

Newcastle Waldorf School Annual Report 2024



Available online at www.newcastlewaldorfschool.nsw.edu.au or by contacting the School administration

Table of Contents

| | |
|--|-----------|
| Context | 3 |
| Messages from Key School Bodies | 3 |
| Message from the School Board..... | 3 |
| Message from the Co-Principals | 3 |
| The School Context | 4 |
| Characteristics of the student body | 4 |
| Outcomes and Results | 5 |
| Standardised Testing..... | 5 |
| NAPLAN..... | 5 |
| Post School Destinations, HSC Results and Senior Secondary Outcomes | 5 |
| Post School Destinations and Senior Secondary outcomes | 5 |
| HSC Results | 5 |
| Staffing | 8 |
| Teacher Accreditation | 8 |
| Workforce composition..... | 8 |
| Stakeholder Satisfaction..... | 9 |
| Parents and students | 9 |
| Teachers..... | 9 |
| Student Attendance | 10 |
| Student attendance rates..... | 10 |
| Management of non-attendance | 11 |
| Policies..... | 11 |
| Summary of financial information | 12 |

This document is a draft until it is approved at the NWS AGM

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.

About this Report

State and Federal legislation requires schools to report publicly on certain matters on an annual basis. The Association of Independent Schools compiles the requirements of each piece of legislation into a concise piece of advice for schools to follow in completing the annual report. NWS follows this advice by providing the information required to comply with the relevant legislation.

Context

Messages from Key School Bodies

Message from the School Board

During 2024, the Newcastle Waldorf School Board continued work on long-term strategy to ensure the school functions strongly and sustainably into the future.

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 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

MISSION

At Newcastle Waldorf School, our mission is to nurture each student's unique abilities through a rich, personalised Waldorf curriculum from Kindergarten through Year 12. We're committed to equipping students with the confidence and skills they need for the future and providing them a learning environment that supports their growth and our vibrant school community.

Our journey will be further enriched by continually deepening our understanding of First Nations culture and the unique Australian context in which we teach and learn.

VISION

Newcastle Waldorf School's vision is to embrace the Steiner methodology and develop a deeper understanding of its positive effects as an art of educating. In addition to continually evolving a meaningful curriculum tailored to each student cohort, we will carry out our plans to enhance our learning spaces and playgrounds in the coming years. This way, we will continue to provide a high-quality environment for our growing school community, whilst achieving our sustainability goals.

VALUES

Insight – Steiner education seeks to enliven the physical, social, artistic, conceptual, and spiritual capacities of our young people.

Seeds for the Future – Promoting health and balance for individuals and the broader world.

Respect – Showing deep respect and admiration for individuals, nature, and community.

Growth – Acknowledging the dynamic nature of the world and actively participating in its ongoing development and improvement.

Collaboration – Emphasising the importance of sharing knowledge, resources, and experiences for the benefit of all.

Wonder – Fostering a sense of awe, curiosity, and appreciation for the world around us.

Diversity & Inclusion – Recognising and embracing diversity and valuing collective wellbeing.

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 | 2023 | 2024 |
|--|------|-------|-------|-------|-------|-------|-------|-------|
| Total enrolments | 160 | 195 | 211 | 225 | 244 | 241 | 254 | 238 |
| Girls | 82 | 100 | 108 | 114 | 114 | 119 | 125 | 118 |
| Boys | 78 | 95 | 103 | 111 | 130 | 122 | 129 | 120 |
| Full-time equivalent enrolments | 159 | 189.7 | 204.6 | 216.6 | 236.6 | 239.4 | 246.7 | 234.4 |
| Indigenous students | 8% | 7% | 7% | 9% | 11% | 11% | 9% | 8% |
| Language background other than English | 8% | 7% | 12% | 12% | 12% | 9% | 8% | 18% |

Outcomes and Results

Standardised Testing

NAPLAN

NWS NAPLAN results are published on MySchool Website and are publicly available [here](#).

