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Annual Report 2025

Statement of Educational Approach

Steiner/Waldorf Education is grounded in the work of Austrian philosopher and social reformer Dr Rudolf Steiner.

Dr Steiner identified education as a means of supporting children to grow into free, self-directed human beings who can bring purpose and direction to their lives.

Steiner Education nurtures the human spirit within each child and creates a holistic learning environment that supports moral development, social awareness and active citizenship.

Internationally, Steiner education is recognised by the United Nations Educational, Scientific and Cultural Organization (UNESCO) for its humanitarian, inclusive and non-discriminatory approach across cultural and racial contexts.

In an increasingly complex world, Steiner education is valued for developing flexible, agile thinking and the capacity to collaborate, adapt and thrive in the twenty-first century.

Yallingup Steiner School is a member of Steiner Education Australia (SEA), the peak body that supports and strengthens Steiner education across the Asia-Pacific region and works to ensure it remains accessible to Australian families. Steiner education is represented by a global network of more than 1,000 schools, including more than 50 in Australia.

Through national collaboration, Steiner/Waldorf schools in Australia have developed a living set of guiding principles known as the **Core Principles**:

- 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 Curriculum Framework (ASCF) is approved by the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Western Australian Department of Education and the School Curriculum and Standards Authority (SCSA). As a member of SEA, Yallingup Steiner School uses the ASCF to provide learning experiences that are thoughtful, developmentally informed and meaningful for students.

The Kindergarten Years

Steiner Education recognises childhood as a developmental journey in which children gradually come into relationship with the world around them. Time is an essential gift in this process, allowing for participation, growth and deepening experience. Each child's learning is both individual and universal as they grow to meet the demands and possibilities of their age.

Our aim is to support children to develop over time, **without haste**, while growing in knowledge of the world and a genuine love for it.

If the first three years of life are strongly connected to place, identity and memory, the years that follow can be understood as a time of rhythmic memory. In the kindergarten, games, songs, rhymes and shared activities are joyfully absorbed, remembered and re-enacted by the children.

The daily rhythm is held by transition verses and songs that help children remain securely connected to the life of the class, fostering confidence, continuity and joy in the unfolding of their world.

The Class Teacher Period

In the primary years, the curriculum is brought to life through the artistic presentation of material by the class teacher. This approach deepens engagement, supports imagination and encourages meaningful, lasting learning.

Teaching is grounded in supportive relationships between teachers and students, and in the strong social bonds that develop within each class.

The values that underpin Steiner Education include gratitude, responsibility, collaboration, inclusivity, diversity and initiative. Rooted in a recognition of the spiritual dimension of life, these values strengthen self-worth, enrich relationships and foster a deep appreciation of each person's place in the wider world.

At Yallingup Steiner School, teachers work closely together and make the most of the opportunities offered by a small campus. This culture of collaboration and shared responsibility for the wellbeing of all students is one of the school's great strengths.

Creative initiative is a distinctive feature of curriculum delivery. Teachers aim to provide children with a balanced, secure and positive social and emotional experience, ensuring that learning is both supportive and purposeful.

These values continue to shape daily life at our school, building confidence, strengthening relationships and deepening each child's sense of connection to the world around them.

Our School

Located on Wadandi Boodja in the South West of Western Australia, we acknowledge the Traditional Custodians of this Land and pay respect to Elders past, present and future. A longstanding relationship with Wadandi people forms an important part of our school identity. The blessing of our foundation kindergarten, Coorlingamia, meaning 'Children's House', by Elders at the school's inception reflects our enduring respect for Country. By combining a place-based approach to curriculum delivery with the philosophical foundations of Steiner Education, Yallingup Steiner School offers students a distinctive and deeply grounded learning environment.

Personal and social responsibility are cultivated through daily participation in creative learning experiences, together with seasonal celebrations, cultural engagement and a strong sense of community life.

Teacher Standards and Qualifications

At Yallingup Steiner School, we regard our educators as our most valuable resource in delivering high-quality teaching and meaningful learning experiences. The human being remains at the centre of our decision-making, both in relation to students and to staff. We invest generously in professional learning and ensure that appropriate training is maintained to support student safety, wellbeing and educational excellence.

All mandatory qualification requirements set by the Teacher Registration Board of Western Australia are met in full.

Teachers currently employed at the school bring a broad range of qualifications, experience and professional expertise.

