

# Newcastle Waldorf School Annual Report 2022

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Available online at [www.newcastlewaldorfschool.nsw.edu.au](http://www.newcastlewaldorfschool.nsw.edu.au) or by contacting the School administration

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Ngayin bangayi Awabakal-a barayi-dha ngayin Ngayin ngarrakal yalawa-a, yalawa-n, yalawa-nan.

*Today we are on Awabakal land we give respect to our ancestors, our elders and all of those who have gone before them, past, present and future.*

## Messages from key school bodies

### Message from the School Board

During 2022, the Newcastle Waldorf School Board continued implementation of a long-term strategy to ensure the school works strongly and sustainably into the future. Part of the strengthening included the purchase of a second new property that fills the gap between the current two school properties.

The Board acknowledges the contributions of the many parents who supported the School through a range of activities throughout the year. These efforts help create the wonderful atmosphere of the School that is enjoyed by everyone. The Board will continue to work with the parent body to facilitate their involvement in line with the long-term strategic direction of the School.

### Message from the Co-Principals

The Co-Principals would like to thank the College of Teachers for their interest and hard work over the year as we continue to navigate the rapidly changing educational environment. We would also like to thank the general staff, assistants, volunteers, parents and everyone who worked tirelessly to support the school and students in so many ways.

## The School Context

The Newcastle Waldorf School values a culture that allows children to fulfil their physical, emotional, intellectual and spiritual potential in a way that will enhance them individually and as members of the community and society in which they choose to live as adults. The teachers at the School focus on this pursuit by nurturing the children according to the indications of Rudolf Steiner, so that all aspects of their development proceed in accordance with what is beautiful, good and true. The features of the School which aid in this pursuit are its beautiful grounds and buildings, which have been conceived, designed and in many cases actualised by the efforts of teachers, parents and former students of the School. The School's curriculum allows students to achieve a well-balanced and cultural education. For all students, this includes experience in the fields of music, visual and dramatic arts, handwork, design, gardening and cooking, as well as rigorous academic exercise. This wide curriculum allows for a range of future career choices.

## Student performance in state-wide examinations

### NAPLAN

Participation from years 3 and 7 was below the threshold allowable for publishing results.

The students who participated from class 5 and 9, averaged “close to” the average of students with similar backgrounds and students from all other schools. Some averages were slightly above and some were slightly below.

Newcastle Waldorf School offers NAPLAN to all students in years 3, 5, 7 and 9. The school does not practice NAPLAN style tests or prepare in any way other than through a wholistic curriculum.

Further detail of the year 5 and year 9 results can be found at

<https://www.myschool.edu.au/school/43716/naplan/results/2022#results>

### Record of School Achievement

At the end of 2022, 3 year 10 students left to pursue further studies through TAFE or another school. One student entered the workforce in a trade. They were all eligible for a ROSA.