Post School Destinations, HSC Results and Senior Secondary Outcomes

Post School Destinations and Senior Secondary outcomes

Students who were over the age of 17 and who left the school in 2024

| | Number or % of students | Post school destination |
|--|-----------------------------------|--|
| Withdrew from school whilst in year 11 | 2 students | Open Foundation University, interstate school. |
| Completed year 12 and awarded the HSC | 3 students | Tertiary studies at University and TAFE |
| Completed VET qualifications | No students studied VET this year | |

HSC Results

The band analysis table below shows the spread of results mostly in bands 3 - 5, which are consistent with their work through years 11 and 12. Investigating Science result is redacted to protect the privacy of the one student who entered that course.

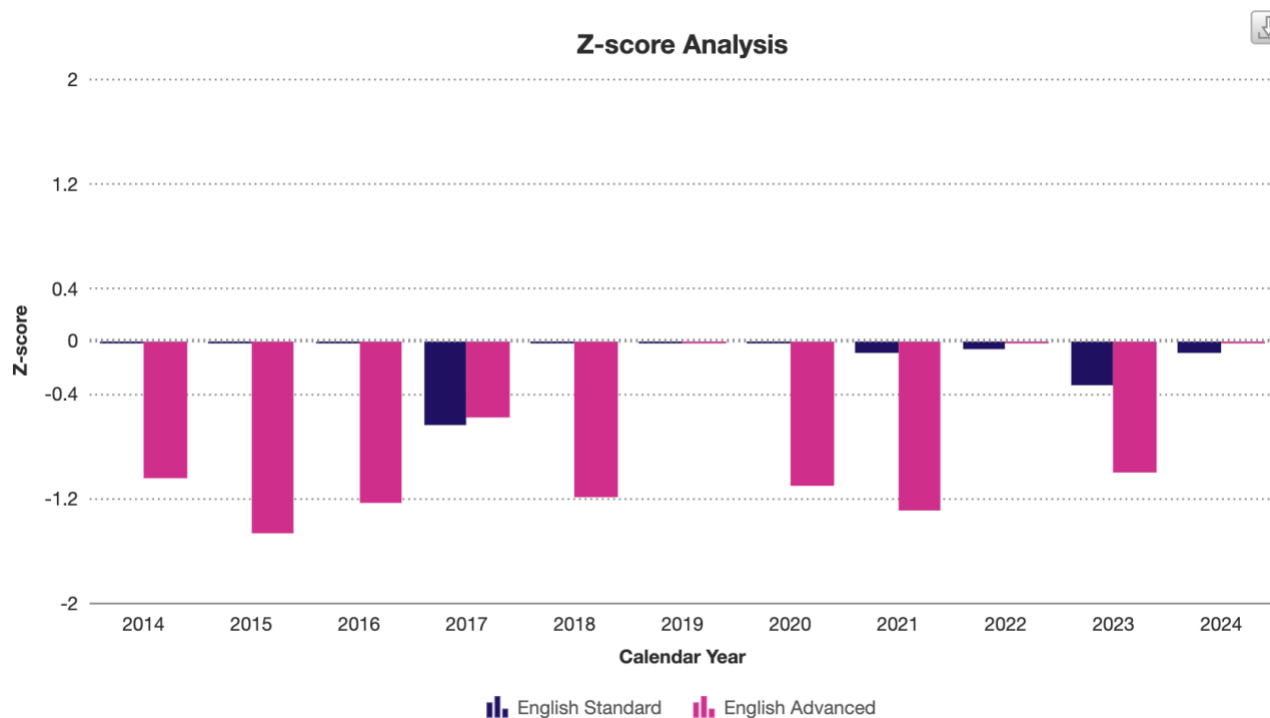
| Course | Name | Included Students | Omitted Students | Band 6 | Band 5 | Band 4 | Band 3 | Band 2 | Band 1 |
|--------|------------------------|-------------------|------------------|--------|--------|--------|--------|--------|--------|
| 15130 | English Standard | 3 | | | | 2 | 1 | | |
| 15215 | Investigating Science | | | | | | | | |
| 15236 | Mathematics Standard 2 | 2 | | | | | 2 | | |
| 15290 | Music 1 | 3 | | | 2 | 1 | | | |
| 15400 | Visual Arts | 3 | | | 2 | 1 | | | |
| | Band Total | | | | 4 | 5 | 3 | | |

Z-Scores

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. Comparing the z-score analysis to the band table above helps to interpret what constitutes a particular z-score.

