PERTH WALDORF SCHOOL
Steiner Education

Information Pack

Thank you for your enquiry about enrolling your child in the Perth Waldorf School. The following information has been enclosed. This information is subject to change.

- Brief description of the school
- Summary of the Kindergarten, Primary and High School Curriculum's
- Fees and Charges Schedule
- Application Form

The Perth Waldorf School offers classes from 4-year-old Kindergarten to Class 12.

To place your child's name on our waiting list please complete the enclosed application form and return to the school with the $100.00 non-refundable administration fee and copies of any school, medical and specialist reports you may have that would help us gain a picture of your child.

If there is a vacancy in the relevant class, we will contact you to discuss your application further. If there are no vacancies your child's name will remain on the waiting list until such time as one does become available, or until you notify us that you no longer require a place.

Interviews for a place in the school are offered by date of application, taking into consideration:

1. Children of staff of a Steiner School
2. Children currently enrolled and attending the Perth Waldorf School Playgroup
3. Siblings of children already enrolled in and attending the school for a minimum of one year and who have no outstanding fees
4. Children of former students of Perth Waldorf School
   (Parents must be able to confirm attendance at the school for a minimum period of 1 year)
5. Children transferring from another Steiner school
6. Children of former students of another Steiner School
   (Parents must be able to confirm attendance at the school for a minimum period of 1 year)

Should, however, there be a significant gender imbalance within a class (that affects class dynamics and viability), the school may decide which gender the priority of access is directed to.

The school retains the right to refuse enrolment of any child, whose past school records indicate significant behavioural/discipline matters that go against the school ethos.

The school retains the right to refuse enrolment of any child whose special needs would cause financial hardship on the school.

Please note: It is important to keep us informed of any changes to your contact details. The school reserves the right to withdraw an application from the waiting list should the contact details be incorrect.

In order to provide prospective parents with the opportunity to gain a 'fuller picture' of Waldorf Education and to ask any specific questions, the school holds school tours each term. If you would like to attend one of these tours, please telephone the school to book a place.

Perth Waldorf School Overview

Rudolf Steiner Education
In 1919, a new impulse in education came into being with the opening of the first Waldorf School in Stuttgart, Germany. It was based upon the work of Rudolf Steiner, Austrian philosopher, scientist and educator, whose work has spread into many other areas including agriculture, architecture and medicine. Today there are over 700 schools worldwide of which 50 are in Australia. Each school is unique, meeting the needs of the time and place, but sharing a strong common ideal with other Steiner schools.

The education is neither "traditional" nor "experimental" but is based on a thorough understanding of the human being; a being of thinking, feeling and willing. It strives to educate the whole child focussing equally on the intellectual, the artistic and the practical, thus allowing a timely unfolding of the child's natural abilities and interests. Through the Steiner curriculum, the children gradually build up a picture of the world and the human being as an artist, scientist and artisan.

Excellence in learning is encouraged and teachers work to generate self-discipline and genuine enthusiasm for learning thus rendering competition, streaming and grading unnecessary.

Rudolf Steiner Education at Perth Waldorf School
The Perth Waldorf School is set in natural bushland at Bibra Lake, 20 minutes drive from the centre of Perth. Through the use of rammed earth and timber the buildings have been created to blend with the surroundings while sheltering and enfolding the children, creating a relaxed and harmonious environment. The school was established as a kindergarten in 1983 and grew steadily over the years. There is also a playgroup building on the school grounds and playgroups run several mornings a week.

Kindergarten
In the Kindergarten, a warm, home-like environment surrounds the children. In this secure environment the children prepare for their primary schooling. Activities include cooking, beeswax modelling, painting, handicrafts, gardening, singing, circle games, stories and creative play. Play is a very important aspect of Steiner Education as it is through play that the children imitate and integrate their life experiences. A rich supply of natural materials as ingredients for toys encourage imaginative play in a way that many finished toys cannot. Children are most sensitive to all that surrounds them at this age and the Kindergarten teachers seek to create an environment that is worthy of imitation.