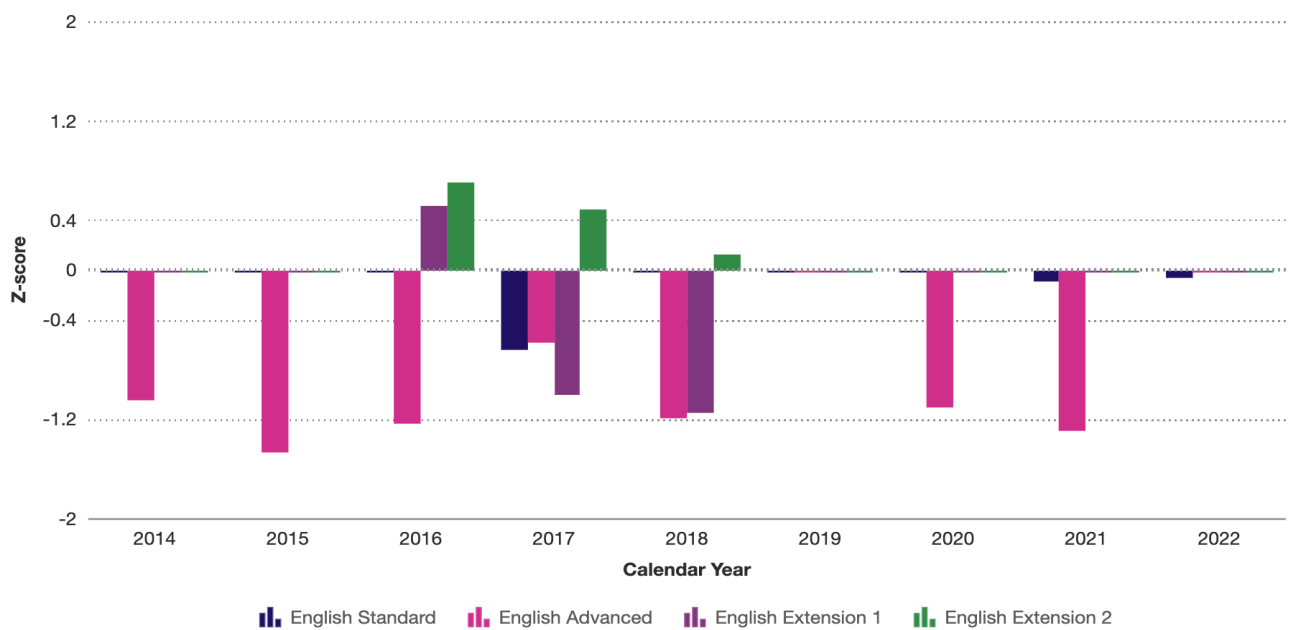
## Senior Secondary Outcomes and Student Achievement.

In 2022 all graduating students were eligible for the award of the HSC.

The following HSC results are displayed graphically to show the trend of student performance over time. One way to measure this is to use Z-Scores, which show the variation of our school average from the state average. Where the bar is above the 0 line, on average, our students performed above the average student from the state.

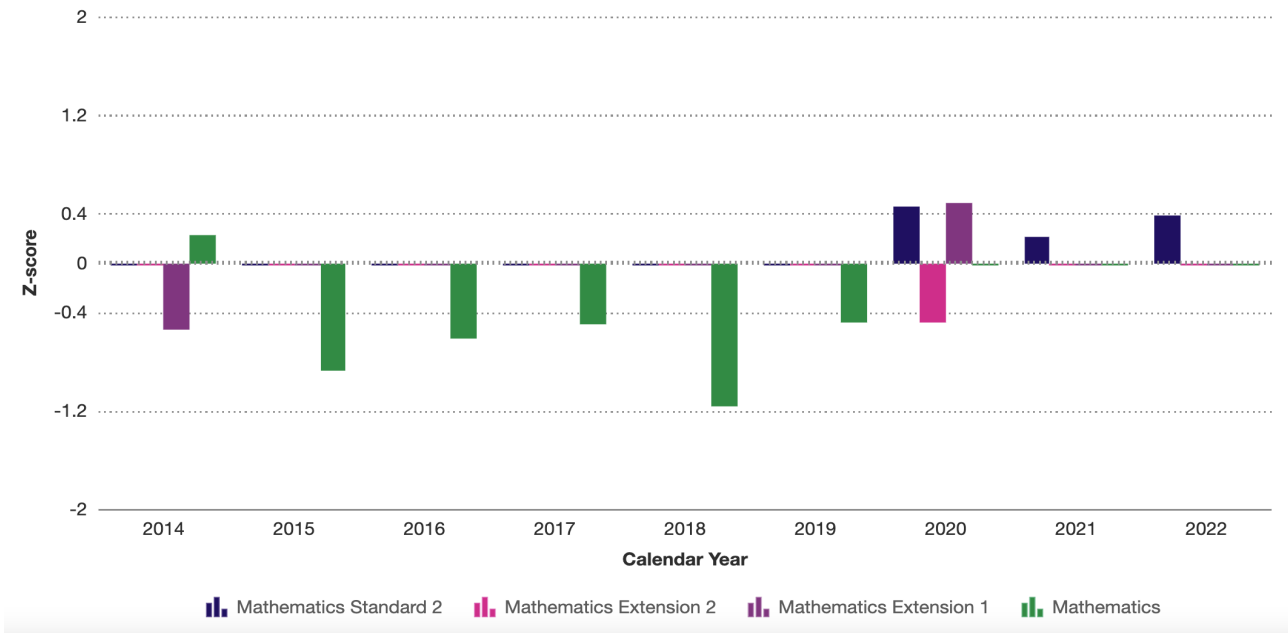
### English Z-Scores

In 2022, students chose Standard English and performed close to the state average. In past years they have chosen Advanced English for the more interesting and diverse content.



