

Annual Report

2025



WEST COAST STEINER
SCHOOL INC.



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WEST COAST STEINER SCHOOL RESPECTFULLY ACKNOWLEDGES THE WHADJUK PEOPLE OF THE NOONGAR NATION AS THE TRADITIONAL OWNERS OF THE LAND ON WHICH WE TEACH, WORK AND LEARN, AND WE PAY OUR RESPECTS AND HONOUR ELDERS PAST AND PRESENT. WE ACKNOWLEDGE THE STORIES, TRADITIONS AND LIVING CULTURES OF ALL ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES AND COMMIT TO BUILDING A BRIGHTER FUTURE TOGETHER.

SCHOOL BACKGROUND INFORMATION

PURPOSE, VISION & VALUES

Our purpose tells us why we exist and what we are.

Our vision shows us what we are striving for.

Our values are our guiding principles that inform our thoughts and decisions in achieving our vision.

PURPOSE

The purpose of our organisation as stated in the constitution is as follows:

1. To establish and carry on in Western Australia a school complying with registration standards and requirements for non-government schools.
 2. To provide for and conduct an excellent standard of education for children in accordance with the principles, practices and methods indicated by Rudolf Steiner and carried on in the various Steiner and Waldorf schools throughout the world.
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VISION

Working from the indications of Rudolf Steiner, we strive to educate the whole being of each child in head, heart, and hands. We envision this education set within a community guided by goodness, beauty, and truth. Further, we seek to plant the seeds for our students to enter the changing world with purpose, as self-directed adults, with a lifelong love of learning, who are intellectually and spiritually free, socially responsible, and emotionally balanced.

VALUES

“The True, the Beautiful, the Good — through all the ages of man's conscious evolution these words have expressed three great ideals: ideals which have instinctively been recognised as representing the sublime nature and lofty goal of all human endeavour. In epochs earlier than our own there was a deeper knowledge of man's being and his connection with the universe, when Truth, Beauty and Goodness had more concrete reality than they have in our age of abstraction. Anthroposophy, or Spiritual Science, is able once again to indicate the concrete reality of such ideals, although in so doing it does not always meet with the approval of the times. For in our age, men love to be vague and nebulous whenever it is a question of getting beyond the facts of everyday life.”

Rudolf Steiner

CONTEXT

West Coast Steiner School is located on Noongar boodja in the culturally diverse suburb of Nollamara, 20 minutes from the CBD. We have students from over 35 different cultural backgrounds. Some students live locally, but many come from more distant suburbs, including Ellenbrook, the Perth Hills, Wanneroo, the inner north, and the Bayswater area. We thrive on the opportunity of bringing nature, truth, and beauty into our urban setting; allowing the strength and beauty of the Steiner curriculum to enrich the lives of our community. Our School educates the whole child, balancing practical, academic, and artistic education and offering unique Baby Group, Playgroup, Kindergarten and Years 1 to 6 Primary School experiences.

In Early Childhood, active play is promoted to achieve developmental outcomes. We develop strong oral skills, thereby preparing for literacy and numeracy skills in later years. Storytelling in Kindergarten, as well as in older years, prepares the child's imagination for free independent thought. At Primary level, the heart of academic work is the Main Lesson each morning, for several weeks on one integrated topic, appropriate for the age of the class. This allows English, Maths, Science and History to meld with Arts, Music, and Movement - an engaging method to achieve and integrate literacy, numeracy, and other learning outcomes.

After Recess, students focus on practice lessons to further strengthen literacy and numeracy. There are specialist lessons in Handwork, Games, Indonesian, Woodwork, and Music; all children sing, learn the recorder, and play lyre, violin, viola, cello or double bass.

HISTORY

West Coast Steiner School was established in 1995 by a group of parents inspired by the ideals of Steiner education. The school was officially registered on August 4, 1995, whilst operating as a playgroup in Shenton Park. It celebrated its 30th anniversary in 2025.