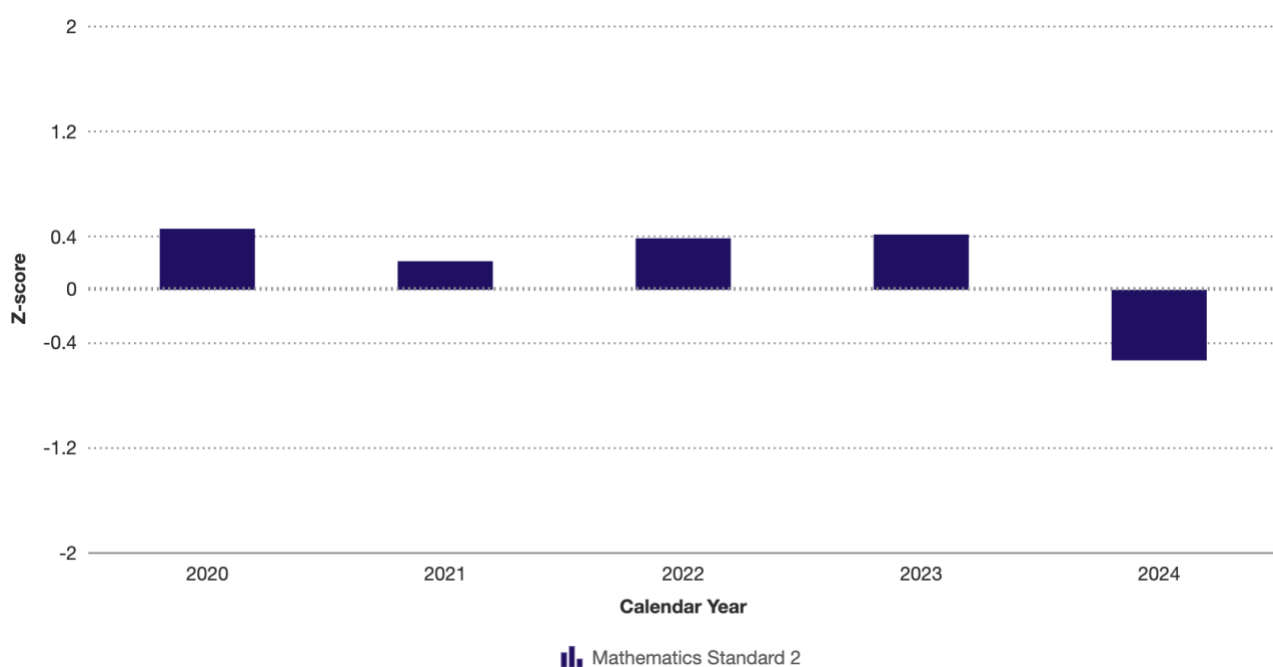
English Z-Scores

In 2024, students chose Standard English and performed just below the state average. In past years students have chosen Advanced English for the more interesting and diverse content.

