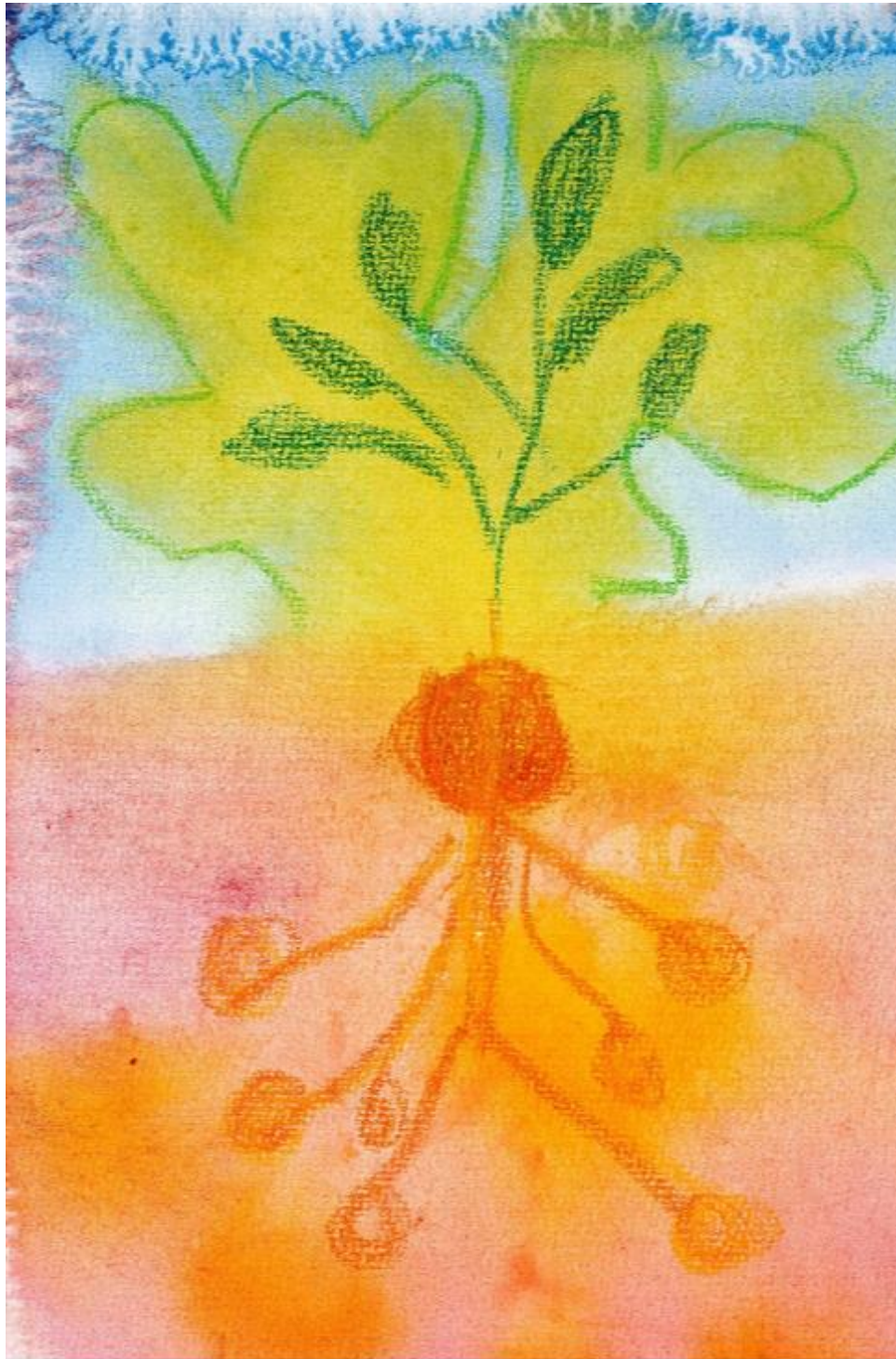




Ghilgai Steiner School Performance Report 2022



Our Vision

Rudolf Steiner seeded a form of education that addresses the whole child and encourages the unfolding of each individual's potential.

He saw the School as a cultural hub that fosters creativity and deep learning. A place where Goodness, Beauty and Truth are embedded values that inform the School's ethos, the method of education and its delivery.

These seminal principles inspire the Ghilgai Community daily and enliven our vision of education.

Our Mission Statement

Ghilgai Steiner School practises Steiner Education. We endeavour to educate the children wholistically via a balanced curriculum in a safe and nurturing environment, which fosters clarity in thinking, depth in feeling and strength of will, so that as adults they will be able to contribute to society as creative, ethical and responsible citizens.

We strive to build confidence, initiative and responsibility, seeking to maintain a balance between the growth of the individual and that of the Community. We actively work towards an accepting and compassionate School Community which is founded on an harmonious union between School and home.

