

# West Coast Steiner School Compliance Report 2018



West Coast Steiner School is committed to being a Child Safe Organisation, taking a preventative and participatory stance on child protection issues and promoting a child safe environment

## 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:

***'A Life of 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 the 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

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numeracy. There are specialist lessons in Craft, Woodwork, Painting, German, Eurythmy (movement), Bothmer Gymnastics, Bluearth 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](http://www.wcss.wa.edu.au).

## STAFF INFORMATION

Class	Teacher		Qual 1	Qual 2	Qual 3
School Administrator	Gerard	Tonti-Filippini	Diploma of Teaching	Masters of Educational Leadership (MEDL)	
Curriculum Co-ordinator	Vanessa	Beesley	Bachelor of Arts	Graduate Diploma of Education	
Class 6	Thomasina	Collins	Bachelor of Education	Diploma of Anthroposophical Studies	Advanced Diploma of Waldorf Education
Class 5	Ramneek	Kaur	Bachelor of Education	Master of Arts	Foundation Studies of Steiner Education
Class 4	Donna	Shaw	Diploma of Teaching	Foundation Studies of Steiner Education	
Class 3	Stephen	Fauset	Bachelor of Arts	Graduate Diploma of Education	
Class 2	Renee	Bowyer	Bachelor of Arts	Bachelor of Primary Education Studies	Master of Arts
Class 1	Gemma	Jordan	Bachelor of Education	Cert IV Business Management	
Kindergarten	Karen	Weeramanthri	Bachelor of Applied Science	Graduate Diploma of Education	Certificate in Steiner Education
Kindergarten	Vanessa	Fountain	Bachelor of Education	Bachelor of Arts	Waldorf Teacher Foundation Studies
Kindergarten	Sandy	Price	Bachelor of Social Science	Bachelor of Education (Primary)	Graduate Certificate of Early Childhood Studies
Kindergarten	Janet	Happe	Bachelor of Applied Science	Graduate Diploma of Nursing	Graduate of Diploma of Early Childhood Teaching
Learning Support	Annabel	Morgan De Laine	Bachelor of Education		
Learning Support	Gaye	Furey	Bachelor of Science	Graduate Diploma of 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	Diploma of Eurythmy & Diploma of Curative Eurythmy	Diploma Educational Eurythmy
Bothmer	Agnes	De Souza	Bachelor of Arts	Graduate Diploma of Education	
Music	Jasmine	Skinner	Bachelor of Commerce and Music		
Woodwork	Vicki	Nicholson	Diploma of Art and Design		
Woodwork	Yolanda	Millar	Bachelor of Arts	Cert IV Training & Assessment	

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Learning Support	Elizabeth	Separovich	Bachelor of Primary Education	Bachelor of Music	WA Certificate of Education
Craft	Cheryl	Kershaw	University Diploma for Teaching Assistants		
Craft	Katherine	Gass	Bachelor of Arts	Graduate Diploma of Education	Diploma Steiner Education

## 2018 Workforce Composition

61 Employees: 55 x Women and 6 x Men - 6 x Full Time Teaching Staff

1 Indigenous, 11 x NESB (Non English-Speaking background) Employees

## 2018 STUDENT ATTENDANCE

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

Class	2018 Enrolments	Approx. Rate of Attendance %
Class 1	21	84.78
Class 2	30	82.39
Class 3	22	88.32
Class 4	23	91.82
Class 5	9	87.0
Class 6	20	94.15
<b>Total</b>	<b>125</b>	<b>88.07</b>

(Attendance figures taken from August 2018 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 who sit the related tests, in Years 3 and 5 including our own.

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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.

In 2018, 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
Communication, quality of	3.9
Responsiveness	3.8
Engagement	3.5
Expectations	4.0
Environment, physical	4.5
Environment, social	4.5
Education, philosophy	4.2
Education, curriculum	4.4
Social and Spiritual, exposure to	4.2
Anthroposophy	3.8
Secondary School, how likely to enrol in a Steiner School	4.0
Referral, how likely to refer	4.0

\* Number of children enrolled per family – average 1.5

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## TEACHER SURVEY

A survey is conducted yearly. All teachers are interviewed during the process. They 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 support the development plans and that the sharing of information to the related appropriate staff is important. Also that it will be advantageous for relief staff to have an understanding of the Steiner Anthroposophical journey related to the curriculum. In this respect a teacher with this understanding could be engaged to cover any absenteeism. West Coast Steiner School enjoys a strong teacher retention rate and spends a significant amount on investing in professional development for its teaching staff.

## STUDENT SURVEY

A student satisfaction survey was carried out whereby 33% of the Primary students in 2018 were asked for their response on a set of questions. Results of the survey indicate the children felt supported in their social, emotional and academic development, and are developing a greater understanding on consequences that benefit action.

## 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

