



Perth Waldorf School

Providing Steiner Education



Parkerville Campus Opening 2022

Parkerville campus, 695 Roland Road, Parkerville WA 6081

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Brief

1919 - First Waldorf (Steiner Education) School Established

1983 - Perth Waldorf School Established.

1998 - PWS first High School Graduates.

2002 - PWS High School Closes.

2007 - PWS High School re-opens with Mark Phillips former Class 7 as the pioneers in Class 8.

2011 - Silver Tree relocates to 695 Roland Road and ever since the school has flourished!

2012 - PWS welcomes its first large group of Silver Tree and West Coast Steiner School graduates into Class 7. The bus service is extended to cater for West Coast Steiner School graduates.

2012 - Mark Phillips becomes PWS High School Coordinator, Bruce Lee becomes PWS School Administrator, Annabelle Kellenberger joins the PWS High School staff.

2013 - Annabelle becomes Class 8 Guardian with the first large cohort of Silver Tree and West Coast graduates and a relationship is formed. By now a majority of Silver Tree graduates and an ever growing number of West Coast graduates are choosing to catch the bus and/or train to join PWS High School. Annabelle also becomes heavily involved in High School planning and reporting tasks and later becomes a High School Coordinator alongside Mark.

2014 - The WA Government announces Class 7 is to be part of High School from 2015. Silver Tree and West Coast will not be able to offer Class 7. PWS decides to double stream Class 7 to cater for Silver Tree and West Coast students. Two rooms are fully refurbished and the Class 7 "hub" is established to cater for Class 7 "teens" as they transition from Primary to High School.

2015 - PWS Class 7 is double streamed.

2019 - With more students graduating from STSS and WCSS than ever before, a working group is established with all the Steiner Schools in Perth to discuss how to cope with the growing demand for places in a Steiner High School. "How do we create extra places?" is the question.

History

2019 - A decision is made that Silver Tree would be the best location for the new PWS campus to ensure there are enough places at either Bibra Lake Campus or Parkerville Campus.

2019 - Annabelle Kellenberger becomes Silver Tree Board Chair. Matt Clarke is employed to oversee the PWS building programs, including Parkerville Campus.

2020 - Annabelle Kellenberger becomes sole High School Coordinator and intimately involved in the planning of the Parkerville Campus curriculum

2020 - Planning, legalities and enrolment processes start for the Parkerville Campus to open a third stream of Class 7 in 2022.

2021 - Initial buildings to be completed. There are 13 learning areas in total planned to be completed by 2026.

2022 - Class 7, Perth Waldorf School Parkerville Campus to open with an estimate of between 22 and 27 children.
How exciting!

Curriculum and Timetabling

19 subject lesson session each week

Times	Monday	Tuesday	Wednesday	Thursday	Friday	
8:30 - 10:30	Main Lesson					120 minutes
10:30 - 10:50	Recess					20 minutes
10:50 - 11:45						55 minutes
11:45 - 12:40						55 minutes
12:40 - 1:25	Lunch					45 minutes
1:25 - 2:20						55 minutes
2:20 - 3:15				Early Finish		55 minutes

Main Lessons

- 🌀 English
- 🌀 Maths – Algebra and Geometry
- 🌀 Science – Physics, Chemistry, Biology
- 🌀 Humanities – History, Geography
- 🌀 Camp
- 🌀 Play

Subject Lessons:

- 🌀 English (3)
- 🌀 Maths (3)
- 🌀 Language (2)
- 🌀 Music (3)
- 🌀 Physical Education (2)
- 🌀 Physical Education (2)
- 🌀 Arts - drawing, painting, sculpture (2)
- 🌀 Design and Technology - Woodwork, metalwork, technical drawing, computing, photography (2)
- 🌀 Practical skills - Craft, Textiles, Cooking, Budgeting, Handyman skills, mechanics (2)

Buildings and estimated build dates

Stage 1 (Finished by January 2022, School caters to Class 7)

- Build a front office / reception that adjoins to a large classroom. This will be large enough to meet all the needs of the first year of operation.
- Undercover area.
- Landscaping and student amenity areas.

