

Newcastle Waldorf School Annual Report 2025



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

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As accepted at the NWS AGM 19/6/2026

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. 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 are 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	2025
Total enrolments	160	195	211	225	244	241	254	238	237
Girls	82	100	108	114	114	119	125	118	116
Boys	78	95	103	111	130	122	129	120	121
Full-time equivalent enrolments	159	189.7	204.6	216.6	236.6	239.4	246.7	234.4	232.8
Indigenous students	8%	7%	7%	9%	11%	11%	9%	8%	9%
Language background other than English	8%	7%	12%	12%	12%	9%	8%	18%	19%

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 2025

	Number of students	Post school destination
Withdrew from school whilst in year 11	5	Further studies at TAFE, Employment, Change of School.
Completed year 12 and awarded the HSC	2	Tertiary studies at University, travel, employment
Completed VET qualifications	1	Completed trade certificate in year 11.

HSC Results

Two students completed their HSC examinations in 2025. Both students were pleased with their results and one enrolled in tertiary studies.

Analysis of these results in comparison to the state is not possible without disclosing, to some degree, individual results, which is contrary to privacy regulations.

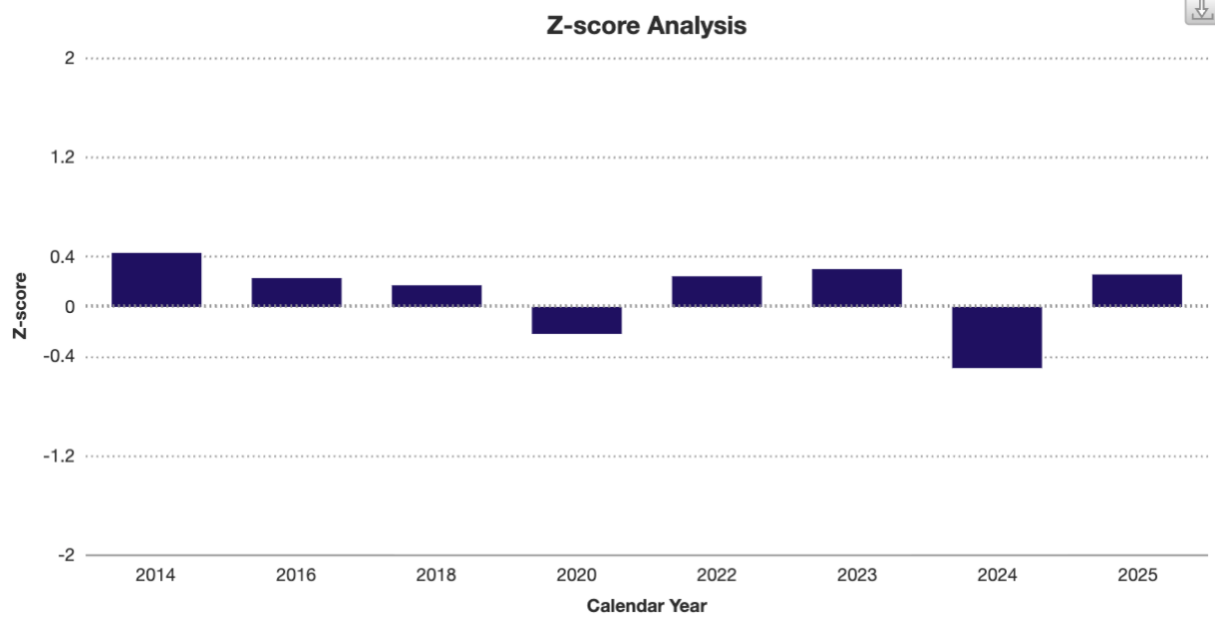
Z-Scores

Z-Scores 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.