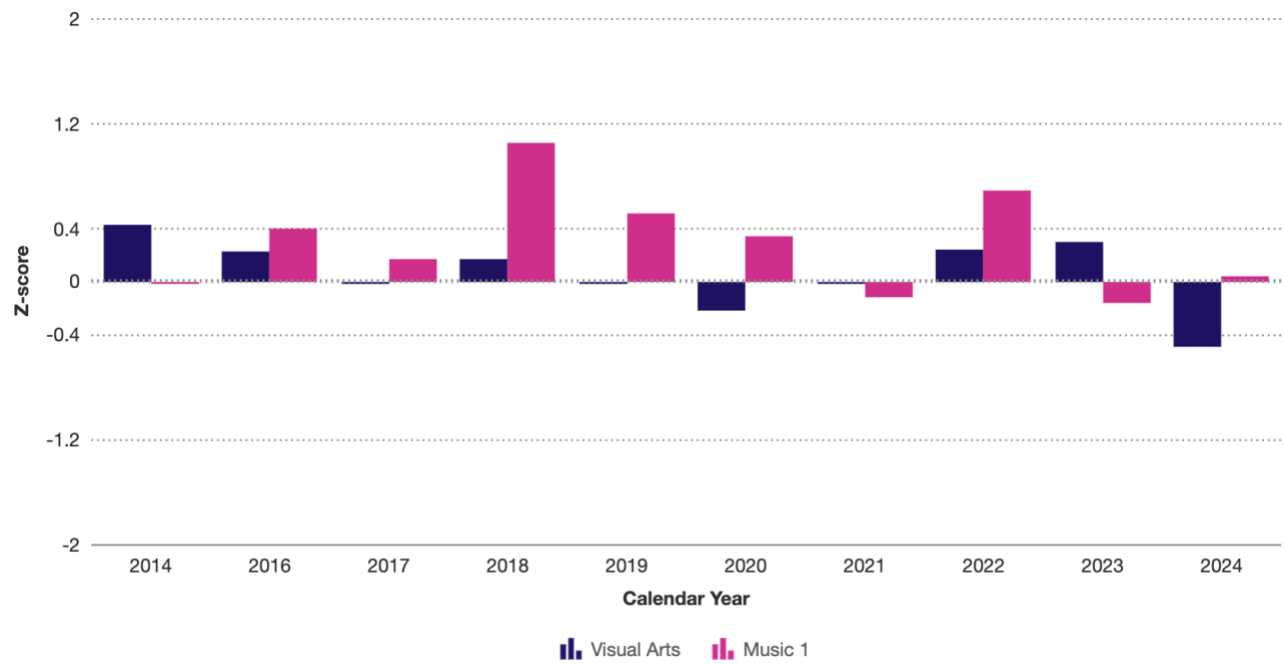


Mathematics Z-Scores

All students chose Standard Mathematics this year and averaged below the state.



Arts Z-Scores



Staffing

Teacher Accreditation

| Level of accreditation | Number of Teachers |
|---------------------------------|--------------------|
| <i>Conditional</i> | 2 |
| <i>Provisional</i> | 2 |
| <i>Proficient Teacher</i> | 21 |
| <i>Total number of teachers</i> | 25 |

Workforce composition

| | |
|---|------|
| Teaching Staff | 25 |
| Full-time equivalent teaching staff | 22.6 |
| Non-teaching staff | 42 |
| Full-time equivalent non-teaching staff | 17.8 |

The Newcastle Waldorf School welcomes students, parents, carers, staff and visitors from all races, religions and cultural backgrounds. We have a member of staff who is a First Nations educator and cultural specialist and another member of staff who is also a First Nations person.

The high number of non-teaching staff includes many peripatetic music teachers and casual support staff.

Stakeholder Satisfaction

Parents and students

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, cultural studies groups and school community events, which are offered throughout the year.

While attendance at talks and meetings has fluctuated, attendance at school community events such as festivals, musical concerts and workshops has been consistently good.

The College of Teachers will continue to discuss and implement strategies to strengthen the connection between parents and the school.

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 2024, most students continued to be actively engaged in the course work as well as extra-curricular activities, depending on their preferences.