Stage 2 (finished by January 2023, School caters to class 7 and 8)

- 2 new classrooms are added, which become the Class 7 and Class 8 main lesson rooms.
- 2 new practice lessons rooms are added.
- Landscaping and student amenity areas.

Stage 3 (finished by January 2024 – School caters to Class 7, 8 and 9)

- These buildings would also cater for Class 10 in 2025.
- Addition of 2 new main lesson rooms for the new classes.
- Addition of 2 new practice lesson rooms, which become the science block, allowing the previous science room to be a classroom or another Arts room.
- Create full staff room and offices (pastoral care, school coordinator, projects coordinator etc.).
- Landscaping and student amenity areas.

Stage 4 (2026 – School caters to Class 7, 8, 9, 10, 11)

- 2 more main lesson rooms for Class 11 and 12 Main lesson.
- 2 more classrooms for other practice lessons.
- Landscaping and student amenity areas.

Behaviour, Expectations, NAPLAN and Pastoral Care

The school's discipline policy is mainly centered on positive relationships between teachers and students. The overwhelming feedback we receive from students who graduate is that a highlight of attending PWS is the sense of being truly "seen and appreciated for who they are" by the teachers. Teachers are expected to teach with authenticity and be engaging so that the children are experiencing good role modelling and taught to interact, communicate and care for others.

We have high expectations that students will complete homework, behave appropriately and meet commitments. There are consequences and boundaries that are clear. In the case of more concerning matters, we use detentions (from Class 8), parent/teacher conferences and in extreme cases, suspensions and expulsions remain available. We expect mobile phones to be put away and they are confiscated when seen.

One of the key features over the past few years has been student retention. In one significant way this is the result of a lot of work to ensure that the pastoral care needs of the students are being met, and a very healthy social life exists in the school. This is backed up by a large number of teacher assistants who support, both the academic as well as the social/emotional needs of the students. There are year Guardians that oversee the welfare of the year group as it moves from Class 8 to Class 12. The Guardian is the conduit between parents and the school. The School has also appointed Pastoral Carers to support the whole community.

PWS Bibra lake campus has found enrolments are growing and at the same time the retention rate is very high. We know this same approach will be successful at the Parkerville campus.

Our positive, healthy, holistic education, led by a strong and diverse faculty of teachers who are engaging with their subject and with anthroposophy has been successful. We are very grateful to our teachers and their striving and we thank parents for the faith and support they give the school every day.

This continual drive to provide Steiner education as well as a strong emphasis on good leadership and planning with a healthy dose of enthusiasm is why we are here today and I believe we can expect to see ongoing growth and development. Steiner education has a fantastic role to play in the world! It would be easy to sit back and replicate the main stream curriculum and mainstream way of teaching. Holding the light for something unique and special is more valuable and we believe, better for the world. The future looks very bright for Steiner Education and our students.

Campus Information

Curriculum at the Parkerville Campus

Parkerville campus will, in essence, be a third stream of our current Class 7 and High School programme. So what your children will experience will be the same as that which is already being taught at the Bibra Lake campus.

- 1) The main lesson structure continues right through the High School. That means for three or four weeks a particular topic in one area is taught intensively every morning for two hours. In Class 7, this will mainly be taught by the Class teacher and then from Class 8 onwards it will be taught by the specialist teacher.

For example, a novel study will be taught for three weeks by the English teacher, then Physics will be taught for three weeks by a Science teacher, then the Industrial Revolution will be covered over the three week main lesson by a humanities teacher followed by an Algebra main lesson for three weeks by a maths teacher etc. For six years, these wonderfully diverse main lessons, individually chosen to match the needs of children at each age, with the aim also of developing academic skills and thinking skills, will form the foundation of the curriculum.

- 2) Practical and specialist lessons are then taught from recess onwards. From Class 7, contemporary musical instruments will be taught like keyboard, guitar and drums.

Campus Information

Curriculum at the Parkerville Campus, continued..

There is an extensive camping programme with a sailing camp in Class 7; a Dwellingup Camp in tents in Class 8; in Class 9 a Leadership Camp as well as a Geology Camp at Margaret River; an isolated Bush Camp in Class 10; a Deep Ecology Camp in Class 11 and a Self-Reflection Camp in Class 12.