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
Bachelor of Psychology

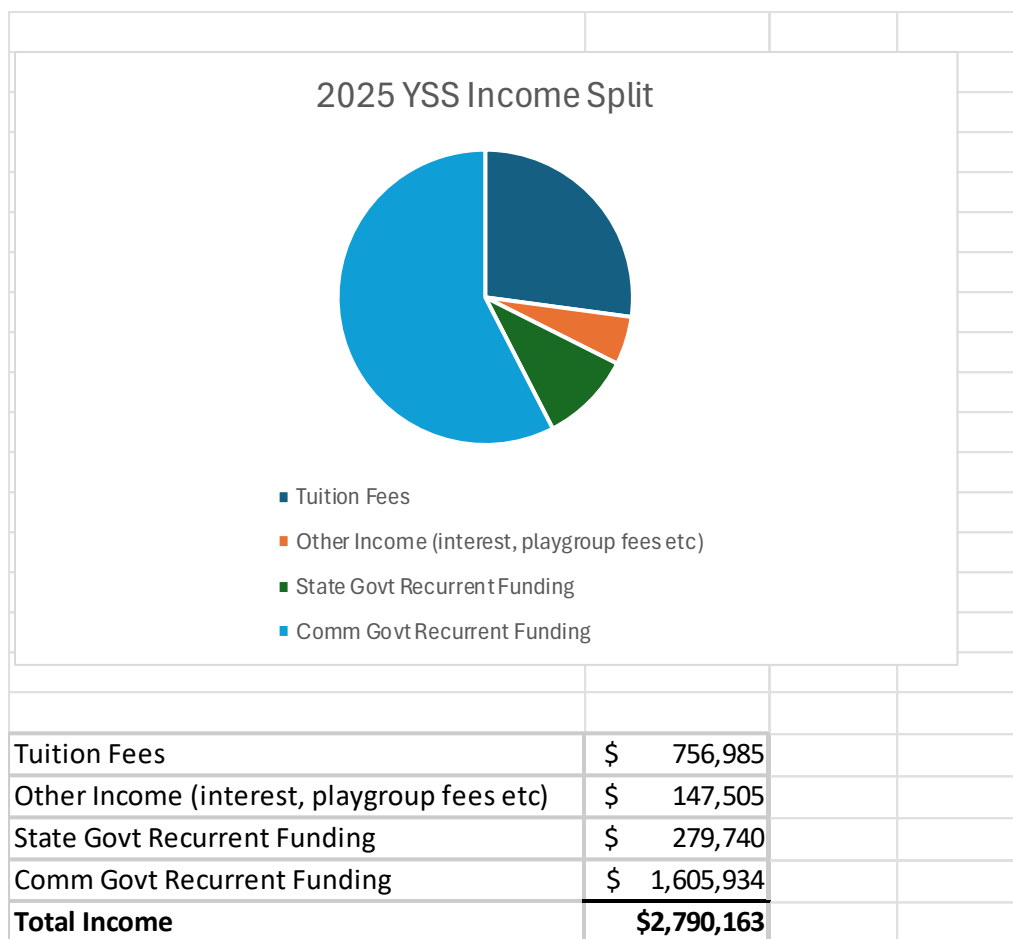
School Profile

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

Student Details – Based on August 2025 Census

Total Student Enrolments	127
Kindergarten Enrolments (includes unfunded PreKindy)	12
Primary	115
Language other than English Spoken at Home	2
ATSI (Aboriginal / Torres Strait Islander)	9

School Income indicated by funding source.



Workforce Composition

Composition of Staff	Total (including ATSI)	Aboriginal / Torres Strait Islander
Teaching	17	1
Non Teaching	15	
Total	32	1

Student Attendance

Yallingup Steiner School recognises regular and punctual attendance as a key foundation for student engagement, continuity of learning and educational success.

Parents are regularly encouraged to support strong attendance habits and to prioritise consistent participation in school life.

Non attendance at the school is managed through the front office. Any absences must be advised in writing. Lengthy and unexplained absences are followed up by the Education Facilitator.

Student Attendance Data – based on Term 3, 2025

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
82.35%	82.29%	82.99%	29.46%	29.07%	33.33%

Attendance Rate per Year Level for all students

Year 1	79.29%
Year 2	80.94%
Year 3	74.68%
Year 4	83.91%
Year 5	85.24%
Year 6	87.65%

NAPLAN Assessments

All parents are offered the opportunity for their children to participate in the annual testing conducted in May for students in Years 3, 5 and 7. Results are provided directly to parents and a copy is retained on each student's file. NAPLAN results are considered as one part of a

broader assessment profile for each child. In 2025, most families chose to exempt their children from NAPLAN for personal reasons.

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

Parent, Student and Staff Satisfaction

High retention rates among both staff and students remain a strong indicator of satisfaction within the school community.

Most classes are currently waitlisted, and demand for enrolment continues to exceed the capacity of our site. While we regret not being able to offer places to all interested families, this sustained demand reflects the strength of the education and community we provide.

Feedback gathered through parent meetings, online surveys and review by the Strategic Planning Committee continues to highlight the qualities most valued by our community, including:

- Consistent teachers throughout primary school years / open and genuine teachers.
- Absence of screens and digital media.
- Holistic approach to teaching.
- Community engagement within seasonal and other celebrations.
- Location of the school campus.