## Mathematics Z-Scores

All students chose Standard Mathematics this year and averaged better than the state. Z-scores from previous years in the full range of mathematics courses are shown for historical context.



## Sciences Z-Scores

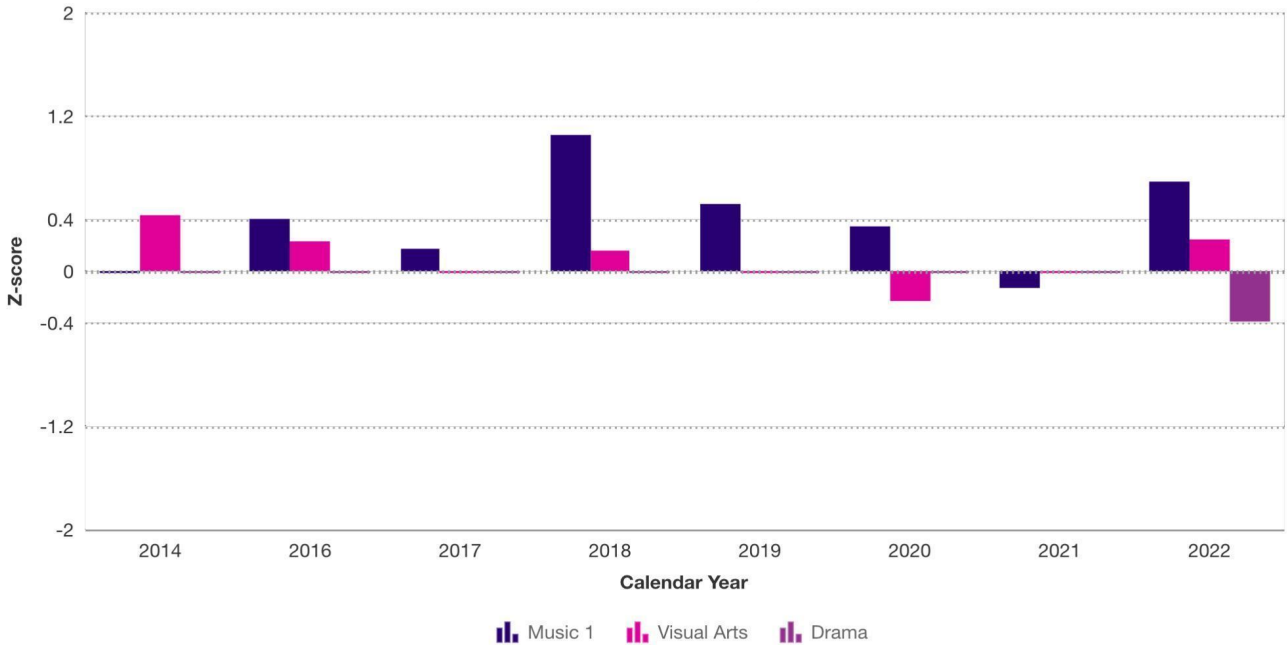
Publishing science results in 2022 would jeopardise student privacy.

### Arts Z-Scores

Music students did particularly well this year. One student was nominated to apply for *Encore*, the state’s showcase of HSC music performances.