PE is taught through all the years with five or six week blocks in a range of different sports from soccer and hockey to squash and yoga. A focus in Class 7 is Orienteering.

From Class 8, Drama is taught as stand alone classes, but also as a main lesson with each class putting on a performance each year. We will find a way to replicate that approach at Parkerville Campus. For many years PWS didn't have a purpose built hall and it did not diminish the amazing experience for the students. Other subjects that we would look to offer include:

- Exchange programme,
- Sculpture,
- Photography,
- Textiles and Craft,
- Ecology, sustainability and connection to the land and local aboriginal people - this is an obvious theme to strengthen, develop and support at Parkerville campus.

Staffing of the Parkerville Campus

Initially we need to have our first Class teacher. Like other primary years, we see the Class 7 teacher as having an important role in holding the children as they enter their teenage years and all the changes that occur. They are still young and need care and attention, whilst also exploring the world.

This role will be appointed in Semester Two 2020.

The first teacher will be supported by another person on site at all times. That person may play a joint Class assistant role and admin role. There will need to be people who care for the grounds and the IT, etc.

Specialist teachers will have to be employed to teach such things as music, textiles and craft, language, PE, etc. and there may be times when outside specialists would teach a Class 7 main lesson as well.

Our aim is to have teachers who engage the children, are good in their area of expertise and will work to deepen and strengthen their anthroposophy. We are always very clear when hiring staff that as well as having teaching skills and good subject knowledge, they must be good people worthy of imitation. That usually means people with a high level of social and emotional intelligence. As the campus grows we will meet the demands and hire appropriate people.

Facilities at the Parkerville Campus

The intention is to maintain the sustainability principles that Silver Tree is really well known for. So the aim is not to remove too much nature when building and hopefully to build up the natural habitat on the currently cleared land.

We also need to be mindful of bushfire restrictions in our planning.

In the first instance, we have defined the outline area for the leased land and that will then be a separate area managed by PWS. The students will still obviously have access to the natural habitat around the school and the Parkerville area. There is a positive relationship already forged with Mundaring Christian College next door.

By next year, we will design and build the initial accommodation for the Class 7 in 2022. This will include an office, resource area, toilets, classroom and undercover area. The aim is that it will be an attractive entry statement, fit in with the environment and meet the needs of the teacher and children.

From there we will build in stages to make sure the whole curriculum can be taught well. These buildings would include Science rooms, an Art Room for Textiles and Craft, and we may use outside facilities if needed.

For example, we may go off-site for PE classes and for drama. IT isn't taught until Class 8 and by that time there will be a computer lab. The intention is not to have Wi-Fi in the school.

We are expecting to have the current oval covered with a healthy turf by the time the school opens. We know teenagers like gathering in groups so lots of sitting spaces and places that are attractive and welcoming will be included in the plan.

Links to the Bibra Lake Campus

Distance is a problem, but obviously it would be good for some contact. It is all the same school, so the linkages with shared staff and shared calendar may mean linkages with camps, social events, music events, drama performances and sporting events .

Enrolment processes and actions required

Diane Lovett is our enrolment officer and she is the main point of contact in enrolling your child.

Three step process -

- Application to enroll, (on our website)
- Offer of a place,
- Payment of an enrolment deposit guaranteeing the place.

Although neighbours, we are a separate school to Silver Tree so everyone must submit an application and there is no sibling discount for children at other Steiner Schools.

The option exists to choose either campus, so it important that you identify which campus you are enrolling in.

Once you have applied for Class 7 and you have received an offer of a place and paid the deposit, you are enrolled until your child graduates in Class 12 or if you withdraw before.



Lease Land including shared land and facilities



695 Roland Road, Parkerville
1.4185ha

Plan showing placement of buildings



Examples of High School activities from our Newsletter

Below is a photo of class 9 Ecology who have been working hard in the heat to create paths and beautify the area for next term's bush kindly. They did an awesome job!



CLASS 7 KULBARDI!

Strings Attached!