The school's genesis started earlier as a northern suburbs Waldorf playgroup in the 1980s. In 1996, West Coast Steiner School moved to its current premises in Nollamara. Two classrooms were leased from an unused section of Nollamara Primary School. In 1997 we had our first Class 1. As the years progressed, we occupied more of the classrooms and by 2002 had 100 children enrolled from Kindergarten to Class 6. We had two kindergartens, four classrooms, a Playgroup, a room for Eurythmy, music and craft, an administration area, and a kitchen.

In 2025 West Coast Steiner School has a Baby Group, five Playgroup sessions per week, four Kindergarten Programs, single-stream Classes 1-6, a Woodwork Room, a dedicated Library and Learning Support Space, a Performance Room, nature space playgrounds and a school shop and Community Hub. There are 280 students from Baby Group to Class 6.

STAFFING 2025

LEADERSHIP TEAM

Jacqui Hollingworth	Principal/School Administrator
Vanessa Beesley	Deputy Principal
Audrey Princi (January to August)	Business Manager
Steeve Lee	Business Manager

COLLEGE OF TEACHERS

Kathryn Gass	Chair
Vanessa Beesley	
Jacqui Hollingworth	
Aimee Waller	
Ramneek Kaur	
Donna Shaw	
Joanne Mills	
Elaine Meyer	

FACULTY CHAIRS

Ramneek Kaur	Primary
Julia Noronha	Early Childhood

TEACHING STAFF

2025

Class	Teacher		Qual 1	Qual 2	Qual 3	Steiner qual
Principal	Jacqui	Hollingworth	Bachelor of Arts	Graduate Diploma of Education		Graduate Certificate of Steiner Education (USC)
Deputy Principal	Vanessa	Beesley	Bachelor of Arts	Graduate Diploma of Education	Graduate Diploma of Mental Health and Wellbeing in Education	Foundation in Rudolf Steiner Education (SRSC) Primary Teaching Certificate in Rudolf Steiner Education (SRSC)
Games/Class 6	David	Hammond	Bachelor of Commerce	Master of Teaching		Foundation in Rudolf Steiner Education (SRSC) Primary Teaching Certificate in Rudolf Steiner Education (SRSC)

TEACHING STAFF 2025

Class	Teacher		Qual 1	Qual 2	Qual 3	Steiner qual
Relief /Maths Support	Ramneek	Kaur	Bachelor of Education	Master of Arts		Foundation in Rudolf Steiner Education (SRSC) Primary Teaching Certificate in Rudolf Steiner Education (SRSC)
Class 4	Elaine	Meyer	Bachelor of Arts. Hons. (English)	Graduate Diploma of Education		Graduate Certificate of Steiner Education (USC)
Class 6	Aimee	Waller	Bachelor of Psychology	Master of Teaching		Steiner Teacher Training (PWS) Class 1-6
Class 5	Donna	Shaw	Diploma of Teaching			Foundation Studies (RSCP)

TEACHING STAFF 2025

Class	Teacher		Qual 1	Qual 2	Qual 3	Steiner qual
Learning Support	Jayne	Wylie	Bachelor of Creative Industries	Graduate Diploma of Education		Steiner Teacher Training (PWS) Class 1-6
Class 1	Maria-Louisa	Lenzi	Bachelor of Visual Communication (Graphic Design)	Bachelor of Education		Foundations of Anthroposophy (RSCP)
Class 3	Kasia	Rymarczyk	Bachelor of Arts Early Childhood Studies and Practice	Diploma in Early Childhood Education and Care		Post graduate certificate in Steiner Education (USC)
Class 2	Joanne	Mills	Bachelor of Arts	Graduate Diploma of Education		Foundations of Anthroposophy (RSCP)
Playgroup	Sarah	Jordan	Bachelor of Arts	Graduate Diploma of Tourism & Management	Master of Early Childhood Teaching	