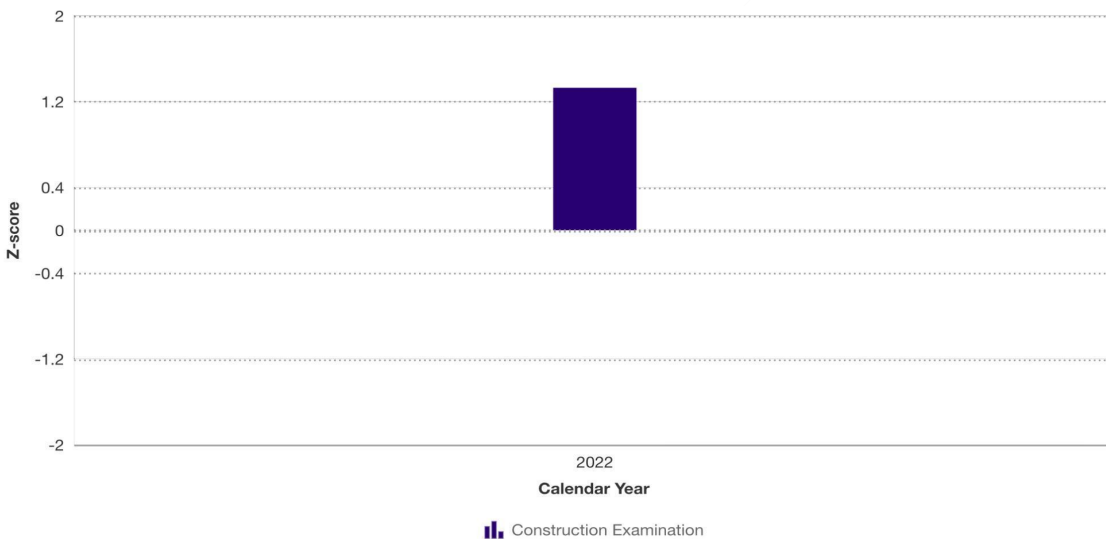
Visual Arts students also performed well in comparison to the state.

In an exciting addition to the school HSC curriculum, we had sufficient students to run the HSC drama course this year. Despite the z-score being below the state, students did very well in the performance aspect of their exams, particularly the group performance.



### Vocational or Trade Training

In 2022, 30% of students included vocational or trade training in their HSC. Student who chose the construction pathways course did very well in their examinations.





## Professional learning, teaching standards and workforce composition

### Professional learning

This list is not exhaustive but comprises a selection of the PD activities undertaken by staff in 2022.

Number of staff	course	duration	date
6	Glenaeon Steiner Teacher Intensives	20 hours	January
all	In-School PD Lisa Devine on Wellbeing	1.5 hours	January
all	Child Protection refresher	2 hours	January
6	Sydney Rudolf Steiner College - Blackboard Drawing	3 hours	January
most	Lakshmi and Patries – Inner development of Steiner teacher	12 hours	January
most teachers	Provide First Aid in Educational Setting - full course	8 hours	March
primary teachers	Lakshmi in-service PD and class observation	3 days	June
1	Online SEA Delegates	1 day	March
2	Berry Street, based on trauma informed practises	2 days	March
3	zoom sessions on Developmental Needs Study and Sessions with Dr. Adam Blanning	3 hours	March
3	Lou Harvey Zarah - the Temperaments	2 hours	April
4	Transforming Science through the Phenomenological Approach of Goethe	2 days	April
2	NSW Governance, Leadership and Management Conference	1 day	May
all	Michaela Glockler: Four Lectures on Child Development	4 hours	June
3	Supporting Warmth & Fevers in Childhood with Lyn Clifton	2 hours	June
2	Melbourne Seminar - supporting Waldorf Teachers	2 days	June
2	Mary Heard - Simplicity Parenting Workshop	2 hours	June
7	Police Liasson Officer - student teacher education on issues for young people and the law	1.5 hours	July
4	National Teachers Conference	4 days	July
2	SEA Delegates Meeting	10 hours	August
8	NWS Teacher Conversation and Deepening Work - with international Waldorf Mentor, Michael Merle Zooms	10 hours	August
all	Gender Diversity with Sage Scott	4 hours	September
6	Dr Lakshmi and Patries Orange - New Teacher PD	3 days	September
2	Rudolf Steiner College Spring Seminar	10 hours	September
2	NESA HSC Disability Provisions Workshop	2 hours	October
2	Sentral Training	many hours	year long

## Teacher Accreditation

<b>Level of accreditation</b>	<b>Number of Teachers</b>
<i>Conditional</i>	4
<i>Provisional</i>	4
<i>Proficient Teacher</i>	17
<i>Total number of teachers</i>	25

## Teaching standards

Category	No. of teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI- NOOSR) guidelines	25
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

## Workforce composition

Teaching Staff	25
Full-time equivalent teaching staff	22.6
Non-teaching staff	36
Full-time equivalent non-teaching staff	15.3

The School employed one part time Aboriginal member of staff in 2022.