Primary School
In the child's seventh year, a transition is made from a play based learning environment to formal academic schoolwork. At this time, the children become more aware of their inner life of feelings. These feelings must be engaged in the educational process so that a love of and enthusiasm for learning is created. The students are offered an integrated broad based curriculum that engenders a sense of belonging. Children actively engage in all learning areas through a balanced developmentally based approach. We focus on learning through thinking, feeling, and doing. Lessons are therefore woven together with activities, imaginative pictures and stories.

High School
The aim of our High School is to provide 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. The beginning of adolescence marks the birth of the thinking faculty as an independent capacity of the individual. The world which was previously experienced through the first two stages of will/play (Kindergarten years) and imaginative/feeling (Primary years), 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.

Class Teacher
A distinctive feature of Steiner Education is the role of the class teacher. The teacher meets the children in Class 1 and together they share the journey through the curriculum to the end of Class 7. The growing child experiences a greater depth of learning when authority is established with someone who knows them well and respects their individual needs. This intimate relationship provides continuity and security through the middle phase of childhood.

Structure of the Day
Each day has a rhythm that helps create a secure and enjoyable learning experience for the children. The Class Teacher is responsible for the main lesson, which occupies the first two hours of the morning. During main lesson the intellectual work is done in the mathematics, language, arts and science. Each main lesson lasts for a period of 3-4 weeks to allow children to explore issues in depth. Lesson themes are drawn from the major epochs of history from Ancient Greek, Indian, Persian, Celtic and Aboriginal myths and legends. Through stories, songs, verses, writing and drawing, the children experience the development of human kind.

Middle lesson may include music (every child learns to play an instrument), painting, form drawing, drama, Eurythmy, German or Japanese and practise lessons in English and Maths. Practise lessons form an important part of the weekly schedule to support Main Lesson work, literacy and numeracy.
The afternoon is the time best suited to waking up the will through physical activity. Manual skills and aesthetic judgement are developed through wax or clay modelling, craft, woodwork, carving, building, weaving, gardening, cooking, sewing, knitting or physical education. Every child participates in all aspects of the curriculum.

School Structure
College of Teachers
The teachers, as a body of professional colleagues, form a College that determines educational and philosophical policies. The ability to work freely and responsibly in cooperation with each other is an important aim in Steiner Education. The College works with the Faculty Coordinators and the School Administrator to oversee the daily running of the school ensuring that educational standards are met.

School Council
The Council manages the administrative, legal and business aspects of the school. The School Administrator is entrusted with the responsible running of the school and represents it to the wider community.

Parent Groups
For the school to exist there must be enthusiastic parental support of a moral and practical nature. The Parent and Friends Association are responsible for fundraising, community bridge building and parent involvement to support the school. A Family Participation Scheme requires each family to “participate” in the life of the school.

Financial Arrangements
Fees are set to ensure the healthy running of a full curriculum. Please see our Fee Schedule for current fees.

Community Life
The school community offers a rich cultural life with seasonal festivals, class plays, craft groups, study groups, workshops, visiting lecturers and performers. We encourage families with pre-school children to attend playgroup to gain a better understanding of what our education offers. A weekly newsletter is published for families about community activities, individual student and class work and Steiner Education in general.

Lanterns from the Winter Festival

Children and the Media

One of the most controversial issues facing parents interested in Waldorf Education is the policy on television and other forms of media including radio and computer. Why is it in our modern age where virtually every home and office is filled with electronic gadgets, computers and television, that Waldorf Teachers so passionately voice concerns over the effects these machines have on children's development and education?

The following information is given, not with the intention of discrediting or denying positive aspects of the media, but as a guide to deciding at what age and to what extent use of media is appropriate.

IT IS NOT WHAT YOU WATCH

Most people are aware of research indicating a relationship between what children view and their behaviour afterwards, however, are you aware of the following?

When children are passively watching TV their cardiovascular system is working at its peak. Muscles are in a state of tension[1].

