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Annual Report 2023

Statement of Educational Approach

Steiner/Waldorf Education is founded on the insights of Austrian Philosopher and social reformer Dr. Rudolf Steiner.

Dr. Steiner recognised the need for education to enable children to become free and autonomous human beings, able to impart purpose and direction in their lives.

Steiner Education fosters the human spirit in children, allowing them to flourish in a holistic learning environment that is oriented towards moral growth, social consciousness, and citizenship.

Across the globe, Steiner education is recognised by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) as providing a strong humanitarian and non-discriminatory approach crossing racial and cultural divides.

Now, more than ever before, Steiner education is recognised as a highly valued approach for developing flexible and agile thinking alongside an ability to collaborate and thrive in a 21st Century world.

Yallingup Steiner School is a member school of Steiner Education Australia (SEA). As a peak body, SEA exists to support and strengthen Steiner Education across the Asia Pacific and to ensure Steiner Education is accessible to all Australian families. There is a current network of over 1,000 Steiner schools across the world, including over 50 in Australia.

There is a living set of guidelines arising out of the national collaboration of Steiner/Waldorf schools in Australia. They are known as the **Core Principles** and are as follows:

- 1. The recognition of the unfolding spirit of each individual informs all aspects of the school.*
- 2. Steiner/waldorf education fosters social renewal by cultivating individuals who serve an ethical world future.*
- 3. Anthroposophical insights into child development guide the educational program and practice.*
- 4. Steiner/waldorf schools support creative freedom to teach within the shared agreements of the schools' collegiate.*
- 5. The conscious establishment of human relationships fosters individual and community health.*

6. Spiritual development for sustaining professional growth is an ongoing activity for the collegiate of teachers and staff and is supported by the board.

7. Collaboration and shared responsibility provide the foundations of school leadership and governance.

The Australian Steiner Integrated Curriculum (ASCF) is approved by the Australian Curriculum and Assessment Authority (ACARA), the Western Australian Department of Education and the School Curriculum and Standards Authority (SCSA). Member Schools of SEA (Steiner Education Australia) access and utilize the ASCF to deliver informed and meaningful learning experiences to students.

The Kindergarten Years

Steiner Education recognizes that in the process of development, the child over time meets the age in which they live. Time is the gift which allows participatory experience and growth. Children grow to meet the world, its new developments and imperatives in human consciousness. Their learning is both individual and universal.

We aim to assist children to develop over time, **without haste**, while coming to know and love the world.

If the first three years are more focused on place identity and memory, then the next few could be called rhythmic time memory. Games, songs, rhymes, activities are 'magically' remembered and played out in the kindergartens.

Daily rhythms of activities are held together with transition verses and songs that allow the child to maintain their participatory consciousness, building security and joyfulness in the sure unfolding of their world.

The Class Teacher Period

In primary school, the core approach is through artistic presentation of material by the class teacher. This orientation promotes **engagement**, inspires **deep learning** and supports **developing imaginations**.

Teaching is based on supportive relationships with teachers and strong bonds between students.

The values underpinning Steiner Education are gratitude, responsibility, collaboration, inclusivity, diversity and initiative. These are drawn from an acknowledgement of spirituality, engender self-worth, enrich relationships and develop a deep appreciation of one's place in the wider world.

At Yallingup Steiner School teachers work closely together, embracing the opportunities presented by a small campus. Collaboration and the shared responsibility taken for the wellbeing of all students is a virtue that offers tremendous benefit to all parties.

Creative initiatives are a feature of curriculum delivery and teachers aim to bring children into a balanced, secure and positive social and emotional experience as a priority. In this way teaching is based on supportive relationships with teachers and strong bonds between students.

The values underpinning our education are gratitude, responsibility, collaboration, inclusivity, diversity and initiative. These engender self-worth, enrich relationships and develop a deep appreciation of our place in the world.

Our School

Located on Wadandi Boodja in the Southwest of Western Australia, we acknowledge the Land and Elders past, present and future.

A longstanding relationship with Wadandi people is part of our school identity. The blessing of our foundation kindergarten, Coorlingamia, meaning 'Children's House', by Elders at our school's inception, speaks to our deep respect for Country.

By combining a place-based foundation to curriculum delivery with the philosophical underpinnings of Steiner Education globally, Yallingup Steiner School offers a unique learning environment to students.

Personal and social responsibility is promoted through daily immersion in creative, educational activities and seasonal and cultural community engagements and festivals.

Teacher Standards and Qualifications

At Yallingup Steiner School we value our Educators as our primary resource for success and meaningful provision of instruction. The human being is always at the centre of our considerations, in terms of both students and teachers.

We invest generously in professional development opportunities for staff and ensure that a suitable level of training is maintained to ensure student safety and wellbeing.

The mandatory qualification standards required by the Teacher's Registration Board of Western Australia are strictly adhered to.

Teachers currently employed at the school hold a variety of qualifications and skillsets.