The seemingly high number of non-teaching staff includes many peripatetic music teachers.

## Respect, Responsibility and School Satisfaction

### Respect and Responsibility

Respect is one of the key values highlighted by the School in its Supporting Positive Behaviour policy and procedures. The School teaches the value of respect in all areas of school life by modelling, telling relevant stories and positively acknowledging student effort.

The School provides creative activities in which all members of the School community can participate. These activities include playing and singing music, developing and performing dramatic pieces as well as appreciating the artistic endeavours of other students and teachers. These activities allow students to respect the efforts of their peers and take responsibility for their own contribution while sharing in something beautiful and worthwhile.

The School celebrates regular seasonal festivals where students are required to take responsibility for their individual part in building the School Community. Each class takes the responsibility for preparing a part of the meal or festival for the rest of the school.

Students and teachers participate in whole school excursions into nature where they can develop not only a sense of responsibility for their shared welfare, but also respect for the natural world and a feeling of responsibility for its preservation, integrating aspects of Indigenous Australian understanding for the environment.

Late in 2022 the College of Teachers began work on a diversity statement for the school which will be published in 2023.

### Parent, Student and Teacher satisfaction

The degree of parent satisfaction emerges from twice-yearly one-on-one interviews with the class guardian. It is also gauged by the willingness of parents to participate in voluntary working bees, to attend talks, music and singing groups and cultural studies groups and school community events, which are offered throughout the year.

This year attendance and participation in these activities was still significantly curtailed by COVID.

The College of Teachers will continue to discuss and implement strategies to strengthen the connection between parents and the school, with school community events such as festivals, musical concerts and workshops being very popular among parents.

The return of the gift making festival in 2022 highlighted the satisfaction of parents in this aspect of the school.

Amidst 10 years of growth there was a decrease in census enrolments from 2021 to 2022. This will be investigated in 2023 with work done to strengthen the high school program and our communication with families.

Amongst students, the degree of satisfaction is evident in the way in which they engage not only in classroom activities, but also in music making, plays and recreational activities with their classmates. The cheerful ambience of the School and its environs speaks of students who are happy to engage with

their education. In 2022, most students continued to be actively engaged in the course work as well as extra-curricular activities, depending on their preferences.

The willingness of staff to be involved in all aspects of the life of the School and the long service of many of the teachers has demonstrated a high level of staff satisfaction.

## Student attendance, retention rates and post school destinations

### Student attendance rates

The following data is from the first semester of each year since 2017.

	2017	2018	2019	2020	2021	2022
K			91%	92%		90%
1	94%	93%	93%	93%	97%	88%
2	92%	90%	94%	93%	94%	88%
3	92%	93%	93%	87%	93%	83%
4	90%	92%	92%	93%	91%	85%
5	95%	90%	93%	93%	95%	86%
6	93%	93%	91%	94%	91%	86%
7	95%	91%	90%	94%	92%	81%
8	95%	92%	85%	94%	88%	85%
9	95%	86%	89%	87%	86%	83%
10	94%	96%	85%	90%	89%	87%
11	95%	97%	96%	95%	87%	90%
12	95%	86%	98%	98%	83%	85%
<b>School</b>	<b>93%</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>91%</b>	<b>86%</b>

2022 attendance was significantly negatively impacted by state isolation requirements for COVID. A COVID outbreak in term 3 had a further significant impact on attendance.

This year, only 35% of students were able to attend more than 90% of the time, and the averages below are lower than previous years, especially pre-COVID where all were in the low to mid 90% range.

#### Student attendance rate (based on years 1 to 10), semester 1 2022:

- All students 85%
- Indigenous students 88%
- Non-Indigenous students 85%

#### Student attendance rate (based on years 1 to 10), term 3 2022:

- All students 82%
- Indigenous students 83%
- Non-Indigenous students 82%

## Management of non-attendance

The following information regarding the management of non-attendance is extracted from the Newcastle Waldorf School's attendance policy. The full policy can be viewed on request to the School's administration.