The media requires the brain to form 625 lines composed of over 800 dots appearing 25 times per second – into meaningful images. This strain, combined with lack of eye movement, can produce sleeplessness, anxiety, nightmares, headaches, perceptual disorders, poor concentration and blunted senses[2].

Rapid visual image and content changes allow no time for reflecting and questioning. This inhibits assimilation of material and interferes with the brain's ability for concentrated thought[3].

TV watching may be linked with hyperactivity. (Emery)

Artificial light and radiation? Research is inconclusive[2].

REALITY PERCEPTION

Young children are unable to discriminate between reality and make believe hence the news, drama and commercials live in them indiscriminately. For this reason media (movies, videos, games, TV and magazines) can encourage false values, stereotypes and deceptive thinking.

The interpretation of techniques such as close ups, flashbacks, over shots and back shots requires an ability to analyse, symbolise and abstract. These abilities should only be appealed to, and developed after the 9th year. Every premature development of slumbering capabilities weakens those capabilities and results in a disharmony of the total organism (Wilmar).

NATURAL CHILD DEVELOPMENT

In the first 7 years, children are total sense organs, building into themselves everything they hear, see, taste and touch outwardly, as well as the inner quality and atmosphere of that which surrounds them. Children imitate this in the minutest detail. It is therefore important that children be given models of behaviour worthy of imitation and that leads them to experience and express goodness and trust.

- Seeing it on TV is not the same as walking in the wilderness, listening to a concert in the park or watching artists at their craft. It is not a substitute for reality.

- A child could be drawing, gardening, cooking, running, climbing, singing, painting, playing music or sport, participating in family life or involved in a meaningful conversation. Can any of these things be done while watching TV or sitting at a computer?

- With television children can lose or not develop initiative and become almost totally dependent on outside stimulation to learn, think, create and even play[4].

- Studies have shown that creativity, originality and imaginativeness are diminished by television watching[5].

Waldorf Education aims to educate the child artistically and wholistically. For teachers to succeed at their task they must know at what time and in what manner to introduce subjects to them.
On a spiritual level, they must be aware of the hindrances and impediments that work against each child's healthy development. The supportive partnership between teacher and parent for the love and nurturing of the child is essential for this goal to be realized. These children have been entrusted to our care and it is "our" responsibility to be awake to potential dangers to their health and well-being.

For this reason we offer this short explanation with a list of references for you to study so that you may protect your young child from the negative influences of the media and establish ways in which to introduce and control its use in later years.

REFERENCES

1 Brazelton, T Berry, MD.
***Touchpoints. The Essential Reference to your child's emotional and behavioural development*.**
(Family Issues. Doubleday, 1993)

2 Large, Martin.
Who's Bringing Them Up? How to Break the TV Habit. (Hawthorne Press, 1980)

3 Winn, Marie.
The Plug in Drug. (Penguin Books, 1997)

4 Gotz, Ignacio.
On Children's Television.
(Elementary School Journal, April 1995)

LIST OF READING TO ASSIST PARENTS APPROACHING STEINER CURRICULUM

- ***Education Towards Freedom - Rudolf Steiner Education, A survey for the Work of Waldorf Schools Throughout the World.***
  Frans Cargren.
  (Lanthorn Press, East Ginstead, UK)

- ***Educating the Adolescent, Discipline or Freedom.***
  Erich Gabert translated by Ruth Pusch. (Anthroposophical Press, Hudson, New York)

- ***Study of Man***.
  Rudolf Steiner

- ***Way of the Child***.
  AC Harwood

- ***Between Form and Freedom***.
  Betty Staley

- ***Who's Bringing Them Up? Television***
  and Child Development Based on Parents', Teachers, and Doctors Reports.
  Martin Large for the TV Action Group (Alan Sutton Publishing Ltd)

The Waldorf Approach

"If a child has been able, in his play, to give up his whole living being to the world around him, he will be able, in the serious tasks of later life, to devote himself with confidence and power to the service of the world" ***Rudolf Steiner***

Our Philosophy

Each Waldorf School, while sharing a common philosophical base and methodology with other Waldorf schools, has a unique character.

