

West Coast Steiner School Compliance Report 2017



WCSS VISION STATEMENT

Working from the indications of Rudolf Steiner, we strive to educate the whole being of each child in head, heart and hands. We envision this education set within a community guided by goodness, beauty and truth. Further, we seek to plant the seeds for our students to enter the changing world with purpose, as self-directed adults, with a lifelong love of learning, who are intellectually and spiritually free, socially responsible and emotionally balanced.

ABOUT WEST COAST STEINER SCHOOL

Our motto points towards our teaching and learning:

'In Thinking, Clarity; In Feeling, Inwardness; In Willing, Perseverance'

West Coast Steiner School is set in the culturally diverse suburb of Nollamara, Perth. We thrive on the opportunity of bringing nature, truth and beauty into our urban setting; allowing the strength and beauty of the Steiner curriculum to enrich the lives of our community.

Steiner education seeks to develop the physical, emotional and intellectual capacities of the developing child through an age appropriate curriculum that integrates the disciplines of movement, fine arts, and practical arts into the study of humanities, science and mathematics. Through the development of these capacities, we strive to educate the child in a healthy and balanced manner.

Our School educates the whole child, balancing practical, academic and artistic education for children who range from diverse cultural backgrounds in a unique Playgroup, Kindergarten and Years 1 to 6 in the Primary School.

In Early Childhood, active natural play is promoted to achieve developmental outcomes. We develop strong oral skills for the age group, thereby preparing for literacy and numeracy skills in later years. Storytelling in Kindergarten, as well as in older years, prepares the child's imagination for free independent thought.

At the Primary level, the heart of academic work is the Main Lesson each morning for several weeks on one integrated topic, appropriate for the age of the class. This allows English, Maths, Science and History to meld with Arts, Music and Movement - an engaging method to achieve and integrate literacy, numeracy and other learning outcomes. After recess, the children focus on practice lessons that further strengthen literacy and numeracy. There are specialist lessons in Craft, Woodwork, Painting, German, Eurythmy (movement), Bothmer Gymnastics and a Music program, through which all the children sing, learn the recorder and then the violin, viola or cello. Please find out more about our school and curriculum at www.wcss.wa.edu.au.

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STAFF INFORMATION

Class	Teacher		Qual 1	Qual 2	Qual 3	Qual 4
School Administrator	Gerard	Tonti-Filippini	Masters in Educational Leadership (MEDL)	Diploma Teaching Revelations		
Class 6	Joanne	Mills	Bachelor of Education	Diploma of Steiner Education		
Class 5	Thomasina	Collins	Bachelor of Education	Diploma of Steiner Education		
Class 4	Ramneek	Kaur	Bachelor of Education	Master of Arts		
Class 3	Donna	Shaw	Diploma of Teaching			
Class 2	Stephen	Fauset	Bachelor of Arts	Graduate Diploma of Education		
Class 1	Renee	Bowyer	Bachelor of Arts	Master of Arts		
Kindergarten	Karen	Weeramanthri	Bachelor of Applied Science	Graduate Diploma of Education	Certificate in Steiner Education	
Kindergarten	Vanessa	Fountain	Bachelor of Education	Bachelor of Arts/ English		
Kindergarten	Sandy	Price	Bachelor of Social Science	Bachelor of Education		
Kindergarten	Janet	Happe	Bachelor of Applied Science	Graduate of Early Childhood Teaching		
Learning Support	Annabel	Morgan De Laine	Bachelor of Education			
Learning Support	Gaye	Furey	Bachelor of Science	Grad. Dip Education		
Learning Support	Trish	Baker	Diploma for Home Science Teachers			
LOTE – German / Craft	Carolin	Loos	Diploma of Teaching	Diploma of Steiner Education		
Eurythmy	Kristina	Hamilton	Bachelor of Arts / English	Diploma of Eurythmy	Diploma Educational Eurythmy	Diploma of curative Eurythmy
Bothmer	Agnes	De Souza	Bachelor of Arts / Psychology	Grad Diploma of Education		
Music	Jasmine	Skinner	Bachelor of Commerce and Music			
Woodwork	Vicki	Nicholson	Diploma of Art and Design			
Craft	Cheryl	Kershaw	Uni Diploma Teaching Assistants			
Craft	Katherine	Gass	Bachelor of Arts	Graduate Diploma of Education	Diploma Steiner Education	

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2017 Workforce Composition

52 Employees: 47 x Women and 5 x Men - 6 x Full Time Teaching Staff

1 Indigenous, 5 x NESB (Non English-Speaking background) Employees

2017 STUDENT ATTENDANCE

Rates of attendance for the whole school and for each year level

Class	2017 Enrolments	Approx. Rate of Attendance %
Class 1	31	86.85
Class 2	27	90.55
Class 3	25	91.86
Class 4	9	90.96
Class 5	20	90.24
Class 6	16	93.26
Total	128	90.21

(Attendance figures taken from August 2017 DEEWR Student Attendance Survey)

A description of how non-attendance is managed by school

Steiner education values the daily and weekly rhythm as part of the curriculum. Even occasional absences can impact on learning, not just on the student themselves, but also on the class as a whole.