In 2022, improving attendance was difficult in many cases where students claimed to be ill. Guidelines for staying at home with even mild respiratory symptoms to minimise spreading viruses impacted attendance.

### *Strategies to improve poor attendance*

- *Class teachers/guardians interview parents of students who have poor attendance, discussing the importance of regular attendance and the rhythm of the school week, term and year.*
- *If the above communication is unsuccessful, a letter will be sent by a Co-Principal.*
- *Unsatisfactory attendance information will be transferred to student reports.*
- *Students who are habitually absent may be reported to Community Services under the Keep Them Safe guidelines.*
- *Principal has a discussion with parents when granting exemptions, especially with regard to mid-term holidays.*
- *HSC and Preliminary Students will receive formal warning letters as per the NWS HSC Assessment Policy*
- *A section on attendance is included regularly in notes and newsletters, especially at the beginning of the year.*
- *Attendance is discussed at class talks.*

## Student retention rates and post school destinations

Student retention rates are good through primary years. The classes often build in numbers in these years. The retention rate in the upper high school is the lowest over the school. This is attributed to families seeking schools that are more established in their delivery of the HSC and with a wider range of subject choices and larger class numbers. Reasons given by families changing schools at this time include:

- Variety of HSC courses offered by other schools
- Students pursuing employment or further studies at TAFE
- Students wanting a larger peer/social group
- Parents following an ethos different to that of the school
- School is not a legal requirement for young people over 17 years of age.

The retention rate of students from year 10, 2020 through to completion of year 12 in 2022 was 50%. The majority of the students who left, did so at the end of year 10 or during year 11. Students who left between year 10 and year 12 mostly went to different schools or vocational training. Some pursued employment. The school is pleased to see them prospering in their life choices.

Post school destinations of the students finishing their HSC in 2022 are mostly in paid employment. Some have commenced tertiary education at University. All students achieved the results in their HSC

that allowed them to access their chosen post school destination, be it further education or paid employment.

### Characteristics of the student body

The following information comes from the My School Website, which provides information based on the census. <https://www.myschool.edu.au/school/43716>

	2017	2018	2019	2020	2021	2022
Total enrolments	160	195	211	225	244	241
Girls	82	100	108	114	114	119
Boys	78	95	103	111	130	122
Full-time equivalent enrolments	159	189.7	204.6	216.6	236.6	239.4
Indigenous students	8%	7%	7%	9%	11%	11%
Language background other than English	8%	7%	12%	12%	12%	9%

The decrease in total enrolments from 2021 is the result of a number of students leaving early in 2022. We don't believe this will be a lasting trend with strong primary classes coming through.

## Policies

### Enrolment policy

*The Newcastle Waldorf School is comprehensive and coeducational from K to 12, providing an education based on the philosophy of Rudolf Steiner within the framework and regulations of the NSW Education Standards Authority (NESA).*

- 1. Applications for enrolment may be made at any time by the parent/carer(s). The school will process applications in a timely manner having regard for all aspects of the application process, the gathering of information and the consideration of this information by the College of Teachers.*
- 2. The school may accept students who are 4, turning 5 in the term of enrolment or older.*
- 3. Where there are spaces in the class, applications will be processed by considering the student and family's fit with the School, ie:*

#### *Family:*

- the applicant holding attitudes, values and priorities that are compatible with the ethos of the school, as outlined in the school handbook and at interview.*
- siblings already attending the school or the family having a close connection to the school*
- either parent having attended the school or another Steiner school.*

#### *Student:*

- the student having attended the School or another Steiner School*
- the contribution that the student may make to the school, including the co-curricular activities*
- reports from previous schools*
- engagement in the educational program of previous schools.*

#### *School:*

- ability of the school to meet the special needs or abilities of the student*
- the current composition and dynamic of the of the cohort*
- order of receipt - when the application to enrol is received by the school*

- 4. The school has an absolute discretion in determining the weight of each of these factors, and other criteria determined by the school from time to time, in deciding whether to offer a place for the student.*
- 5. If a class is deemed to be full, the School may operate a waiting list or ask the applicant to contact the School regularly throughout the year.*

6. *Continued enrolment at the School is dependent on the student having a pattern of attendance accepted by the school and the student and the parent/carer(s) observing all codes of conduct and other requirements of the School which are applicable from time to time. The School's expectations are communicated through its handbooks, at parent/teacher interviews, at class meetings and through regular notes, newsletters, emails, phone calls and face to face discussions.*
  
7. *Payment of fees is the collective responsibility of the Parents/Guardians on the Enrolment Contract. They are payable at the start of the term and no remission will apply for students ceasing enrolment during that term.*



## Other School Policies

The following policies relate to student welfare, discipline, anti-bullying and resolving grievances.