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.

The school's objective is to:

- Help each child blossom into young adulthood with a balanced capacity for both feeling and thinking, so that they are prepared, with self confidence and inner resources to accept responsibility and take their places as creative, self-directed members of society.

"The Waldorf Schools consciously turn out calm, centred, confident students…
It is as if, somewhere in their early years of schooling, they get the idea that education is a lifelong enterprise". Professor of Biology, Delphi Uni NY; Report of Results of Waldorf Education Dec 1981

Academic Program

The Waldorf School Curriculum has been developed and refined over the past 95 years and is designed as a unity. Its subjects are introduced and developed in a sequence that mirrors the inner development of the pupils as they grow. Incoming students at every grade level easily adjust to the natural progression of the curriculum.

The school does not seek any specific type of student; a broad spectrum of styles and abilities within each class is essential for creating a healthy environment. Our students all acquire knowledge and information in a curriculum recognised by ACARA – Australian Curriculum, Assessment and Reporting Authority.

Watercolour Painting

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 Waldorf 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 Waldorf 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 challenges or initiate the next quest.

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.

Kindergarten

The Kindergarten caters for 4, 5 and 6 year olds in an environment that allows the children to learn through imitation and with activities that highlight the creative and skilful, truth and beauty.

The Kindergarten teacher sees the Kindy as a place where children can develop and grow in strength through a stable rhythm and routine before meeting the intellectual, technological and material challenges of later years.

Opportunities are created to experience the wonder and beauty of the changing seasons, and to celebrate the festivals of the year. These celebrations bring Kindergarten and families together thereby fostering and enriching the rhythm of the year in the child's daily life.

Play

Creative play forms one of the main focuses of the Kindergarten day. We believe that the initiative, imagination and flexibility activated in the young child's play builds a strong foundation for more formal learning and intellectual development later. The toys are simple and natural allowing individual imagination to determine its purpose - an oval shell can be a boat, a doll's bathtub or a bowl for a tea party.

Our aim is to foster enthusiasm, joy and wonder for life in an environment of goodness, beauty and imagination.
A critical aspect to our education is the strong daily, weekly, seasonal and yearly rhythm. This provides a safe secure environment in which to nurture a connection to and reverence for nature where rich inner pictures may be brought through fairytales and nature stories.

Structure

The Perth Waldorf School has 3 Kindy classes for 4 yr old children and 3 mixed age classes for 5 and 6 year olds. The 4 yr olds attend 2 half day sessions per week, 5 yr olds attend 5 mornings per week and 6yr olds attend 5 full days per week.

Each Kindergarten has its own daily and weekly rhythm, however they share the same routines. An example of the Kindergarten day is as follows:

- Arrival. The children are warmly greeted by their teacher and the teacher's assistant; it is time for outside play.

- Morning Tea. The children help set the table with flowers, mugs, bowls and food, and after thanking the earth, sun and rain, sit at the table and eat together.

- Circle time. We move and work through songs and poems that make our fingers nimble, our movements flowing and our voices rhythmical.

- After closing with a warmly familiar rhyme we tip toe to our indoor play - serious work for the children - preparing afternoon tea for the dolls, making tunnels and cubbies where secrets can be shared or treasures taken; building a boat to sail the seas and more. Also each morning a rhythm of activity is offered e.g. Baking on Thursdays and Painting on Tuesdays.

- Story. After play, the children gather for a story or puppet show before either going home or having lunch and preparing for the afternoon programme.

Readiness for Class 1

The year the child turns 7 they will be in Class 1 to begin their seven year journey with a Class Teacher.

Our activities and approach support the development of the young child in readiness for more formal learning in the Primary School.

We work to develop and strengthen the natural development of the child through the use of language, song, storytelling (listening), fine and gross motor skills through meaningful craft and artistic work, problem solving and joy of discovery and learning.

