School Performance Information

Report for 2013
As part of their funding agreement with the Australian Government, all schools, Government, Catholic and Independent, are required to provide specific “School Performance Information” to the school community.

What follows is a collated version of all the information under the headings specified by the Australian Government. The information relates to the 2013 school year.

It is recommended that this information is read in conjunction with the Mt Barker Waldorf School’s Annual Report for 2013 which gives a fuller, including pictorial, presentation of the school’s activities.

If you have any questions regarding this information please contact

Dina Fieck, Education Director

**CONTEXTUAL INFORMATION ABOUT MT BARKER WALDORF SCHOOL**

The Mount Barker Waldorf School (MBWS) was founded in 1979 and has been located at its current site - on 20 acres of beautiful, landscaped grounds and biodynamic gardens - Sims Road since 1980. The Kindergarten, Primary School and High School provide for a total of 380 students from Kindergarten to Year 12. Mount Barker Waldorf School is recognised as a pioneer in the development and delivery of a full Australian Waldorf-Steiner curriculum.

Our students study a broad range of subjects from Classes 1-12 with equal emphasis given to the arts and physical subject areas. We strive to maintain a balance and rhythm to each day’s lessons; a two-hour Main Lesson block starts the day which introduces new information, followed by practice lessons in Maths, English, Languages and The Arts. In the afternoons, more practical activities, such as Technical Studies, Horticulture and Physical Education are pursued. Our school prides itself on a highly valued outdoor education program between year 3 and 11.

Our Year 12 is a programme fully approved by the South Australian Tertiary Admissions Centre and students are given a Australian tertiary Admissions Ranking based on their substantial coursework throughout the year. Graduates of the school, who meet the required ATAR scores, are accepted into all South Australian universities and have demonstrated success in their tertiary studies across a range of disciplines.
2013 Enrolments:
Enrolments and exits throughout the year maintained a consistency between 285 - 300 (funded) students or 320 including the younger kindergarten group (which is not government funded). Playgroup numbers are additional to this.

Enrolments/Number of students as per August 2013 Census

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Lower School</td>
<td>90</td>
<td>74</td>
<td>164</td>
</tr>
<tr>
<td>High School</td>
<td>42</td>
<td>57</td>
<td>99</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>145</strong></td>
<td><strong>141</strong></td>
<td><strong>286</strong></td>
</tr>
</tbody>
</table>

Mission Statement

Mt Barker Waldorf School has as its primary aim the provision of a unique education based on Rudolf Steiner's philosophy of pedagogy. We consider that the tasks of the education can be best accomplished in a community that:

- fosters healthy development in each individual child.
- awakens social awareness and a respect for humanity
- helps students to develop the skills and values they need to fulfil their unique destiny and find their place in the world.
Our Vision

At Mt Barker Waldorf School we aim to:

• provide an education of the highest quality so that our students become balanced adult individuals having developed clarity of thinking, sensitivity of feeling and strength of will
• inspire within the students a love of learning, a morality which strives for goodness, an appreciation of beauty and a pursuit of truth
• inspire in our students a sense of wonder, and a healthy, positive connection to the world, arising from a knowledge of and responsibility toward themselves and each other.
• provide our students with values which will enable them to find meaning and purpose in their lives
• provide our students with the knowledge, skills and means to work competently in the world
• inspire a sense of the spiritual dimension of life as well as a healthy respect for the physical dimension.
KEY ATTRIBUTES OF MT BARKER WALDORF SCHOOL

School Mount Barker Waldorf School is an educational community providing diverse creative, practical and academic opportunities, adding value to the educational experience of our students and the wider school community. It is one of the reasons many families are attracted to this form of education.

Curriculum Related Activities
The broad curriculum undertaken by all students at our school is one of the features of Waldorf Education. This includes subjects such as the arts, music, practical crafts – handcrafts in the primary school and tech studies in the high school, Japanese and German languages, gardening and horticulture, games, gymnastics and sport that are taken by all students from Year 1 to 12.

Learning Support
The provision of additional learning support for children includes therapeutic movement, developmental exercises, art therapy and academic tutoring. We are committed to striving to understand the needs of students and begin this process with a Class 1 Readiness Assessment Programme which enables us to provide a profile of each student to their class teacher.