Our Staff

We had 5 full time teachers and 5 part time specialists – Music, PE, Craft, Italian and Eurythmy.

Our Education Coordinator led the administration team and facilitated the wellbeing of the students and the Community.

Our Enrolment Coordinator, our Bursar and our Receptionist/First Aid person enabled the School to run smoothly and efficiently.

Our Property Manager cared for the physical environment and continued to beautify our surroundings.

Students in need of extra support received individual coaching in Literacy and Numeracy and a Classroom Aide supported children who faced learning challenges.

Our Playgroup facilitator hosted Community Playgroups and 2 Rostered Playgroups each week.

The Foundation Room assistant supported the Teacher and the children in Founders.

Tutor funding from the Australian Government allowed us to employ a part time teacher to bridge the learning fostered by off-site learning.

Our Staff evidence a strong sense of belonging and contribute generously to the life of the School Community.

Teacher Qualifications

Bachelor of Letters (Italian)	1
Bachelor of Science & the Environment	1
Bachelor of Music	1
Bachelor of Science Honours	1
Bachelor of Applied Communications	1
Bachelor of Education	1
Bachelor of Education - Music	1
Bachelor of Teaching	2
Bachelor of Arts & Crafts	1
Bachelor of Arts	3
Master of Applied Science – Social Ecology	1
Master of Education - Numeracy	1
Graduate Diploma of Education	3
Graduate Diploma in Special Education & Human Services	1
Graduate Diploma in Primary Education	2
Graduate Diploma in German Studies	1
Graduate Certificate in Early Childhood Teaching	1
Diploma in Early Childhood Teaching.	1
Diploma of Education	4
Diploma of Visual Arts	1
Post Graduate Certificates in Steiner Education	4

Attendance

Class 1	84.80%
Class 2	88.01%
Class 3	85.97%
Class 4	91.98%
Class 5	89.37%
Class 6	95.79%

Regular attendance provides the foundation for optimum learning outcomes whilst irregular attendance erodes the child's potential.

Ghilgai tracks all unexplained student absences via a phone call from the Class Teacher.

If need be the Class teacher meets the parents and asks about the barriers to regular attendance then talks about strategies to support regular attendance and arrival to School on time.

The Education Coordinator may become involved and facilitate a follow up conversation with families regarding the effect of irregular attendance on the student's learning, sense of belonging, social skills, and self-esteem.

The School keeps detailed records that make absence patterns visible.

Student Outcomes – Naplan Annual Assessment

Ghilgai offers Naplan tests annually at Class 3 & 5.

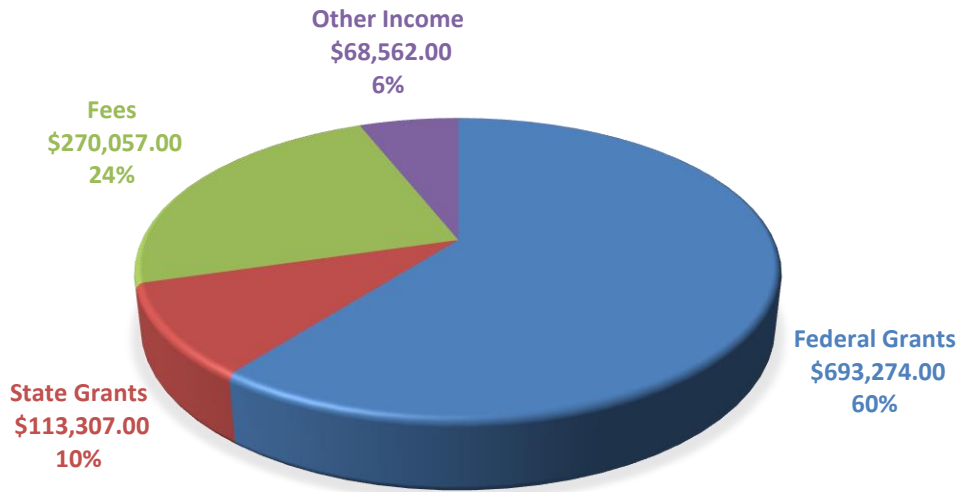
As part of Ghilgai’s formative and cumulative assessment procedures we use our Standardized Assessment Tasks in Classes 1, 3 and 5 in Literacy and Numeracy. They are administered to children gradually from June to November in discreet yet formal ways during our Practice Lesson times. They appear to the children to be simply another revision exercise.

The table below provides an overview of the essential learning areas that are targeted by the Standardized Assessments, progressively in Class 1, 3 and 5.