Parents play a strong and valuable role in the Waldorf School life and the Kindergarten provides for this through parent talks, discussion groups, craft workshops, involvement in festival celebrations and home visits.

Primary

The Curriculum is sequential and each teacher is free to incorporate any variations which encourage imaginative thought in the subject.

Special subjects inter-woven with the Main Lessons are:

- Foreign Languages
- Vocal and Instrumental Music
- Speech and Drama
- Drawing and wet-on-wet Painting
- Handwork, Woodwork, Clay Modelling and Sculpture.
- Physical Education and Games
- Eurythmy (movement to tone and speech, developing balance and co-ordination).

Main Lesson Outline

Class One

Language Arts: Literature of fairy tales and nature stories, drawing, writing and reading evolved from stories.
Mathematics: Numbers 1 to 100, simple addition, subtraction, multiplication and division
Science: Nature Studies
Foreign Language: German
Practical Arts: Recorder / singing in pentatonic scale, Eurythmy, speech and drama, drawing, painting, clay modelling, knitting and sewing
Physical Education: Play, games and dance.

Class Two

Language Arts: Literature of the legends of the Saints, old tales and fables, expanding writing and reading, spelling.
Mathematics: Numerical patterns, larger numbers, multiplication tables and geometric forms.
Science: Nature Studies
Foreign Language: German
Practical Arts: Recorder, singing in pentatonic scale, Eurythmy, speech and drama, drawing, painting, clay modelling, crocheting, knitting and sewing.
Physical Education: Play, games and dance.

Class Three

Language Arts: Literature of Old Testament, writing and reading, grammar, spelling, parts of speech, sentence building, punctuation.
Mathematics: Complex numbers, measurement, liquid and weights, time, money, practical applications.
Science & Social Studies: Building project, farming, field trips. Hebrew Culture.
Foreign Language: German
Practical Arts: Recorder / singing in pentatonic and diatonic major scale, instrumental music, verse and drama, Eurythmy, drawing, painting, clay modelling, crocheting.
Physical Education: Play, games, Hebrew dance bothmer.

Class Four

Language Arts: Literature of Norse Mythology, note taking, letter writing, poetry and grammar.
Mathematics: Fractions
Science: Zoology
Social Studies: Local and Aboriginal history, map making, ancient cultures, history of writing.
Foreign Language: German
Practical Arts: Eurythmy, recorder and singing in rounds, sight reading of music, instrumental music, painting, drawing and cross-stitch.
Physical Education: Horse Riding Camp, bothmer and games.

Class Five

Language Arts: Literature of Ancient Cultures; India, Persia, Babylon, Sumerier, Egypt and Greece; creative writing and grammar.
Mathematics: Fractions and decimals
Science: Botany
Foreign Language: Japanese
Practical Arts: Recorder/ singing in parts and rounds, Eurythmy, speech and drama, painting, drawing, clay modelling, developing own knitting patterns, fine needle work, woodwork.
Physical Education: Sport, bothmer, games, Rottnest camp.

Class Six

Language Arts: Literature through Roman civilisation, roots of English, grammar, business letters, research and project work.
Mathematics: Ratio, interest, percentage and geometry.
Science: Geology, physics, acoustics, optics, heat and magnetism.
Foreign Language: German and Japanese
Practical Arts: Eurythmy, recorder and singing in parts and rounds, speech and drama, painting, drawing and clay modelling, woodwork and sculpture, mosaics, weaving.
Physical Education: Team games, sport and Geology camp.

Class Seven

Language Arts: Literature through Renaissance civilisations, language appreciation, stylistic writing, journalism and research, roots of English; Latin, Greet, Anglo-Saxon.
Mathematics: Algebra directed numbers and geometry.
Science: Physiology and nutrition, physics, chemistry, Mechanics, combustion and astronomy.
Foreign Language: Japanese and German.
Practical Arts: Recorder/singing in parts and rounds, speech and drama, painting, drawing, clay modelling, woodwork, soft toy making and sculpture.
Physical Education: Team games, sport and Sailing Camp in Albany.