The Music Program
Class 3 & 4 Strings Program - all students learn a stringed instrument.
The Music Program also includes the opportunity to learn a variety of musical instruments, participation in the primary school and high school orchestras, ensembles, bands and choirs from years 4-12, music for school festivals, concerts and external eisteddfods etc.
Outdoor Education /Camps:  We have an extensive curriculum throughout the school which incorporates aquatics, high ropes course, abseiling, bush walking, canoeing, sailing. All classes from 3 to 11 have at least one outdoor education camp each year which also has a relationship to the prominent curriculum theme of the year level.

- Class 3 - Farming based camp at Narnu Farm
- Class 4 - Indigenous culture - Camp Coorong
- Class 5 - Botany based camp - and often camp in Kuipto Forest
- Class 6 - Geology - Kangaroo Island
- Class 7 - Rite of Passage – Camel Trek
- Class 8 - Fluid and aero dynamics - cycling and sailing
- Class 10 - Surveying - in the Flinders Ranges plus bushwalking
- Class 11 - Botany camp in the Blue Mountains - 5 days drawing, painting and writing re flora; 6 day wilderness bushwalk

These camps are designed to strengthen social relations, confront personal boundaries, increase understanding and awaken an experience of diverse natural environments.

Excursions provide reinforcing learning experiences to the curriculum and extra curriculum and various year levels from Kindergarten to Year 12 participated in a range of excursions both locally and to city and rural locations.

International Student Exchange Program for Classes 9 to 11: allows our students to visit other countries and to host students from overseas.
Work Experience Program: all students in years 9-11 participate in work experience – Year 9 Primary Industry; Year 10 Secondary Industry; Year 11 Community Service.

Co-curricular Activities
- Dance - High School students take dance lessons to prepare them for the annual year 12 “Formal”.
- Peripatetic music tuition; Choir; Recorder Ensembles; String Ensembles;
- Drama: Plays performed by all primary classes, related to their curriculum.
- High School: Year 8 Shakespeare mini presentations; a high school Musical, a major Year 10 Shakespeare production and a Year 12 modern drama production.
- Sports- Inter-school competition sports: eg. SAPSASA; Netball; Beach Volleyball; Swimming Lessons for Years 2 to 5;
- The Greek Olympics Day with Willunga Waldorf School and Trinity Gardens Steiner Stream for Class 5
- Active After School Activities Program
- Festival Celebrations: The four seasonal festivals were celebrated in addition to specific welcome (to Class 1) and graduation (for Class 12 students) celebrations for the whole school occasions.
- Year 12 School Formal
- Valedictory occasions - Yr 7 & Yr 12
- School Canteen which provides a daily menu of nutritious freshly cooked/prepared meals.
- The Education Garden – horticultural curriculum from class 6-10
- Elective Programme from class 7 – 11
- Trip to Japan
Building communities

- Parent School Partnership Group
- Parent/Teacher and Information Evenings
- Craft groups and workshops
- Understanding Teenagers – a series of information and discussion sessions for parents, teachers and friends
- Adult Education sessions with guest speakers
- Parent/Teacher interviews
- Kindergarten Autumn Trading Table
- The Annual Spring Fair
- Christmas Community Market.
- Festival events
- Pet day

Volunteering opportunities for community members

- Classroom support
- Reading programs
- Assistance with drama and music productions/presentations
- Accompanying excursions and school camps
- Education Garden and plant nursery
- Festivals, fundraising and fairs
- Music Program
School Governance

- Introduction of a new governance structure with increased participation and roles of parents and friends
- Membership of the Board and subcommittees
- Engagement in areas of expertise and consultation

TEACHER STANDARDS AND QUALIFICATIONS

All of the teachers at Mt Barker Waldorf School meet the qualification requirements for registration with the Teachers Registration Board of SA which in addition to the formal qualifications, include Mandatory Notification and First Aid.