Teachers

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

Student attendance rates

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

| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------|------------|------------|------------|------------|------------|------------|------------|------------|
| K | | | 91% | 92% | | 90% | 91% | 81% |
| 1 | 94% | 93% | 93% | 93% | 97% | 88% | 95% | 89% |
| 2 | 92% | 90% | 94% | 93% | 94% | 88% | 90% | 92% |
| 3 | 92% | 93% | 93% | 87% | 93% | 83% | 92% | 90% |
| 4 | 90% | 92% | 92% | 93% | 91% | 85% | 90% | 88% |
| 5 | 95% | 90% | 93% | 93% | 95% | 86% | 90% | 92% |
| 6 | 93% | 93% | 91% | 94% | 91% | 86% | 85% | 88% |
| 7 | 95% | 91% | 90% | 94% | 92% | 81% | 87% | 86% |
| 8 | 95% | 92% | 85% | 94% | 88% | 85% | 82% | 81% |
| 9 | 95% | 86% | 89% | 87% | 86% | 83% | 88% | 75% |
| 10 | 94% | 96% | 85% | 90% | 89% | 87% | 88% | 86% |
| 11 | 95% | 97% | 96% | 95% | 87% | 90% | 87% | 88% |
| 12 | 95% | 86% | 98% | 98% | 83% | 85% | 88% | 92% |
| School | 93% | 92% | 92% | 92% | 91% | 86% | 89% | 89% |

Student attendance rate (based on years 1 to 10), semester 1 2024:

- All students 87%
- Indigenous students 84%
- Non-Indigenous students 84%

Student attendance rate (based on years 1 to 10), term 3 2023:

- All students 85%
- Indigenous students 83%
- Non-Indigenous students 85%

Student attendance level (students attending 90% or more of the time) Semester 1

All students 53%, Indigenous students 35%, Non-Indigenous students 55%

Student attendance level (students attending 90% or more of the time) Term 3

All students 41%, Indigenous students 45%, Non-Indigenous students 40%

Nearly all measures of attendance have fallen slightly in 2024.

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.

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 DCJ 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.*

Policies

The following school policies are publicly available on the School website:

- [Enrolment policy](#)
- [Child protection policy](#)
- [Supporting Positive Behaviour Policy](#) (including Anti-bullying and Discipline)
- [Complaints policy](#)

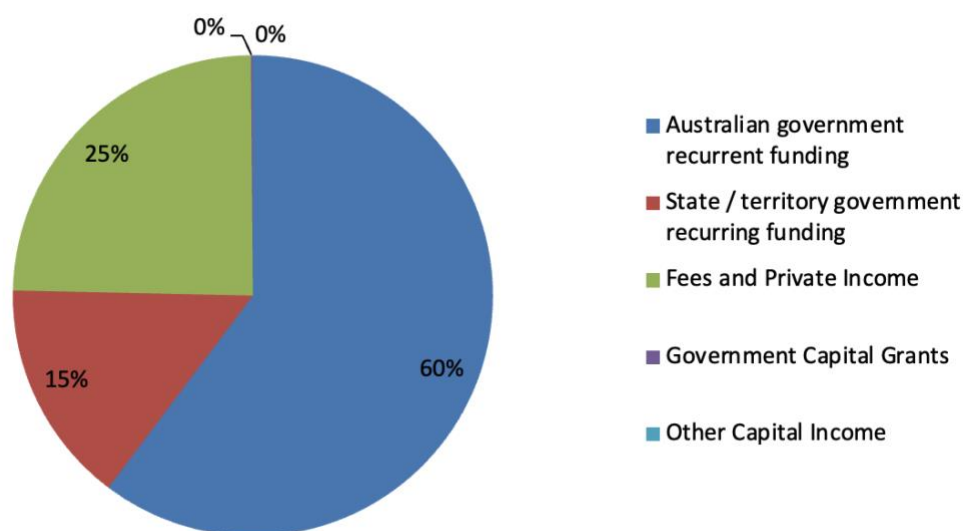
Summary of financial information

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 2024, sourced from the School's audited accounts.

The majority of the school's income (around 75%) is from federal and state funding which is determined by student numbers. This percentage is smaller than last year due to there being no further increases in government funding that have been helpful in previous years.

The majority of our expenditure (79%) is on salaries and staff related expenditure. This percentage is slightly higher than previous years and reflects small increases in salaries for support and operation staff.

Income



Expenditure