Qualification/s
Master of Teaching
Master of Design
Bachelor of Education
Graduate Diploma of Education
Bachelor of Landscape Architecture
Bachelor of Law
Bachelor of Arts
Bachelor of Science
Bachelor of Communications

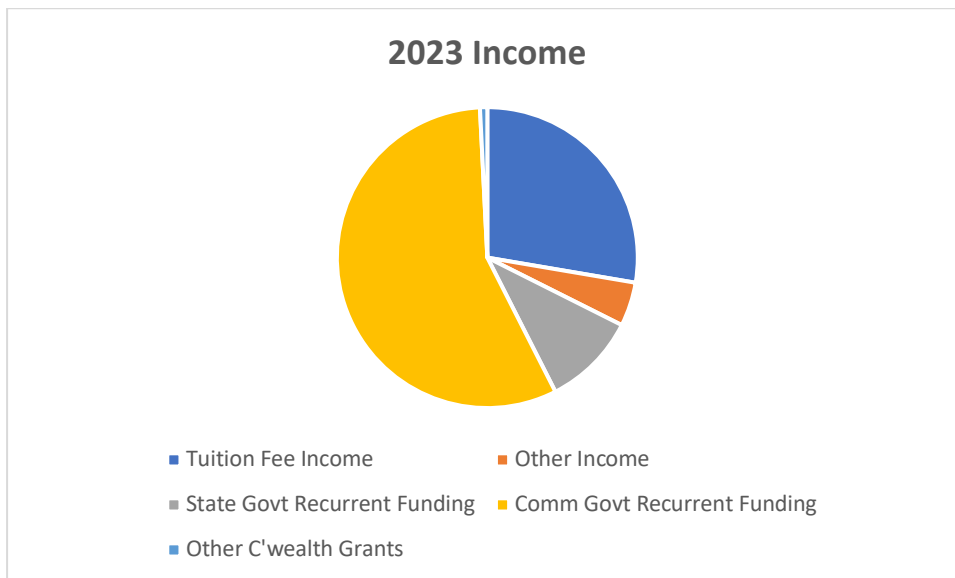
School Profile

Sector	Non-Government
Type	Co-Educational
Location	Regional
Range	Pre-Kindergarten – Class 6

Student Details – Based on August 2023 Census

Total Student Enrolments	130
Kindergarten Enrolments (includes unfunded PreKindy)	12
Primary	118
Language other than English Spoken at Home	
ATSI (Aboriginal / Torres Strait Islander)	9

School Income indicated by funding source.



Tuition Fee Income	\$	730,508
Other Income	\$	124,897
State Govt Recurrent Funding	\$	267,126
Comm Govt Recurrent Funding	\$	1,496,392
Other C'wealth Grants	\$	20,754
	\$	2,639,677

Workforce Composition

Composition of Staff	Total (including ATSI)	Aboriginal / Torres Strait Islander
Teaching	15	1
Non-Teaching	11	
Total	26	1

Student Attendance

Yallingup Steiner School values and promotes benefits to student learning attained by regular and punctual attendance.

Parents are regularly reminded to strive to keep attendance levels high.

The onset of Covid 19 had a significant effect on attendance in 2023 with many families embracing the freedom to travel and reconnect with family and friends.

Non-attendance at school is followed up by the Administration Assistant. Any absences must be advised in writing. Lengthy and unexplained absences are followed up by the Education Facilitator, who promotes student engagement and follows up with relevant departments where necessary, to ensure student safety and wellbeing.

Student Attendance Data – based on Term 3, 2023

Overall Attendance %	Non-Indigenous Attendance %	Indigenous Attendance %	Overall Proportion of Students Attending at least 90% of the time	Non-Indigenous Proportion of Students attending at least 90% of the time	Indigenous Proportion of Students Attending at least 90% of the time
82.06%	81.92%	85.37%	37.48%	37.99%	25%

Attendance Rate per Year Level for all students

Year 1	76.56%
Year 2	76.54%
Year 3	76.6%
Year 4	89.21%
Year 5	87.51%
Year 6	88.83%

NAP Assessments

All parents are offered the opportunity to have their children participate in the annual testing conducted in May for children in Years 3, 5 and 7. Test results are provided to parents and a copy kept in each child's file. Naplan results form part of a wider assessment profile for students. NOTE: Most families chose to exempt students from NAPLAN in 2023. For personal reasons.

School results are available at <http://www.myschool.edu.au/>

Parent, Student and Staff Satisfaction

Very high retention rates of both staff and students are a primary indicator of satisfaction. Currently most classes are waitlisted and we are unable to meet the demand for places due the limitations of our site. While this is regretful, as we would like to offer all interested families places at our school, it is a positive reflection of our current service.

Parent consultation feedback forms reviewed by the Strategic Planning Committee in Term 4 2022, reveal the most valued qualities of our school, listed below:

- One teacher throughout primary school / open and genuine teachers.
- Absence of screens and digital media.
- Holistic approach to teaching.
- Ceremonies creating culture.
- Location.