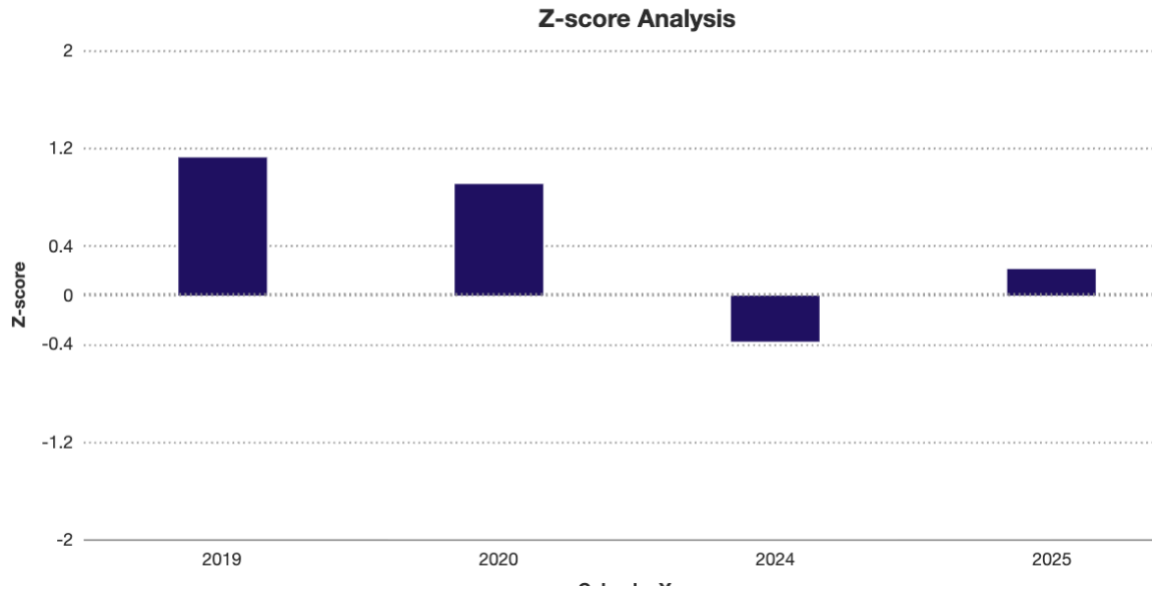
2025 subject choices for the two students means that this year's results can only be included for subjects which both students chose.

Other subjects chosen were English Standard and Advanced, Mathematics Advanced, Aboriginal Studies (by distance education) and Sport, Lifestyle and Recreation.

Arts Z-Scores



Investigating Science



Staffing

Teacher Accreditation

Level of accreditation	Number of Teachers
<i>Conditional</i>	1
<i>Provisional</i>	4
<i>Proficient Teacher</i>	19
<i>Total number of teachers</i>	24

Workforce composition

Teaching Staff	24
Full-time equivalent teaching staff	22.2
Non-teaching staff	34
Full-time equivalent non-teaching staff	17.3

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 the many peripatetic music teachers and casual support staff.

Student Attendance

Student attendance rates

The data in the following attendance table is sourced from the school's records across the whole school year. It is a percentage calculation comparing days available to attend with days attended for each student.

	2017	2018	2019	2020	2021	2022	2023	2024	2025
K			91%	92%		90%	91%	81%	90%
1	94%	93%	93%	93%	97%	88%	95%	89%	89%
2	92%	90%	94%	93%	94%	88%	90%	92%	91%
3	92%	93%	93%	87%	93%	83%	92%	90%	90%
4	90%	92%	92%	93%	91%	85%	90%	88%	90%
5	95%	90%	93%	93%	95%	86%	90%	92%	88%
6	93%	93%	91%	94%	91%	86%	85%	88%	91%
7	95%	91%	90%	94%	92%	81%	87%	86%	88%
8	95%	92%	85%	94%	88%	85%	82%	81%	82%
9	95%	86%	89%	87%	86%	83%	88%	75%	80%
10	94%	96%	85%	90%	89%	87%	88%	86%	74%
11	95%	97%	96%	95%	87%	90%	87%	88%	88%
12	95%	86%	98%	98%	83%	85%	88%	92%	92%
School	93%	92%	92%	92%	91%	86%	89%	89%	88%

Student attendance rate (based on years 1 to 10), semester 1 2025:

- All students 86%
- Indigenous students 79%
- Non-Indigenous students 86%

Student attendance rate (based on years 1 to 10), term 3 2025:

- All students 85%
- Indigenous students 76%
- Non-Indigenous students 86%

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 51%,
- Indigenous students 33%,
- Non-Indigenous students 53%

Attendance of Indigenous students has fallen significantly in 2025 in most measures, however, this is strongly impacted by poor attendance from 2 students in particular, not an overall trend.

Attendance of non-Indigenous students has improved in 2025

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.*

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 very good.

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 2025, most students continued to be actively engaged in the course work as well as extra-curricular activities, depending on their preferences. Class 7 in particular made a better than usual transition into high school, taking up the challenge with enthusiasm. Student surveys in Stage 6 portrayed positive summaries of their learning experiences as did the graduation speeches given by parents and students to the school community.

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.

Policies

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

<https://www.newcastlewaldorfschool.nsw.edu.au/governance-policies/>

- Child Protection
- Enrolment
- Complaints
- Supporting Positive Behaviour:
 - Anti-Bullying
 - Discipline
- Other school policies

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 2025, 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 the same as it was for 2024.

The majority of our expenditure (81%) is on salaries and staff related expenditure. This percentage is higher than previous years and reflects increases in salaries for support and operation staff.

While there was capital expenditure this year is was below 0.5% of total expenditure.