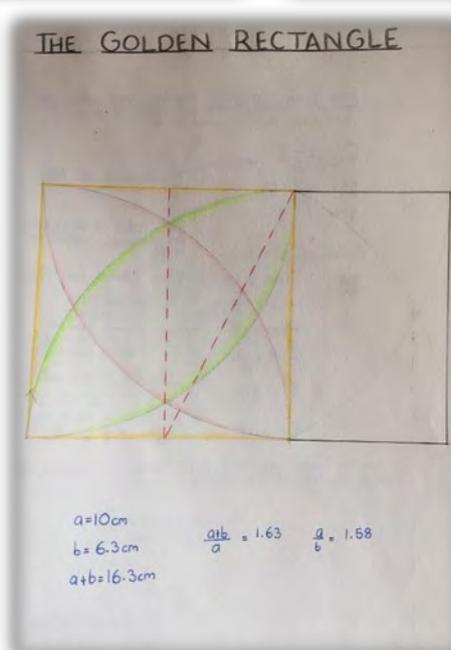
Once every two weeks the students in Class 7 Kulbardi get together with their 'buddies' in Class 1 for stories and activities. Last time it was string games - making imaginative objects from string such as Cat's Cradle, Eiffel Tower and the classic 'cup and saucer'. The class 1's enjoyed learning new skills from the old masters, testing their growing coordination and dexterity. For the Class 7s it was a trip down memory lane, many excitedly remembering the forms they had learned with Yvonne when they were in Class 1.

And it didn't end there. Lunchtimes around the Class 7 room resembled a weaver's workshop. String patterns were tried, tested and taught, or *taut* as the case may be. So much so that their teacher had to threaten to confiscate them as they began to take over the classroom. After some failed attempts to find



CLASS 10 MAIN LESSON

Class 10A have recently completed their Sequences and Series Main Lesson - a mathematics main lesson that works back and forth between geometric forms found in nature and the number patterns that arise from them. Through a mixture of problem solving, geometric construction, phenomenological observation and calculations, students uncover numerical sequences such as the Fibonacci, Arithmetic and Geometric Sequences, and then use this understanding of the number theory to look at practical applications in nature, art, architecture and finance before contemplating the nature of an infinite series.



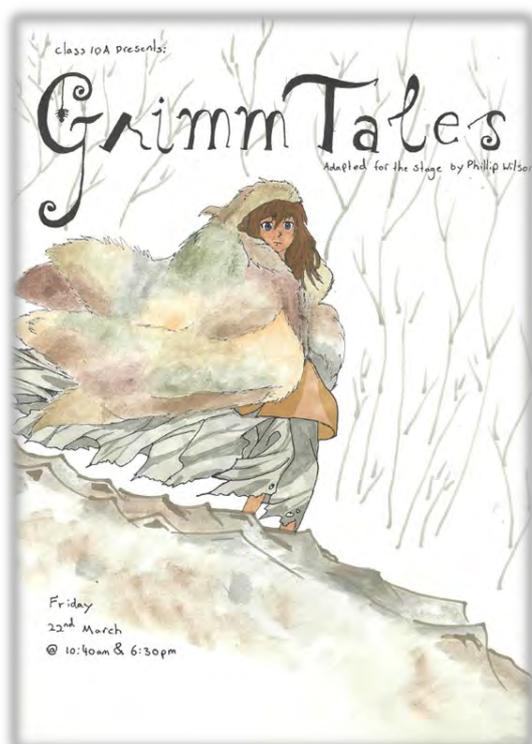
Continued from previous page.... In addition to their beautiful spiral constructions, students created and ran their own banking activity and demonstrated their new understanding of sequence and series calculations with a test. For the Class Ten student, who yearns to understand the world and their purpose within it, this main lesson gives them the opportunity to gather not only information about a topic, but also insight into how we know something may be so. Mathematical patterns in nature that they may have observed in earlier years develop structure and form, and Class Ten students are able to wield their developing capacity for theoretical understanding to apply general laws and make predictions.