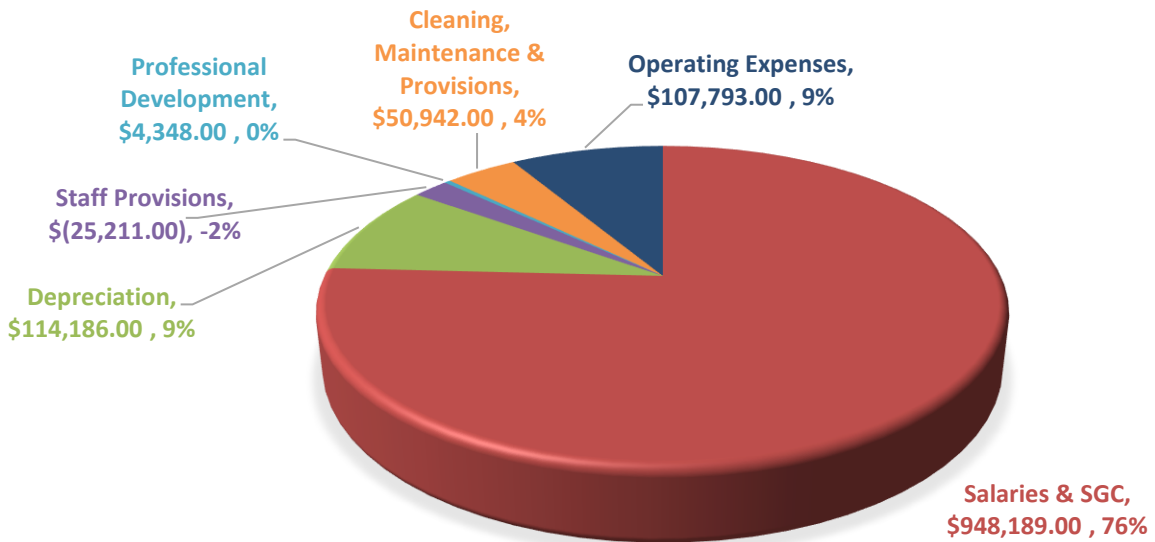
	Reading	Writing	Maths	
Cl 1	Reading Foundations	Three letter words -write and -sound Blends Phonograms Writing Foundations	Recording numbers Counting skills Simple problems	
Cl 3	Reading ability (Jun/Oct) Comprehension -oral -pictorial	Written Expression (Mar/Jun/Oct) Spelling Dictation (Jun/Oct)	Oral Number System Money Establishing tables Mental Maths	Written Number system Addition Subtraction
Cl 5	Reading (Jun/Oct) -ability -comprehension – text -comprehension – maps -vocab development	Written Expression (Mar/Jun/Oct) Spelling Dictation (Jun/Oct) Editing (Jun/Oct)	Money Time Weight Length Capacity Mental Maths	Our number system Number facts Place value Equations Fractions Spatial awareness Basic Operations

Summary of Income and Expenses

GHILGAI SCHOOL INCOME 2022



GHILGAI SCHOOL EXPENSES 2022



School Wellbeing

The Teachers

Ghilgai teachers make a deep commitment to Steiner Education. They immerse their whole being — thinking, feeling, willing — into their work.

Together they share a common vision for our School and work hard to uphold it. They nourish and support one another as they journey through the class levels. They meet regularly to deal with practicalities, to consider issues and to grow in education.

The College of Teachers Executive

The College of Teachers Executive holds the responsibility of Principal-ship.

One can look upon it as the heart of the School - the place where responsive energy is generated. The College Executive meets fortnightly, and as needed, to deal with important issues.

The Parents

Ghilgai asks Parents to support the College Executive and the Teachers, and thus enable Ghilgai's vision for Steiner Education to come to fruition.

Parents engender goodwill and understanding in our Community, they make suggestions, communicate concerns, offer time and work.

Together the Teachers and the Parents strive to nourish each child's inner being and to foster the unfolding of their potential.

The Parent Seed Group

They're the people who plant seeds in our Community. They enrich our School via festive occasions like Open Day, Autumn Market, Fundraising activities and Community gatherings. They scatter goodwill and nourish our ethos.

The Board of Directors

The Board supports the College of Teachers Executive and works to sustain the vision of Steiner education that is enacted by the College of Teachers Executive. The Directors are responsible for the legal and financial accountability of the School.

These four bodies - The Teachers, the College of Teachers Executive, the Parent Seed Group and the Directors form a living whole. They are bound together by cords of love – love for the children, who bear the seeds of the future.

This strong yet flexible School structure provided security for Teachers, Ancillary staff, Students and the Parent community.

College of Teachers Executive 2022: Ruth Wittig. Paul Barton.

Board of Directors 2022: Veronica Cooney, Lisa Bell, Ruth Wittig, James Rodden.

Greg Brady is Chairperson.

Maximo Perez-Torres attended meetings in his role as Bursar.



Prepared by the College of Teachers Executive

Available:

- On our website
- Noted in our Newsletter
- Copies available at Reception