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Jarrod</td>
<td>BA Ed (Phys Ed)</td>
</tr>
<tr>
<td>Bentley, Kerryn</td>
<td>BA Ed</td>
</tr>
<tr>
<td>Board, Jeremy</td>
<td>Dip. Ed</td>
</tr>
<tr>
<td>Board, Julie</td>
<td>Dip. Ed of Teaching</td>
</tr>
<tr>
<td>Board, Nick</td>
<td>BA Ed</td>
</tr>
<tr>
<td>Bormann, Ruth</td>
<td>BA Master of Music – Grad. Dip.Ed</td>
</tr>
<tr>
<td>Boston, Mace</td>
<td>Dip.Ed</td>
</tr>
<tr>
<td>Britton, Gillian</td>
<td>PhD</td>
</tr>
<tr>
<td>Canteri, Guilius</td>
<td>Dip.Ed. BA (Anthropology) Cert Bushwalk leader, Canoe Cert</td>
</tr>
<tr>
<td>Card, Megan</td>
<td>3rd Yr Bachelor Early Childhood</td>
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<tr>
<td>Catlow, Suzanne</td>
<td>BA Ed (Primary)</td>
</tr>
<tr>
<td>Dawson, Michele</td>
<td>BA (Anthropology) BA Ed (Technology)</td>
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<tr>
<td>Doyle, Lynette</td>
<td>BA Sc BA Ed Cert in Steiner Ed</td>
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<tr>
<td>Duffield, Elise</td>
<td>BA Grad Dip Ed</td>
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<tr>
<td>Fieck, Dina</td>
<td>Masters Ed</td>
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<tr>
<td>Goodrick, Katherine</td>
<td>BA Ed</td>
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<tr>
<td>Haratzis, Anne</td>
<td>Dip. T. Sec. Fine Art</td>
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<tr>
<td>Koth, Sera</td>
<td>BA Ed</td>
</tr>
<tr>
<td>Lazaros-Meyer, Basil</td>
<td>DipT. Grad in Social Science</td>
</tr>
<tr>
<td>Lokkin, Aaron</td>
<td>BA Ed</td>
</tr>
<tr>
<td>Maletz, Robyn</td>
<td>BA Cert Sec Ed LTCL (Speech and Drama)</td>
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<tr>
<td>Medeiros, Mary</td>
<td>BA Ed</td>
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<tr>
<td>Mellor, Sonya</td>
<td>BA Music, Grad Dip Ed (Music)</td>
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<tr>
<td>Millar, Dennis</td>
<td>BA Engineering(Civil) M.Eng.Sc Dip Ed.</td>
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<tr>
<td>Neumann, Kelly</td>
<td>BA Ed(Sec) BA (Design)</td>
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<tr>
<td>Petiet (Zhang), Huan</td>
<td>Master of Teaching; BSc</td>
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<tr>
<td>Price, Ian</td>
<td>BA Ed</td>
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<tr>
<td>Pridham, Brioni</td>
<td>Dip T. ECE; BA Ed</td>
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<tr>
<td>Schulz, Adrienne</td>
<td>Dip T. Prim</td>
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<tr>
<td>Tsuruta, Midori</td>
<td>BA Ed</td>
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<tr>
<td>Tranter, Amrita</td>
<td>BA Health(Phys Ed) BA Early Childhood Ed.</td>
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<tr>
<td>Van Loewe, Peder</td>
<td>Dip T. BA Ed (Tech Studies)</td>
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<tr>
<td>Vogel, Fiona</td>
<td>BA Ed</td>
</tr>
<tr>
<td>Yakas, Maren</td>
<td>BA Ed (Biology, P.E. English)</td>
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</table>
WORKFORCE COMPOSITION

Teaching staff comprised the full time equivalents of 21.4 persons and 13.2 non teaching staff. There were no indigenous members on staff in 2012. The latter included administrative, grounds, cleaners and therapists.

STUDENT ATTENDANCE AT SCHOOL

The student attendance rate for 2012 was 91% compared to 88.5% in 2011.

ATTENDANCE 2013

<table>
<thead>
<tr>
<th></th>
<th>CL1</th>
<th>CL2</th>
<th>CL3</th>
<th>CL4</th>
<th>CL5</th>
<th>CL6</th>
<th>CL7</th>
<th>CL8</th>
<th>CL9</th>
<th>CL10</th>
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<tbody>
<tr>
<td>Rate</td>
<td>89.34</td>
<td>92.29</td>
<td>92.81</td>
<td>93.95</td>
<td>92.67</td>
<td>95.04</td>
<td>92.57</td>
<td>88.46</td>
<td>92.84</td>
<td>82.75</td>
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</tbody>
</table>

- Unexplained non-attendance at Mt Barker Waldorf School is followed up by a phone call to parents/guardians on a daily basis from front office staff.
- Students who are going to be absent from the school for longer than 5 days due to travel, student exchange, illness etc complete an exemption form.