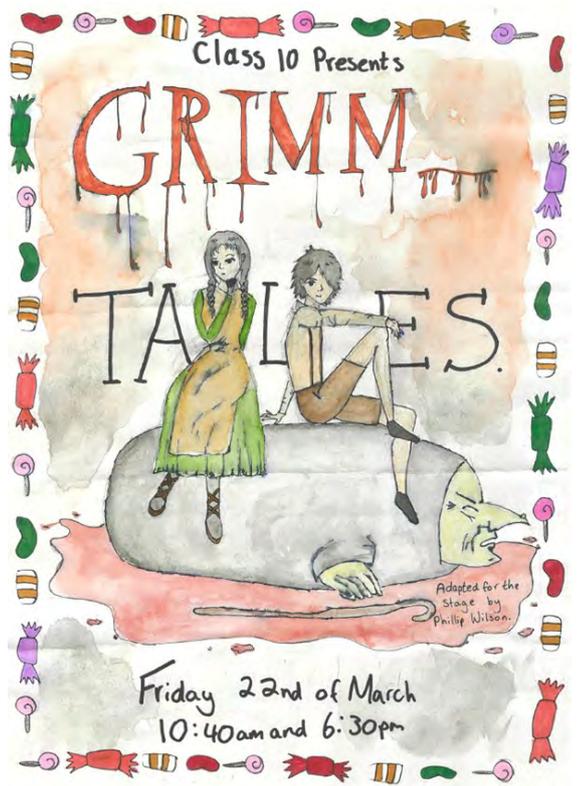
CLASS 10 PLAY

Class 10 will be taking to the stage to perform in the awe inspiring magical play Grimm Tales, adapted for the stage by Philip Wilson.

Full of deliciously dark twists and turns, the tales come to life in all their glittering, macabre brilliance a delight for children and adults alike. You'll meet familiar characters such as Little Red Riding Hood, Rapunzel and Hansel and Gretel.



Poster created by Madeleine Harvey - Class 10. →



← Poster created by Evangeline Cassey

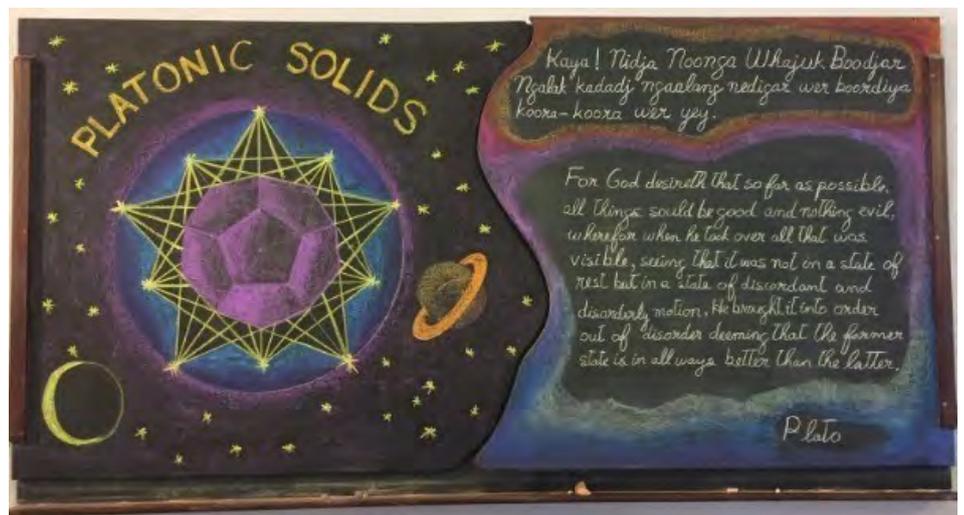
Photos from the High School Art Exhibition - Term 4, 2019



CLASS 9 WATER SOLUBLE GRAPHITE ARTWORK



Class 8 Geometry Main Lesson Blackboard



CLASS 7 WARDONG SAILING CAMP

Every Class 7 is different!

Despite having experienced this particular camp many times there will always be surprises. Our location was as beautiful as ever, a group of simple buildings in a little cove. The weather, to our surprise, brought sunshine and heat, which ensured comfort. It meant long daily sailings and ease of movement...especially toilet visits after midnight. It meant wet suits were DRY in the morning!!!! Clear skies displayed starry heavens at night time and sunrise was a red spectacle over water every morning!