Class	Teacher		Qual 1	Qual 2	Qual 3	Steiner qual
Playgroup	Robyn	Bailey	Certificate III in Teachers' Assistant			
Kindergarten Rose	Vanessa	Fountain	Bachelor of Education	Bachelor of Arts		Waldorf Teacher Foundation Studies
Kindergarten Gungurra	Thais	Bolgueroni	Licentiate in Arts/Linguistics	CELTA		Early Childhood Steiner Teacher Training (PWS)
Kindergarten Gungurra	Ciby	Holywell	Bachelor of Arts Preschool and Elementary Education			
Kindergarten Sunflower and Rainbow	Julia	Noronha	Degree in Education (Early Childhood)			Foundation in Rudolf Steiner Early Childhood Education (SRSC)
Kindergarten Sunflower	Natasha	Broomfield	Bachelor of Arts (Hons)	Professional Graduate Certificate in Primary Education		
Kindergarten Gumnut	Janet	Happe	Bachelor of Applied Science	Graduate Diploma of Nursing	Graduate Diploma of Early Childhood Teaching	

Class	Teacher		Qual 1	Qual 2	Qual 3	Steiner qual
Learning Support	Elizabeth	Separovich	Bachelor of Education			
Handwork	Cheryl	Kershaw	University Diploma for Teacher Assistants			
Handwork	Kathryn	Gass	Bachelor of Arts	Graduate Diploma of Education		Advanced Diploma of Rudolf Steiner Education (MRSS)
Languages - Indonesian	Matthew	Aitken	Bachelor of Arts (Hons)	Graduate Diploma of Education		
Languages - German	Jacqueline	Crew	Master of Teaching	Diploma of Counselling		
Strings	Cristina	Filgueira	Cert. IV Music	Bachelor of Arts (Music)	Bachelor of Arts (Education and Creative Arts)	
Cello	Liza	Kotze	Bachelor of Music (Hons)			
Woodwork	Yolanda	Millar	Bachelor of Arts	Cert IV Training & Assessment		

WORKFORCE COMPOSITION

35 staff – 32 female, 3 male
No Aboriginal or Torres Strait Islander staff.



PRINCIPAL'S REPORT 2025

BY JACQUI HOLLINGWORTH

As I reflect on 2025, I am struck by the richness of the year and the many moments that strengthened the life of our school community. This year marked a particularly significant chapter in the biography of West Coast Steiner School as we celebrated our 30th Anniversary - three decades of providing an authentic Steiner education to children and families across the northern suburbs of Perth.

For me personally, 2025 also represented an important milestone as it was my first full year as Principal of West Coast Steiner School. It has been a privilege to lead a school with such a strong sense of purpose, community and commitment to the ideals of Steiner education. Throughout the year, I have witnessed countless examples of the care, dedication and generosity that make our school such a special place.

In Steiner education, we understand that a school is far more than its buildings and programs; it is a living community sustained through the active participation of families, staff and students. It was therefore fitting that our year began, as each term does, with a Busy Bee. These gatherings are an expression of community spirit and shared responsibility. They provide an opportunity for parents and staff to come together in service of the children, preparing classrooms, tending gardens, upgrading play spaces and undertaking the many tasks that ensure our environment is both beautiful and functional.

Our heartfelt gratitude goes to all those families who generously gave their time and energy throughout the year. Whether cleaning, polishing, sewing, mending, gardening or building, their contributions helped create an environment in which our students can learn, play and grow surrounded by beauty and care. In Steiner education, the environment itself is often referred to as the "third teacher," and the attention our community gives to maintaining our school grounds reflects our shared understanding of this principle.



A highlight of Term 1 was the Primary Curriculum Journey, an evening prepared and presented by our teaching staff. This well-attended and much-loved event provides parents with an opportunity to experience the developmental journey of the Steiner curriculum through the primary years. By sharing the purpose and progression of learning at each stage, parents gain a deeper understanding of how the curriculum meets the changing needs of the growing child. Each annual presentation offers a different focus, ensuring that even long-standing members of our community find fresh insights every time they attend.

