff and the School Council with input from end users, Coordinators and the College of Teachers.

3 The short and long term planning in the school is conducted through a number of meetings and communication by those who are working daily with the ethos of Steiner Education and/or have the professional understanding needed to contribute to decision making.

For example significant decision making meetings include:

- a) one-on-one meetings between Coordinators and Teachers,
- b) weekly Faculty meetings,
- c) weekly College of Teachers meetings,
- d) weekly Coordinator meetings and
- e) weekly Admin Coordinator meetings.

Input from parents, community members and outside stakeholders is valuable and appreciated however the school is not driven by a democratic impulse nor enthusiastic promotion of whatever seems appealing at the time. Instead, a core part of the Steiner ethos is to observe deeply and respond to what is needed based on what we observe. We aim to be neither

dogmatic nor fixed but to allow what is needed to well forth based on observation and deep spiritual wisdom. In this way, we believe our school is both deeply grounded and also able to respond to what is needed.

For example:

In 2017, the High School stopped compulsory teaching of classical instruments in Class 8 in favour of compulsory teaching of contemporary instruments like guitar, keyboards and drums. This was despite children learning classical instruments from Class 4 to Class 7. This decision by the school came from deeply observing youth and recognizing that despite the beauty of classical instruments, a change in strategy was needed to meet the needs of young adults in a healthy way. This may change in the future but only after closely observing what is needed of the children at that time.

Please be mindful of the above picture when engaging with the Strategic Plan.

Bruce Lee

School Administrator

"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

**Perth Waldorf
School**

Strategic Plan

2020 - 2022



"The need for imagination, a sense of truth and a feeling of responsibility – these are the three forces which are at the very nerve of education"

Rudolf Steiner

Forward

The Perth Waldorf School exists to provide quality Waldorf education from Early Childhood to Class 12 according to the indications given by Rudolf Steiner, Anthroposophy, and the published Steiner Curriculum.

In essence, Waldorf education recognises the three soul faculties of the human being, Thinking, Feeling and Willing, which emerge and develop in a specific sequence during childhood.

Our curriculum and pedagogy provides content which matches these developmental stages and is in harmony with the developing consciousness of the child. Taught this way, the curriculum serves to strengthen and balance these innate human capacities.

The school is connected to and cherishes its community, but is not driven by democratic impulses. The appointed decision makers, Faculties of Education staff, and the College of Teachers are entrusted to approach change through deep observation of need and application of spiritual wisdom.

Kewan Bond

Chair of the School Council

Bruce Lee

School Administrator

Our Mission

To provide exemplary Early Childhood to Class 12 Education based on the pedagogy and indications given by Rudolf Steiner.

Our Vision

- To awaken and preserve the child's innate sense of wonder, awe and reverence for life.
- To restore vitality to childhood by infusing the learning process with love.
- To cultivate the child's capacity for clear thinking.
- The development and strengthening of a deep interest in the health and wellbeing of other people in our community and the world.

We value:

1. Steiner philosophy that carries with it an ethos to guide all decisions and to nurture the respect for and interest in others on a purely human basis independently of their origin and views;
2. Education through the art of teaching;
3. Sustainability in people (staff), enrolments (children and families), place (environment);
4. The guidance and decision making of our Early Childhood, Primary and High School Faculties, the College of Teachers and those in leadership positions.
5. The sense of community and community engagement whilst recognising that the delivery and organisation of education and the goals of the school should be in the hands of people who are working daily with the ethos of Steiner Education.
6. Spiritual wisdom to respond to what is needed based on deep observation and not driven by democratic impulse nor on enthusiastic promotion of whatever seems appealing at the time.

PRIORITIES

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
POSITIVE STUDENT WELLBEING	LIFELONG LOVE OF LEARNING	A TEAM OF PROFESSIONAL STAFF	A CONNECTED COMMUNITY	PRUDENT GOVERNANCE
Ethical, aware and balanced human beings with the strength of will and skills to make a positive difference.	Confident and engaged students characterised by the quest for self-knowledge.	Caring, dedicated people and supportive colleagues committed to innovation, creativity, learning, service, self-reflection and review.	Thriving through healthy community.	The stewardship and growth of our resources and facilities.
<p>Objective 1.1 Emotionally intelligent, spiritually aware, ethical and resilient members of a supportive and safe community.</p> <p>Objective 1.2 The development and strengthening of a deep interest in the health and wellbeing of other people in our community and the world.</p> <p>Objective 1.3 A range of opportunities that engage students while broadening skills, experiences and strengthening their ability to enter into a healthy social and emotional life.</p>	<p>Objective 2.1 A culture of high expectation and intellectual curiosity where students 'learn to learn' and recognise that their learning is lifelong.</p> <p>Objective 2.2 A full and rich Steiner curriculum designed to deliver balanced learning experiences across academic, artistic and practical domains.</p> <p>Objective 2.3 Excellence in delivery of the Steiner approach to education in order to best meet the needs of children.</p>	<p>Objective 3.1 A work environment that attracts, develops and retains quality staff.</p> <p>Objective 3.2 A community of collaborative learners committed to conscious growth and professional development and peer review.</p> <p>Objective 3.3 A supported staff.</p>	<p>Objective 4.1 A vibrant, active, inclusive and informed community.</p> <p>Objective 4.2 A celebrated heritage through festivals and events.</p> <p>Objective 4.3 Partnerships that provide opportunities and enhance our community.</p> <p>Objective 4.4 Effective communication.</p> <p>Objective 4.5 A commitment to child safety and wellbeing is shared by the whole community.</p>	<p>Objective 5.1 Our ongoing financial sustainability.</p> <p>Objective 5.2 A plan of managed growth.</p> <p>Objective 5.3 A dynamic and responsive site planning process.</p> <p>Objective 5.4 A comprehensive and proactive approach to risk management.</p> <p>Objective 5.5 Environmental responsibility.</p> <p>Objective 5.6 Effective governance.</p>