School Compliance Report 2011
Golden Hill Steiner School
ABN: 27 812 845 395

Background

In 2011 Golden Hill Steiner School offered Playgroup, Kindergarten and Primary school classes for children from approximately 2 to 13 years old.
The school is set in a beautiful area of the Great Southern town of Denmark on a scenic drive with a lot of space for children to learn and play in a natural setting.
In accordance with the Federal Government’s funding requirements the school provides the following information for the 2011 school year.

- Playgroup: 0, 1, 2, 3, and 4 year olds are provided with three sessions each week.
- Kindergarten: 4, 5, and 6 year olds – students enter Kindergarten at the beginning of the Year they turn four.
- Primary School: 7 year olds (Class1) to 13 year olds (Class 7).

1. Professional Engagement

a) Teaching Staff Attendance
The attendance rate is calculated on the basis of the sick and personal leave taken by the teaching staff. The attendance rate for faculty for 2011 was 98.99%.

b) Teaching Staff Retention
Out of 5 teachers who were employed in 2010 4 continued in 2011. One full time teacher and one part time teacher (Eurythmy) was employed.

c) Teacher Qualifications
All teaching staff are registered members of the WA College of Teachers (WACOT) and the 5 full time teachers employed by the school, as well as our teachers’ aides, relief and craft teachers have a Working With Children Check. Class teachers also need to have a current First Aid Certificate.
The following is a summary of their qualifications:

- Bachelor of Education
- Steiner Education
- Bachelor of Arts
- Masters of Arts
- Masters of Divinity
- Masters of Education
- Diploma of Arts
- Diploma of Early Childhood
- Diploma of Eurythmy
- Post Graduate Diplomas: Dance Therapy, Drama in Education, Movement and Dance in Education
- Bachelor of Arts & Diploma Education/Teaching
- Diploma in Educational Studies (Learning Difficulties)
- Diploma of Teaching
- Associate Diploma Steiner Education
- TESOL Qualification

The above includes qualifications obtained overseas. In addition to these qualifications, staff has 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 Golden Hill Steiner School, Steiner Education Australia and State Educational Department.

Due to the uniqueness of the formal education our faculty are required to have, they travel interstate to attend conferences and workshops pertinent to Steiner Education. The total cost of professional development provided for its teaching staff for 2011 was $1734.04. The average expenditure per teacher (on a head count basis for 5 full time teachers) was $346.80. This does not include the salary cost for staff attending, or the cost of replacement teachers.

The professional development activities provided by the school were as follows:

- Complaints and Grievance processing
- Non Violent Communication Workshop
- First Aid Training
- Vital Years Conference
- Individual Child Study
- Mandatory reporting
- Indigenous Reconciliation with local Indigenous groups
- SEA (formerly 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
- “Smart Start” with Local Schools and library
2. Student Outcomes

a. Student Attendance

Average daily attendance for the Kindergarten aged students was 88.4%
Average daily attendance for the 5 year olds and pre-primary student was: 87.5%
Class 1/2 attendance: 89.35%
Class 3/4 attendance: 87.03%
Class 5/6 attendance: 84.71%

Managing Student absences
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. The school has a detailed Attendance policy and clear procedures.
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 were illness in 2011 and extended family vacations.

Post School destinations
Graduated primary school Students enrolled in a number of different schools like Denmark High School, Great Southern Grammar and St. Joseph’s College in Albany and the local Agricultural College to continue their education. A couple of families moved to Perth to enrol their child at Perth Waldorf High School.

NAPLAN

As part of the National Assessment programme – Literacy and Numeracy (NAPLAN) national tests are conducted in May each year for students in year 3, 5, and 7.
All eligible children at Golden Hill Steiner School were offered the opportunity to sit the NAPLAN tests. Tests results were provided to parents.

To show percentage of students’ results in the NAPLAN assessments can be misleading with such small student numbers; we therefore compare scores to benchmark standards in Australia.

Class 3: In 2011 4 students in Class participated in the NAPLAN test.

<table>
<thead>
<tr>
<th>Area</th>
<th>All schools Australia</th>
<th>WA schools</th>
<th>GHSS</th>
</tr>
</thead>
<tbody>
<tr>
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<td>401</td>
<td>463</td>
</tr>
<tr>
<td>Writing</td>
<td>416</td>
<td>404</td>
<td>328</td>
</tr>
<tr>
<td>Spelling</td>
<td>406</td>
<td>396</td>
<td>439</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>422</td>
<td>408</td>
<td>440</td>
</tr>
<tr>
<td>Numeracy</td>
<td>398</td>
<td>387</td>
<td>448</td>
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</tbody>
</table>
Most parents of Class 3 chose to exempt their children to sit the tests due to incompatibility with testing methods.

**Class 5:** In 2011 all Class 5 chose to exempt their children to sit the tests due to incompatibility with testing methods.

**Class 7:** In Class 7, one student sat the test.

<table>
<thead>
<tr>
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<th>WA schools</th>
<th>GHSS</th>
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<tr>
<td>Writing</td>
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<td>Spelling</td>
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<td>575</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>569</td>
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<tr>
<td>Numeracy</td>
<td>545</td>
<td>545</td>
<td>430</td>
</tr>
</tbody>
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**School Income, broken down by funding Source -2011**

Fees: $183,232.55  
State Government Grants: $127,642.80  
Commonwealth funding and other grants: $469,447.00  
AISWA grants including a building grant for the school hall: $121,730.58

3. **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 by seeking to awaken children’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 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.*  
*Festivals 4 per year, celebrating our seasonal change*  
*Workshops/Lectures with our local Noongar Elders*  
*Bush Tucker Garden maintained 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 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 nationwide events such as ANZAC day parade, Walk safely to school day, Bike to School Day, Planet Ark Plant a tree day Day.
*Encouraging and supporting staff activities with other Steiner Schools.
*Operating of 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

4. Values the School holds

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

a) The three aspects of the human soul are 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 the child, in terms of seven-year cycles, since thinking, feeling and willing do not develop simultaneously but in an unfolding series of cycles. The curriculum is tailored to respond to the needs of children in each stage of childhood. During the first seven years, the child learns mainly through imitation, during the next seven years the child learns through beauty, hence the artistic emphasis that embodies our curriculum. A respect and concern for others is one of the key components of our children’s education here at Golden Hill Steiner School.
In addition to core curriculum the school seeks to add value through the following:

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 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 and 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 any problem, grievance or issue may be dealt with 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 encourage members of the wider community to share aspects of our school life. With the opening of our new Cultural Arts building in 2010 we expanded our community connections and built new relationships within the Denmark community as community groups can rent the hall for performances or workshops.

**Environmental awareness and responsibility**
Golden Hill Steiner School is committed to developing 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 proactive plan to reduce emissions, revegetate local areas and lead healthier lifestyles and our school vision is to impart this knowledge to our students who will be this Earth’s future custodians. In 2010 the school installed a number of Solar Panels and is now almost carbon neutral.

**5. Teacher, Parent and Student satisfaction**
To support Teacher, Student and Parent satisfaction we have been conducting Exit interviews with students who left the school not as a natural progression into High School. This process helps to spot any patterns or any dissatisfaction and address it right away. The school has a grievance policy which outlines what parents can do when not satisfied. There is also the possibility to contact the Parent Advocate who will liaise between teacher and parents if necessary. In 2011, generally student numbers increased compared to 2010, which shows that the overall parent, student teacher satisfaction is a healthy one allowing and supporting mutual respect and understanding. We have been successful in attracting many new families to our community school from promotional events and marketing.