Attendance is monitored via daily attendance records from teachers and sign in and sign out registers are monitored by office staff. Absences require a legitimate reason and may be supplied either in writing or verbally, which are then recorded by the school. If a student is absent from school with no prior notification from parents (parents are encouraged to contact the School via telephone/email to advise if their child is to be absent on a given day), Administration staff will send an SMS to the parent as soon as possible to notify them of the absence and to request that they contact the School. If the parent does not respond to the SMS, a follow up telephone call is made to the parent later in the morning to request an explanation for the absence. If a parent still cannot be contacted, a message is left (where possible) to ask them to contact the School as soon as possible concerning the absence. Patterns of absences including lateness or early departure are noted and acted upon by the School Administrator-Principal. Action may include informal and formal contact with parents, case conferences and, if no improvements in attendance occurs, they will be referred to the School Attendance Officer at the Department of Education for further assistance.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

The National Assessment Program assesses all students in Australian schools in Years 3 and 5 including our own.

The school employs 2 part-time learning support teachers and 6 learning enrichment assistants, to ensure that learning outcomes are supported. When deemed appropriate, recognised forms of standardised testing are administered as a means to diagnose learning processes.

The West Coast Steiner School Whole School Assessment Schedule details the tests administered by class teachers including the PAT Reading, Maths and Vocabulary, Waddington spelling and the Sounds Write placement test.

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In 2017, most of West Coast Steiner School parents of Class 3 children independently decided to withdraw their child from NAPLAN testing, meaning that due to a small sample size for all classes results cannot be shared for privacy reasons. Although some Class 5 children were withdrawn, a large enough cohort remained to provide information related to the cohorts standing above the national average. On average the Class student average was on the Band above the National average in each area other than Spelling. This information is available on the [My School website](#) if you wish to view it.

TEACHER-WRITTEN STUDENT REPORTS TO PARENTS

In accordance with West Coast Steiner School's Assessment and Reporting Policy, parents receive two formal written reports per year. The Semester One Report is supported by a parent/teacher interview. The reports are linked to our Five Point Grading Scale and comment on and record a student's achievement against the National Australian Steiner Curriculum as approved by the Australian Curriculum Assessment and Reporting Authority (ACARA).

PARENT SURVEY

Parent surveys are conducted yearly. The school asked for a rating from parents in the following key areas. The scoring system used was 1) being poor and 5) being excellent. Please see an average of the scores below.

Key Result Area	Average Score
Front Office/Admin Effectiveness	4.4
Communication, quality of	4.0
Responsiveness	4.1
Environment, quality of	4.1
Educational Philosophy	4.1
Academic Education, quality of	4.1
Holistic Education, quality of	4.5
Social, Spiritual and values, quality of	4.4
Anthroposophy	4.0
Secondary School, how likely to enrol into PWS	3.4
Referral, how likely to refer (?)	4.2
Enjoying time at WCSS	3.5

* Number of children enrolled per family – average 1.6

TEACHER SURVEY

A survey is conducted yearly, Teachers are asked about each area, such as Environment, Resources and Professional/Personal development needs and support required from West Coast Steiner School's Management. The School Administrator - Principal reviewed them with the College of Teachers and implemented further staff learning support in-class, additional education assistant time and the development of additional Individual Development Plans, playground duty and support. The majority of responses in the teacher surveys also highlighted Anthroposophical study as a celebrated and integral part of our curriculum.

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West Coast Steiner School enjoys a very strong teacher retention rate and spends a significant amount on investing in professional development for its teaching staff.

POST-SCHOOL DESTINATIONS

44% of our primary school graduates went on to Perth Waldorf School, which is Western Australia's only Steiner high school. The remainder go to either independent schools (25%) or Gifted and Talented Programs in Government System High Schools (19%) or local high schools (12%).

REPORTING SOURCES OF FUNDING