Policy	Changes in 2022	Access to full text
<p><b>Supporting Positive Student Behaviour and Discipline Policy</b></p> <p><i>This policy outlines the schools' approach to positive behaviour management, including guidelines to support and manage student behaviour. In Kindergarten honouring the mood of the world being Good we build a shared culture of Reverence. In the Primary within the mood of the world being Beautiful we build a supportive culture of Authority. In High School within the mood of the world being True it becomes worthy of Love. These developed moods and cultures within the classes across the stages support and nourish student's positive behaviour.</i></p> <p><i>We teach students positive behaviours across the different environments and different times of the school day. We teach values of, reverence, truth, goodness and creativity where students are encouraged to share in a vibrant learning community. The school environment is one in which students can explore, connect, make mistakes, grow, develop, and learn to be strong, ethical individuals who have the capacity to productively contribute within the school and wider community context.</i></p> <p><i>We endeavour to individualise acknowledgement and consequences for students that are related to the situations and contexts in which the behaviours occur. By doing this we aim to build resilience in our students. The development of human capacities and behaviour is purposefully integrated in our school learning program in a way that addresses student wellbeing throughout their school life.</i></p> <p><i>The school prohibits the use of corporal punishment in disciplining students attending the school. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, for any reason at the school. Teachers are aware of their legal responsibilities and update their knowledge annually.</i></p> <p><i>Children all have a right and responsibility to work, play and learn in a friendly, safe and helpful environment. Teachers all have a right and responsibility to teach in a friendly, safe school, which is supported by the school community. Parents all have a right to be informed, feel welcome and know their children work, play and learn in a friendly, safe school environment.</i></p> <p>This policy addresses:</p> <ul style="list-style-type: none"> <li>● Expectations &amp; Support</li> <li>● Consequences for persistent behaviour issues</li> <li>● Individual planning</li> </ul>	<p>The summary included here is from the final policy that was implemented in late 2021. There were no changes in 2022.</p> <p>This policy contains the school's anti bullying statement.</p>	<p>Full text available on request to the School Administration and publicly at:  <a href="http://www.newcastlewaldorfschool.nsw.edu.au/school-downloads.html">http://www.newcastlewaldorfschool.nsw.edu.au/school-downloads.html</a></p>

<ul style="list-style-type: none"> <li>● Suspension, expulsion and exclusion</li> <li>● Anti-bullying</li> </ul>		
<p><b>Child Protection Policy, including:</b></p> <ul style="list-style-type: none"> <li>● Prevention</li> <li>● Reporting</li> <li>● Risk assessment</li> <li>● Roles and responsibilities</li> </ul>	<p>Minor changes made to reflect legislation changes in 2022</p>	<p>Full text available on request to the School Administration</p>
<p><b>Student Welfare Policy:</b>  <i>Newcastle Waldorf School Provides a safe and supportive environment for all students.</i></p> <p>This policy addresses the following areas:</p> <ul style="list-style-type: none"> <li>● Security</li> <li>● Supervision</li> <li>● Homework</li> <li>● Dress Code</li> <li>● Pastoral Care, Communication and Support</li> <li>● Student Leadership</li> <li>● Individual Planning</li> <li>● Medical Treatment</li> <li>● Excursions</li> <li>● Communication and Support</li> </ul>	<p>Currently under review.</p>	<p>Full text available on request to the School Administration</p>
<p><b>Complaints and Grievances</b></p> <p><i>Newcastle Waldorf School understands that from time to time parents and students may raise complaints in respect of services provided by the school or against staff members, which includes employees, contractors and volunteers. The following policy and procedures outlines the way in which complaints will be handled by the school.</i></p> <p><i>If parents raise concerns early, and they are addressed informally by class and subject teachers or a Co-Principal, the likelihood that they will turn into formal complaints may be greatly reduced.</i></p> <ul style="list-style-type: none"> <li>● Concerns</li> <li>● Complaints</li> <li>● Allegations</li> <li>● Procedures &amp; flowcharts</li> </ul>	<p>No changes in 2022</p>	<p>Full text available on request to the School Administration</p> <p>Full text available on the School's website at</p> <p><a href="http://www.newcastlewaldorfschool.nsw.edu.au/school-downloads.html">http://www.newcastlewaldorfschool.nsw.edu.au/school-downloads.html</a></p>