High School

The Perth Waldorf High School Curriculum aims to give students:

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

Specialist subject teachers teach students in Classes 8 to 12, with a Class Guardian who acts as a mentor; co-ordinates class activities and acts as a liaison between the school and home.

The traditional Waldorf curriculum exposes students to a wide range of subjects through the structure of the Main Lesson. This is a thematically based morning lesson programme. Each subject is taught for 2 hours each morning for three to four weeks. All the Main Lessons are sequentially developed through to Class 12. Students are taught how to do research, to work with original sources and to articulate their thoughts clearly and expressively. Practice classes and semester courses compliment the rich main lesson programme.

NB: Aesthetic Main Lesson is the study of the artistic development of humanity through a different creative discipline each year in Classes 9-12.

The social life of the High School offers students the emotional support they need to cope with the complexities of adolescence. The school offers a caring community of teachers and peers. The rolls of Class Guardians for each year group and Pastoral Carer who supports, guides and refers where necessary students, class groups, teachers and parents in need. The education is committed to strengthening the individuality of children and preparing them for the challenges of the future.

Offering a rich and diverse curriculum in the sciences, mathematics, literature, humanities, history, arts, practical studies and physical education does this.

Class Eight

Main Lessons

Language Arts: Poetry, Novel Study, Age of the Industrial Revolution (History), Shakespeare (Drama – Class Play.

Mathematics: Algebra and Geometry.

Science:
Meteorology, Physiology, Physics, Heat, Steam and Electricity, Inorganic Chemistry, Ecology.

Practice Classes (year long):
Maths, English, Art, Japanese or German, Music, IT, Physical Education, Class Camp, Guardian.

Semester Courses (double period for one semester/two terms):
Sculpture, Craft, Woodwork, Ecology, Life skills, Drama.

Classes Nine and Ten

Main Lessons

Languages Arts: Australian Literature and Autobiography – Class Nine.
The Odyssey – Class Ten.
Class Play.

Mathematics: Geometry, Algebra, Trigonometry, Conic Sections.

Social Science: Australian History, Sociology, Philosophy and World History, Ancient History and Geography.

Science:
Physics, Chemistry and Human Biology.

Aesthetic:
History of Art – Class Nine.
Poetry Through the Ages – Class Ten.

Practice Classes:
Maths, English, Art, Japanese or German, Physical Education/ Class Camps.
Music and IT .
Science – Class Ten only.
Guardian.

Semester Courses:
Sculpture, Craft, Woodwork, Metalwork, Ecology, Drama, Photography, Music and IT.
Blacksmithing – Class Ten only.

Practical:
Farming Camp – Class Nine.
Industrial Work Experience (two weeks) – Class Ten.

Painted by PWS
High School Student

Upper High School

Upon completion of Class 11 & 12 High School requirements, The Perth Waldorf School provides:

- A Graduation Certificate to verify that the student has completed the requirements for high school graduation according to the Steiner Curriculum.
- Transcript of academic achievements including a record of High School results from Classes 11 and 12.
- Assistance for post schooling opportunities including University entry, apprenticeships, TAFE, and work placements.
- Class 12 Project report and % results of the four Project components – Practical, 3000 word Essay, Journal and 30 minute public Presentation.
- Support for TISC (Tertiary Institutions Service Centre) tertiary education applications and sitting the STAT (Special Tertiary Admissions Test) – PWS students are permitted by TISC to sit the STAT as an alternative pathway to tertiary entrance.

The traditional Waldorf curriculum exposes students to a wide range of subjects, all of which are sequentially developed through to Class 12. Graduates of the school are equipped to move into diverse fields of tertiary study and a range of work places.

Class Camp

Class Eleven

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 also met in the literature studies of Parsifal.

Main Lessons:

Language Arts: Parsifal, Romantic Poetry and Dramatic Literature (Hamlet).