This was followed by the High School and Beyond Curriculum Journey, delivered by our colleagues from Perth Waldorf School. The evening provided valuable information for families considering the transition to high school and highlighted the continuity of Steiner education beyond the primary years. It was a well attended evening and I strongly encourage future families, or those who missed out, to take advantage of these events in order to deepen their understanding of the educational pathway available to their children.

Our weekly Market Days continued to be a beloved feature of school life. These gatherings embody many of the values at the heart of Steiner education, bringing together students, parents and staff in a spirit of cooperation, creativity and enterprise. The opportunity to connect each week is an important part within our school culture and helps foster strong relationships across the community.

Festivals remain central to the rhythm of life in every Steiner school, providing opportunities for celebration, reflection and connection to the seasons and the human journey.

In Term 1, our Class 2 families worked in partnership with the school to present the Celtic Dance Festival, a joyful evening of shared meals, music and dancing. This event exemplified the warmth and community spirit that characterises our school.

Term 2 brought the Makuru Festivals in both primary and kindy, aligned with the season of winter and its invitation for inward reflection and reverence. Although weather conditions required us to postpone the primary event, the evening that eventually unfolded proved to be all the more fitting, allowing our community to come together in a meaningful celebration that honoured the mood and significance of the season.

The Michaelmas Festival in Term 3 encouraged students and families to explore themes of courage, perseverance and cooperation. Through the story of St George and the Dragon, our students were invited to consider how we each meet challenges with strength and integrity and how communities support one another in times of difficulty.

Despite these changes to our landscape, West Coast Steiner School Community Association were still able to successfully host our much-loved Kambarang Fair and Open Day in Term 4. The Fair remains one of the defining events of the school year and is an invaluable opportunity to showcase all that is unique and wonderful about a Steiner education to the wider community. Once again, this whole-school event demonstrated what can be achieved when parents, staff and students collaborate with a shared purpose. The creativity, organisation and goodwill that brought the Fair to life created a truly magical day and reflected the strength of our community.



Term 4 also provided the opportunity to celebrate our Class 6 students as they completed their primary school journey. Graduation is always a significant moment in the life of a Steiner school, marking both an ending and a beginning. We are proud of the young people they have become and look forward to seeing them continue their educational journeys with confidence and purpose.

Another cornerstone of Steiner education is the importance of camps and experiential learning. These carefully planned experiences support independence, resilience, practical skills and social development.

Throughout 2025, our students participated in a range of memorable camps and overnight experiences. Class 3 enjoyed their school sleepover, Class 4 attended a horse-riding camp, Class 5 explored the natural environment and history of Busselton, and Class 6 travelled to Wadjemup (Rottne Island). These experiences provide transformative opportunities for students to develop confidence, strengthen friendships and engage directly with the world around them.

Leadership development featured strongly for our Class 6 students during their final year. Early in the year they attended a Student Leaders Conference in Perth, equipping them with the skills and confidence required for their leadership roles within the school. Throughout the year they represented the school with distinction, organising events such as Pyjama Day, assisting with festival activities, creating business stalls at the Fair and leading school assemblies. Their enthusiasm and willingness to serve our community exemplified the qualities we seek to nurture through Steiner education.

An important focus throughout 2025 was planning for the future of West Coast Steiner School. Early in the year we held a Community Forum to inform families about the forthcoming stages of our School Redevelopment Masterplan and to invite community feedback. This process reflected our commitment to ensuring that future development remains aligned with the needs of our students and the aspirations of our community.

As part of the preparation for the first stage of demolition and construction works scheduled for the end of the year, two demountable classrooms were installed on site to ensure continuity of learning while the new building project progresses. While these changes brought a different look to parts of our campus, they also represented the exciting beginning of a new chapter in the school's history.

Music continued to flourish throughout the year. Our school orchestra had the opportunity to participate in a Schools Strings Festival and performed at numerous school and community events. A standout feature of our music program is its inclusive and non-selective nature. Every child has the opportunity to learn a musical instrument and experience the joys and disciplines of making music together. Through ensemble work, students develop not only musical skills but also listening, perseverance and cooperation - qualities highly valued within Steiner education.

There were also many special events and incursions that enriched the learning and cultural life of our school throughout the year.



In June, we were honoured to welcome representatives of the International Sri Chinmoy Peace Run, a global torch relay that has travelled through more than 150 countries and territories since its inception in 1987, carrying a message of peace, friendship and international understanding. Students were inspired by this powerful reminder of our shared humanity and the role each individual can play in creating a more peaceful world.

On 4 August, we celebrated our school's 30th birthday with a special day of activities. Students enjoyed popcorn, birthday cake and a range of celebratory experiences designed to honour this milestone.

August also brought the joy of Book Week, with students and staff embracing the festivities by dressing as beloved literary characters. It was wonderful to see stories come to life through costume, imagination and a shared love of reading.

In September, we once again hosted our treasured Father's Day Kite Flying Morning. Fathers and special father figures joined students to make kites before heading to the oval together to watch them soar. This event has become a much-loved tradition at West Coast Steiner School and beautifully captures the spirit of connection and shared experience that lies at the heart of our community.

A particularly significant undertaking throughout the year was the whole-school Kaart, Koort, Marra (Head, Heart, Hands) Project, delivered as part of our Reconciliation Action Plan and supported by a Creative Schools Grant. Led by our Class 4 teacher, Elaine Meyer, the project provided meaningful opportunities for students to engage with First Nations culture and perspectives.

Working alongside Indigenous artists and cultural educators, students learned about bush tucker and traditional medicines, explored Noongar language and culture, heard Dr Noel Nannup's story *The Carers of Everything*, and participated in weaving, dance, singing and puppet-making workshops. The year-long learning journey culminated in a whole-school performance of the story in November, bringing together the many creative and cultural threads explored throughout the project.

The impact of this work extended beyond the classroom. We were delighted to receive the Stephanie Alexander First Nations Garden Award, for the garden created under the guidance of Bel Cox, recognising our commitment to connecting students with Indigenous knowledge, culture and sustainable relationships with Country.

Class Three teacher, Kasia Rymarczyk, was successful in securing grants from Waste Sorted Schools and the City of Stirling which saw the establishment of our chicken coop, tree plantings within the grounds, recycling bins throughout the school and the establishment of wicking beds in the school's kitchen garden.

This year has seen us expand our Learning Support program with a team of staff working to ensure that our students are able to achieve to their fullest potential. We now provide literacy and numeracy support across the school week, delivered by 3 staff members, Aimee Waller, Jayne Wylie and Ramneek Kaur. In addition to that they are supported by Holistic Counsellor, Ruth Powell and Extra-Lesson specialist, Sarah Jordan.



The strength of our parent community continued to be evident throughout the year through the outstanding efforts of the West Coast Steiner School Community Association. Craft workshops, study groups and numerous community gatherings were held across the year, providing opportunities for connection and lifelong learning. During the winter months, students particularly enjoyed the much-loved Soup Days, with parents preparing nourishing meals that brought warmth to cold days and further reinforced the care and generosity that underpin community life.

Parent education also remained an important focus. Through the Steiner Education Australia online learning program, families had access to a range of educational workshops and presentations. We were also pleased to host visits from Lou Harvey-Zahra, who shared valuable insights into parenting from a Steiner perspective, and Kaylene Kerr, who delivered a timely and informative presentation on cyber safety for families navigating the challenges of the digital world.

Staff and parents also gathered at the Oxford Hotel for a celebratory 30-Year Anniversary Sundowner. It was a wonderful occasion to acknowledge the dedication of those who have contributed to its growth and celebrate the vibrant community that exists today. During the celebrations we were also delighted to unveil the first iteration of our Landscape Masterplan, designed to complement the Building Masterplan that began to take shape through tangible redevelopment works during 2025. Together, these plans represent an exciting vision for the future, creating beautiful and functional learning environments for generations of students to come.

I am confident that the my report reflects the efforts made to meet the strategic objectives of the school, namely to support student wellbeing, cater to high need students, deepen parent education, encourage belonging and connectedness and strengthen and align academic outcomes.

As we conclude this landmark year, I would like to extend my sincere thanks to our staff, parents, volunteers and students. Your commitment, generosity and belief in Steiner education continue to sustain and strengthen our school. I would particularly like to single out the members of our School Council whose vision, stewardship, perseverance and tenacity has resulted in the redevelopment project coming to fruition.

Thirty years ago, a group of families dreamed of creating a Steiner school for children in Perth's northern suburbs. Today, that vision continues to flourish. As we look ahead, we do so with gratitude for our past, confidence in our present and excitement for the renewal that lies ahead. While 2025 has been a full and busy year in the life of our school, it has also been a year of preparation - laying foundations, both literal and metaphorical, for the future.

Guided by the enduring principles of Steiner education and strengthened by the dedication of our community, West Coast Steiner School enters its next chapter with optimism, purpose and a deep commitment to the children we serve.



SCHOOL PERFORMANCE DATA

The whole-school assessment schedule incorporates a range of standardised, diagnostic and classroom-based assessments to monitor student progress and inform teaching and learning. These include the National Assessment Program – Literacy and Numeracy (NAPLAN), Progressive Achievement Tests (PAT) for Reading Comprehension, Mathematics, Grammar and Punctuation, and Vocabulary, Brightpath writing assessments for narrative writing, with additional persuasive writing assessments in the upper primary years, the Morrison-McCall Spelling Scale, the Oxford Word List, and One Minute Maths assessments. Additional screening and diagnostic assessments are administered as required to identify student needs and inform targeted support and intervention.

The Australian Steiner Curriculum Framework aligns with the learning outcomes of the Western Australian Curriculum while delivering content through a distinct developmental sequence and pedagogical approach. As a result, students in Classes 1–3 may not have engaged with the same curriculum content at the same stage as their mainstream peers. This context should be considered when interpreting results from standardised assessments such as PAT and NAPLAN, particularly in the early years of schooling.

NAPLAN

In 2025, 7 out of 28 Year 3 students participated in NAPLAN assessments.

Class 3 NAPLAN results indicate that student performance was below State, National and Similar School averages across most assessment domains. Results were strongest in Numeracy and Reading, where performance was broadly comparable with State and National benchmarks. However, lower outcomes were recorded in Writing, Spelling, and Grammar and Punctuation, with Spelling representing the area of greatest challenge for this cohort.

When interpreting these results, it is important to consider the relatively small cohort size and the Australian Steiner Curriculum Framework's developmental approach, which sequences learning differently from mainstream schools. Standardised assessment outcomes at this stage may not fully reflect students' broader learning development or future achievement trajectories.

The 2025 Year 5 NAPLAN results indicate a generally strong performance in Reading and Numeracy, with school averages exceeding State, National and Similar School benchmarks in both domains. Reading outcomes were particularly strong, with results above all comparison groups, reflecting a solid foundation in literacy development.

In Numeracy, student achievement was also above State and National averages and broadly in line with Similar Schools, demonstrating consistent numeracy understanding across the cohort.



Writing results were below Similar School, National and State averages, indicating an area for continued focus. Similarly, Spelling results were below comparison groups and represent the most significant area for targeted improvement. Grammar and Punctuation results were slightly below Similar School averages but broadly aligned with State and National benchmarks.

Overall, the Year 5 cohort demonstrates clear strengths in Reading and Numeracy, while Writing, Spelling, and aspects of language conventions remain key focus areas for ongoing improvement.

The results have been reviewed by staff and will continue to inform curriculum planning, targeted intervention, and ongoing monitoring of student progress. Particular attention will be given to strengthening literacy outcomes, including spelling, writing, and language conventions, while maintaining the positive foundations evident in numeracy and reading.