But it was in the sailing that the truly unexpected arose. The ability and competence in managing a GP14, in Southern choppy waters is no mean feat. The Wardong Class Sevens were rigging and derigging on their own by the second day. On water they were 'Tacking' and 'Jibing' with eager engagement, adapting to the contrary Albany weather, sunny on the way out of the Bay and suddenly wild and 'woolly' on the return journey. This allowed Class 7 to have a long sail every day of our camp, out on the water for 3-4 hours at a stretch. Our instructors from Princess Royal Sailing Club, Paul, Chris and Max were pleased to see their efforts bear fruit so quickly. The high temperatures mid-week allowed a swim at a remote beach, which we had to ourselves.

Our daily programme was constantly in a state of flux. Plans to visit the special places in Albany had often to be cancelled due to extremely hungry children and it was necessary to return to Rotary Youth Camp for a lengthy afternoon feed.

The Sevens loved having time and space to create their own games and simply spending time together every late afternoon.

CLASS 10 SCULPTURE

Class 10 have been working intensely on their ceramic busts this term in sculpture. The forms are taking shape and it is wonderful to see the uniqueness of each students work emerging. We look forward to displaying and sharing the works with you later in the year at the art exhibition.



THOUGHTS FROM CLASS 7, WARDONG, ON THE MEDIEVAL ENCOUNTER!

*On the day we ventured back
Back to the Age of Battles,
Walked down an ancient track,
To where chaos crackles,
In a fire long since extinguished,
It was intense in its power
A power that caused all to fight and rage
To begin to flower.
It was interesting and exciting
How the Knights battled with seemingly no cause
Just to entertain and not to be bores.
I cannot imagine just what it could be like
If every Sunday morning, I could be Knight!*

Mary-Jane

*My favourite activity was the sword fighting. It was an amazingly intense show. I happily enjoyed it. I also liked the Kulbari play. It was very professional.
Trying on armour was great fun and interesting. It was heavy and I found it hard to believe that the medieval warriors were able to wear it in battle.*

Milan

I liked making fire out of flint and steel. The fighting was spectacular and the play of Death was great!

Isaiah

*I picked up my sword and shield
And went on the battle field
Roared like a lion at my enemy
And used my shield
I lost the battle sadly
And shouted my battle cry
In hope of knowing
I had my try!*

Leilani

*The last battle meant a lot to me.
I couldn't believe what I could see.
There was death, weapons, costumes and more
What else could I ever wish for?
It was just like a play
But even better
These people have a passion as great as it gets
I'd love to be a part of this..... new passion, let's!*

Olivia



Class 11 and 12 Senior Ball

The Senior Ball is held in February. Students from Class 12, Class 11, and their guests enjoy a night of fun and music, all looking stunning. It is such a delight to see the students in their varying levels of formal wear, though none could match Jean and Jude (winners of *Belle & Beau of the Ball 2020*). The event was enjoyed by all as they danced the night away - though none quite as energetically as Chris Woodford (winner of *Best Dancer* on the night 2020).



CLASS 12 PROJECTS

As the term progresses the Class 12 Projects begin to take form and with that the students begin to increasingly connect to the process. There is also a realisation of what the Project means in real terms and this realisation certainly is a double edged sword for it brings a confidence and also an increased generation of will to birth a topic, but it also brings a sensing of the entirety of the process and what whole picture requires to bring it into the world. Already some students are feeling into and visualising what it will be like to present their research, experiences and reflections on the stage for their Presentations at the end of October!

This week sees the first serious deadline in the Project year - the first 1000 words of their essay or report. This written piece of work requires correct in text referencing and a reference page and so as I write this piece they will no doubt be grappling with the APA system of referencing. Do spare them a thought!

We have some really great topics to look forward to this year ranging from Steiner's philosophy on education, to fish farming, the health of our rivers, the role of money in society, addiction, discrimination, music therapy, the loss of childhood, and extinction of animal species.



Pictured are some Class 12 students enjoying studying the essay and report marking rubric!