Mathematics: Projective Geometry.
Science: Botany, Physics – Electricity & Magnetism, Chemistry – Periodic Table, Atomic Theory, Astronomy/Cosmology.

Social Science: Medieval & Renaissance History.

Aesthetic: History of Music.

Practice Sessions (Class 11 & 12 compulsory):
Guardian, Project Preparation, Maths, English.

Electives (students choose four):
Physics, Chemistry, Biology, Art, Sculpture, Music, Photography – Drama, German, Japanese, History, Literature, Geography, Textiles, Politics, Astronomy, Music, Physical Education.

Practical:
Community Service.
Art Exhibition.
Class Camp.

Class Twelve

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.

Main Lessons:

Language Arts: Faust, World Literature, Drama production (final main lesson of the year).

Social Science: Earth History, Palaeontology, Ethnography, Environmental Science.

Science: Biochemistry, Inorganic Chemistry, Modern Technology – Industrial & Medical, Physics – Light, Optics & Colour, Zoology, Evolution.

Aesthetic: Architecture.

Practice Sessions (Class 11 & 12 compulsory):
Guardian, Maths, English.

Electives (students choose four):
Physics, Chemistry, Human Biology, Art, Sculpture, Music, Photography, Drama, German, Japanese, History, Literature, Geography, Craft, Music, Physical Education.

Practical: Art Exhibition**,** Special Tertiary Admissions Test.

Class 12 Project:
Students have 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.

Collection of Personal Information

Perth Waldorf School (the school) collects personal information, including sensitive information (e.g. health, ethnic origin) about pupils and parents or guardians before and during the course of a pupil's enrolment at the school. The primary purpose of collecting this information is to enable the school to conduct its business including the provision of education and support to students, exercising duty of care and the performance of associated administrative and legislative activities, which will enable students to take part in all activities of the school.

The school adheres to the Australian Privacy Principles and handles and discloses information according to the School's Privacy Procedures which is available on the school's website.

When you are asked to provide information the school's standard collection notice will be provided.

Further Enquires

For further information regarding registration, fees and school tours

please contact the school during school hours 8:00am – 3:30pm

Perth Waldorf School

14 Gwilliam Drive

Bibra Lake, WA 6163

Telephone: (08) 9417 3638

Fax: (08) 9417 5354

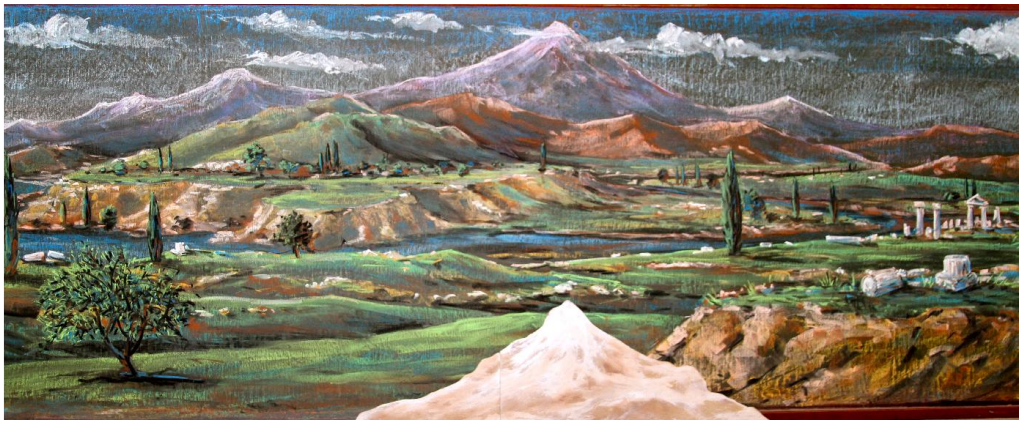
Email: pws@pws.wa.edu.au

Website: www.pws.wa.edu.au

Postal Address

PO Box 1247

Bibra Lake, WA 6965



Class 5 blackboard drawing