SENIOR SECONDARY OUTCOMES

In 2013, nineteen students completed the Waldorf Year 12 program. This is SATAC approved, internally assessed, and based on a broad range of subjects offered by the Waldorf curriculum. In order to gain a university entrance score, the students are assessed on 16 different subjects or units – covering the sciences, humanities, arts and physical education/movement. It includes also an individually chosen practical or research project undertaken by all the students.

Trade Training: There were no students who were engaged in trade training during Year 12. The students in Year 12 who want to go into the trades usually do so after the completion of their Year 12 program.

Out of the nineteen students, fourteen submitted SATAC applications for further studies at university or TAFE, and all fourteen were offered places.

4 out of 19 year 12 students received an ATAR score of 95 +
8 out of 19 year 12 students received an ATAR score of between 80 - 95
2 out of 19 year 12 students received an ATAR score between 70 - 80
4 out of 19 year 12 students received an ATAR score between 60 - 70
1 out of 19 year 12 students received an ATAR score between 45 – 50
All students undertook an individual project throughout year 12 which is a component of the Waldorf Year 12 certificate. A number of these projects included additional study components such as TAFE competencies

**Individual project topics included:**

- Working with stone – making stone retaining walls
- Exploring music through writing, performing, recording and interviewing
- The art of silver jewellery making
- Art and craft of mosaics
- An exploration of alternative energy technology through building a solar pump
- Making a musical instrument for the school out of recycled materials
- Encouraging cycling in the community
- An exploration of light and its effect on photography
- Exploring gymnastics’ varieties and encouraging the sport in the community
- Learning the art of shoemaking and exploring the world of shoes
- The transformation of a Yamaha KT100s Go Kart
- Discovering the cultural importance of food through research and exposure
- The making of an outdoor living space
- Building a sustainable food source
- The process of applying and editing makeup, and its effects on society
- The journey through using cooper foil and leadlight techniques
- Fragrance creation and an exploration into the world of scent
- An exploration into the subject of fear, and methods of overcoming its all-consuming powers
- The process of producing a feature length album

**STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY**

All students in Years 3, 5, 7 and 9 are given the opportunity to participate in the NAPLAN in reading, writing, spelling and numeracy to establish the proportion of students achieving national benchmarks.

Many parents at the school choose to withdraw their child(ren) from the NAPLAN tests due to their philosophical questions regarding this form of testing. The educational approach and the ages at which certain subjects are introduced in the Waldorf curriculum, is fundamentally different to the content and format of the national tests. The NAPLAN testing, particularly in Class 3, is designed for a different educational approach.

In 2013, 0 students in Class 3, 7 students in Class 5, 4 students in Class 7 and 11 students in Class 9 participated in the tests and with all, achieved above the minimum standard, except 1 in Class 9 in all tests - Reading, Writing, Spelling, Punctuation and Grammar and Numeracy.

**POST SCHOOL DESTINATIONS**

The post school destinations for students completing Year 12 in 2012 include:

- Gap year/travel/voluntary work – approximately 5
- University entrance – approximately 14

This information has been gathered through ongoing student connections with staff at the school.
PARENT, STUDENT AND TEACHER SATISFACTION

In term 2, 2013 57 parents, 22 teachers and 106 students participated in the school satisfaction survey.

PARENTS highly rate the following:

- Overall student progress
- Overall level of student satisfaction
- Maintenance of buildings and grounds
- Teachers care for students
- Teachers make learning enjoyable
- Teacher feedback to students
- Building student confidence
- Teachers treat students fairly
- Encouragement to student to do his/her best
- Students feel safe

PARENTS give medium rating for following:

- Grounds maintenance
- Behaviour management
- Diverse learning needs are met
- School encourages my child’s interests

STUDENTS highly rate following:

- Overall student progress
- Opportunity to do interesting things
- Students feeling safe
- Students care for each other
- Building student confidence
- Maintenance of buildings and grounds
- Teachers care for students
- Teachers make learning enjoyable
- Encouragement to student to do his/her best

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE