In accordance with the Federal Government’s funding requirements the school provides the following information for the 2012 school year.

Background:
Golden Hill Steiner School’s approach to education is based on the insights of Dr. Rudolf Steiner. It is an active member of Steiner Education Australia.

For the last twenty four years, in a multitude of formatted classes, the school has been providing the following levels of schooling:
- Playgroup: 0, 1 and 2 year olds are provided with three sessions each week.
- Kindergarten: 3, 4, 5, and 6 year olds – students enter kindergarten during the year they turn three.
- Primary School: 7 year olds (Class1) to 13 year olds (Class 7).

1. Professional Engagement
   a) Teaching Staff Attendance
      The school employed 5.4 full time equivalent teachers in 2012. The attendance rate for faculty for 2012 was 96%. This rate is calculated on the basis of the sick and personal leave taken by the teaching staff only.

   b) Teaching Staff Retention
      The percentage of teaching staff who returned to the school for the 2012 school year was 63%.

   c) Teacher Qualifications
      All teaching staff were registered as members of the WA College of Teachers. The school employed four full time teachers, three part-time teachers, three teachers’ aides, and two Playgroup leaders.
      The following is a summary of their qualifications:

      1 Associateship in Art Education
      6 Bachelor of Education
      3 Steiner Education
      3 Bachelor of Arts
      2 Masters of Arts
      1 Master of Finance
      1 Diploma in Natural Horsemanship
      1 Bachelor of Music
      2 Bachelor of Arts & Diploma Education/Teaching
      2 Diploma in Educational Studies (Learning Difficulties)
      3 Diploma of Teaching
The above includes qualifications obtained overseas. In addition to these qualifications, staff have also undertaken training in Steiner Teaching and/or Steiner principles and philosophies here in Australia and New Zealand.

d) Teacher Professional Development

All teaching staff have participated in professional development provided by the Golden Hill Steiner School, Steiner Education Australia and the Association of Independent Schools WA. Due to the uniqueness of the formal education our faculty are required to have, they often travel interstate to attend conferences and workshops pertinent to Steiner Education.

The total cost of professional development provided for its teaching staff for 2012 was $12,246. The average expenditure per FTE was $2268. This does not include the salary cost for staff attending, or the cost of replacement teachers but does include a high transport component.

The professional development activities provided by the school were as follows:
- Restorative Circles and Compassionate Communication
- Senior First Aid Training and Occupational Health and Safety Course with St. Johns Ambulance
- Vital Years Conference
- O, H & S for schools
- Individual Child Study
- Indigenous Reconciliation with local Indigenous groups
- SEA (formally the RSSA) Lectures, Delegates Meetings
- WA Steiner Schools Education Manager meetings
- SEA National Education/Administrative Meetings
- Denmark Festival of Voice
- WA Steiner School Literacy/Numeracy Workshops
- Various AISWA Workshops
- Anthroposophical Society Conference

2. Student Outcomes

a) Student Attendance

The average daily attendance for 5 year old and pre-primary students was: 91%
- Class 1 attendance: 91%
- Class 2/3 attendance: 88%
- Class 4/5 attendance: 85%
- Class 6/7 attendance: 84%

Overall, this gives a weighted absence rate of 88%.

b) Managing Student Absences

The school has a detailed Attendance Policy and clear procedures. Parents are asked to ensure that students arrive on time for the start of the school day.
Students leaving the school early are required to supply a note, written by the parent/guardian and sign out at the office. All student absences must be accounted for by parents/guardians either by phone, note or email. Staff will follow up any unexplained absences.

The main reasons for non-attendance in 2012 were illness and extended family vacations.

c) Post School Destinations
Graduating primary school students enrolled in a number of different schools like Denmark High School, Great Southern Grammar and St. Joseph’s College in Albany to continue their education. A couple of families moved to Perth to enrol their child at Perth Waldorf High School.

d) Bench Mark Testing
NAPLAN
All eligible children at Golden Hill Steiner School were offered the opportunity to sit the NAPLAN tests but, particularly for the younger students, most parents withdrew their children. In 2012 a total of 4 students sat the NAPLAN tests, so it is impossible to show these students’ results in any statistically meaningful way.

This is part of the wider issues our community has about the necessity of testing children this age with this form of testing. If interested, people are referred to a position paper published by Steiner Education Australia on this topic at http://steinereducation.edu.au/news/media/steiner-education-australias-submission-to-the-naplan-inquiry.

This does not mean that students aren’t assessed at Steiner Schools. Our school uses both formative and summative assessments as appropriate to the subject and student age. We also encourage our students to “try out” the NAPLAN tests before graduating from our school.

3. School Income, broken down by funding source

Fees: $182,119
Capita Funding and other grants: $647,745
Miscellaneous Income: $33,664

4. Value Added
The school adds value to its educational task by not only focussing on our student’s academic development but also their broader development. This means, as an example, that we seek to awaken each child’s innate sense of wonder, awe and reverence for life and to cultivate their capacity for clear thinking, so that they may see that they do have a place in society and have an opportunity to freely make a contribution to society. In addition to this, the school seeks to add value through the following:
• Classes 4 to 7 attend an annual class camp, including interschool events such as the Greek Olympics, musical concerts and Harmony Days.
• 4 festivals per year, celebrating our seasonal changes.
• Workshops/Lectures with our local Noongar Elders.
• Tending the bush tucker garden created in consultation with Noongar Elders and members of the Local Denmark Community.
• Fundraising events with a focus on child related activities such as our local markets held here in Denmark and other fairs in and around the South West region.
• Fundraising events supporting our parental community with social evenings/music concerts/informal gatherings out of school hours.
• After school music tuition and theory.
• Parent/Teacher meetings held each term.
• Individual Parent/Teacher meetings.
• Parent Education Workshops and seminars.
• Hand craft workshops for parents and members of community.
• School community events arranged by the Parents & Friends Association.
• Participation in local and nation-wide events such as ANZAC day parade, Walk Safely to School Day, Bike to School Day, Planet Ark Plant a Tree Day.
• Encouraging and supporting staff activities with other Steiner Schools.
• Operating a playgroup for non-school age children.
• Emphasis on creative play especially in the early childhood years.
• A focus on our local and wider environment.
• Focus on our school’s commitment to Indigenous relations and events.

5. Values the School holds:
A Steiner curriculum is based on a universal pattern of child development. While recognizing the diversity of individuals and their cultures, this picture of a common experience of childhood forms the foundation of the education we offer at Golden Hill Steiner School. There are two key aspects:

a) The human soul has three aspects to develop: thinking, feeling and willing. Every aspect of our education seeks to develop a proper relationship between these three faculties, so they may be developed and harmoniously working together in order that each individual may form worthy ideals and carry them out in the world.

b) Education in our school is also based on the stage of development of the child. It can be observed that thinking, feeling and willing do not develop simultaneously in children but in an unfolding series of approximately seven-year cycles. The curriculum is tailored to respond to the needs of children in each of these stages. During the first seven years, the child learns to develop their will forces, mainly through imitation. During the next seven years the child learns skills that will enhance their skills of judgment through creating beauty, hence the artistic emphasis that embodies our curriculum. A respect and concern for
others including our environment are also key components of our children’s education here at Golden Hill Steiner School.

**Reverence and Respect for the Individual Child**
Against the background of a common path of development, each child brings a certain individuality. Each child has his own temperament, family environment and destiny to pursue. The central task of our education is to strengthen the individuality of the child to establish faculties that enable the child to relate to the world and other people in a successful and moral way. In this manner, each child may be held and taught holistically, thus meeting each individual’s requirements within the framework of a class community.

**Respect and Concern for Others in the School Community**
Our school promotes a sensitivity and concern for the well-being of others. Each person is encouraged to be caring, compassionate and respectful of others. Conflict is seen as an opportunity for growth and is managed constructively. We have many methods for mediation in place at the school, so that, regardless of the issue, it may be dealt with in love, compassion and a mutual regard for each being involved.

**Participation in a Wider Community**
Our school is an integral part of the Denmark community and participates in aspects of life in the wider community where possible. At Golden Hill Steiner School we also encourage members of the wider community to share aspects of our school life. With the opening of our new Cultural Arts building, we have begun to expand our community connections and build further relationships within the Denmark community.

**Environmental Awareness and Responsibility**
Golden Hill Steiner School is committed to developing an awareness in each person of the interdependence of all elements of the environment. We encourage respect for our natural and cultural heritage. We endeavour to work towards using resources sustainably and taking responsibility for caring for the school grounds and surrounding environment appropriately. We, as a school, enjoy being a part of the pro-active plan to reduce emissions, revegetate local areas and lead healthier lifestyles. Our school vision is to impart this knowledge to our students who will be this Earth’s future custodians.

**6. Teacher, Parent and Student satisfaction**
In 2011 and 2012, the school’s student numbers decreased. The school’s Council and College of Teachers conducted a fundamental re-evaluation of its management structures and, with the valuable assistance of AISWA, reformed many functions. This included advertising for a School Co-ordinator to begin in 2013. The school was given a three year re-registration during this time and has reached a point of strong positivity about the future.