## Determined Improvement Targets

### Meeting target areas of improvement

The 2021 Annual Report identified the following areas for improvement in 2022:

Teaching and Learning	
Improvement targets identified in 2021	2022 Progress
To develop sustainability practises across the school	<ul style="list-style-type: none"> <li>- Connection of the school power across the two properties in use, allowed for solar power use across the school.</li> <li>- Adoption of Sentral for student information management has lessened the need for paper records.</li> </ul>
To develop a more extensive camp program	<ul style="list-style-type: none"> <li>- In late 2022 the school employed a person with previous experience running a successful outdoor education business. This person has been allocated weekly time to plan for extensive camps across the school.</li> </ul>
To support the wellbeing of teachers, students and families.	<ul style="list-style-type: none"> <li>- Continued employment of a school counsellor/psychologist operating 1-2 days per week.</li> <li>- Planned for the implementation of the <i>managing psychosocial hazards at work: code of practice</i> in 2023.</li> <li>- Commenced work on a substantial review of the student welfare policy which, by late 2022, revealed the requirement for a whole school wellbeing policy which is now under development.</li> </ul>
To continue to support new teachers in the development of their understanding of the education philosophy of Dr. Rudolf Steiner	<ul style="list-style-type: none"> <li>- Continued to prioritise the funding of Steiner based professional learning across the school.</li> <li>- Continued study groups</li> <li>- Re-established connections to international Steiner Education experts via zoom meetings and study groups.</li> </ul>
To continue to review and plan for parent collaboration	<ul style="list-style-type: none"> <li>- Reintroduced parent/teacher circle</li> <li>- Included parents in festival planning and preparation, open day preparation and class representatives.</li> </ul>
Facilities and Resources	
To renovate or replace the administration building	<ul style="list-style-type: none"> <li>- On hold due to the unexpected opportunity to purchase the property adjacent to the school.</li> </ul>
To establish the Kindergarten at #46 and plan for Preschool or Long day care in future	<ul style="list-style-type: none"> <li>- By the end of 2022, the school had submitted a development application with the Lake Macquarie City Council for development of the school property at 46 reservoir rd to become a kindergarten.</li> <li>- Buildings have been designed in a way that would be compliant with early childhood education standards for future use as a preschool/long day care facility.</li> </ul>

## Improvement Targets for 2023

This annual report identifies the following areas for improvement in 2023 based on the strategic planning document developed over 2022:

<b>Teaching and Learning</b>
To support the wellbeing of teachers, students and families.
To continue to support new teachers in the development of their understanding of the education philosophy of Dr. Rudolf Steiner
To continue to develop and embed our Indigenous Culture Program across the school
To improve Steiner curriculum continuity across the school, particularly in the high school
To increase enrolment numbers and strengthen the educational program in the high school
To update Governance policy and procedure
<b>Facilities and Resources</b>
To renovate or replace the administration building
To establish the Kindergarten at #46
To develop the extensive grounds of #46 and #40 to extend the school's farm animal program.

## Summary of financial information

The Newcastle Waldorf School financial information is summarised in the following sector graphs of income and expenditure for the period of January 1 to December 31 2022, sourced from the School's audited accounts.

“Other private income” is from the sale of a school owned property. “Capital Expenditure” is the purchase of another property adjacent to the school. Excluding those two items, income and expenditure is consistent with previous years, although employee benefit expenditure is a higher proportion of our expenditure when compared with some pre-COVID years.