PROGRESSIVE ACHIEVEMENT TESTS (PAT) SUMMARY – YEARS 3-6

Across Years 3 to 6, PAT assessments in Reading Comprehension, Mathematics, Punctuation and Grammar, and Vocabulary provide a broad measure of student achievement against national norms. The results shown are based on assessments completed in November 2025.

READING COMPREHENSION

Reading Comprehension results indicate that student performance is generally at or above national norms. In Year 3, results were slightly below the national average, while Years 4 and 6 demonstrated above-average achievement. Year 5 results were closely aligned with national norms. Overall, this reflects a generally sound trajectory in reading comprehension across the school, with stronger outcomes evident in upper primary years.

MATHEMATICS

Mathematics results show a progression from below national norms in Years 3 to 5 to above national norms in Year 6. Year 3, 4 and 5 cohorts all performed below national averages, with the gap narrowing in Year 5. In contrast, Year 6 results exceeded national expectations, indicating strong numeracy achievement in the upper primary cohort and a positive upward trend.

PUNCTUATION AND GRAMMAR

Results in Spelling, Punctuation and Grammar show variation across year levels. Years 3 and 4 were broadly aligned with national norms, Year 5 was slightly below national expectations, and Year 6 was above national norms.



VOCABULARY

Vocabulary results indicate a consistent pattern of performance at or above national norms across all year levels. Year 3 was broadly aligned with national expectations, while Years 4, 5, and 6 all demonstrated above-average achievement, with particularly strong results in Years 5 and 6.

This suggests a clear strength in vocabulary development across the school. Collectively, PAT data indicates that student achievement is generally aligned with or above national norms in literacy domains, particularly in Reading Comprehension and Vocabulary. Mathematics and aspects of written language conventions show more variability across year levels, with stronger outcomes in upper primary.

BRIGHTPATH

Brightpath narrative writing is undertaken in Terms 2 and 4 for Classes 2 to 6, and persuasive writing is assessed in Term 4 for Classes 5 and 6. These assessments provide a consistent, moderated measure of student writing progress over time, allowing for the tracking of growth in both narrative and persuasive genres.

Across all year levels, students demonstrated growth between Term 2 and Term 4, indicating improved control of writing structure, vocabulary use, and text organisation. This reflects the impact of explicit writing instruction and ongoing engagement with genre-based writing tasks throughout the year.

In Classes 4, 5 and 6, the majority of students are performing at or above benchmark expectations, indicating a strong overall level of achievement in writing within the upper primary years.

Data collected in Term 4, 2025 and Term 2, 2026 indicates positive progress in writing development across the school. Overall, students are demonstrating increasing confidence and capability in both narrative and persuasive writing.

POST SCHOOL DESTINATIONS

Of 13 students who attended WCSS in Class 6, two went to public secondary colleges including Mount Lawley High School and Woodvale High School, ten enrolled at Perth Waldorf School and one enrolled at Parkerville Steiner school.



SCHOOL ATTENDANCE DATA

Student attendance is recorded twice daily on class rolls and then entered electronically into SchoolPro by Administration. A record of absence with reasons is also recorded electronically. When a student is absent without a reason an automatic trigger alert is sent to parents and if no response is received, it is followed up by a phone call. If there is an extended period of unexplained absence with no reason or erratic attendance, the principal is notified and will make every effort to contact the family for an explanation and facilitate a return to school. If necessary, a formal return to school plan will be created with the family. Parents are notified by the principal if student attendance falls below 80% each term without a valid reason.

See the table below for attendance averages for each class for 2025.

Year Level	2025 Enrolment	Attendance Rate
Year 1	29	84.11%
Year 2	22	86.64%
Year 3	28	86.70%
Year 4	26	84.19%
Year 5	26	88.05%
Year 6	13	87.91%

Note: attendance data is taken from the Term 3 Census submission.



SCHOOL SURVEY INFORMATION

During Term 4, parents and staff were invited to complete an MMG survey to provide their views of our school across several areas. This is the sixth year we have done these surveys. The results were very positive.

OVERVIEW OF KEY AREAS

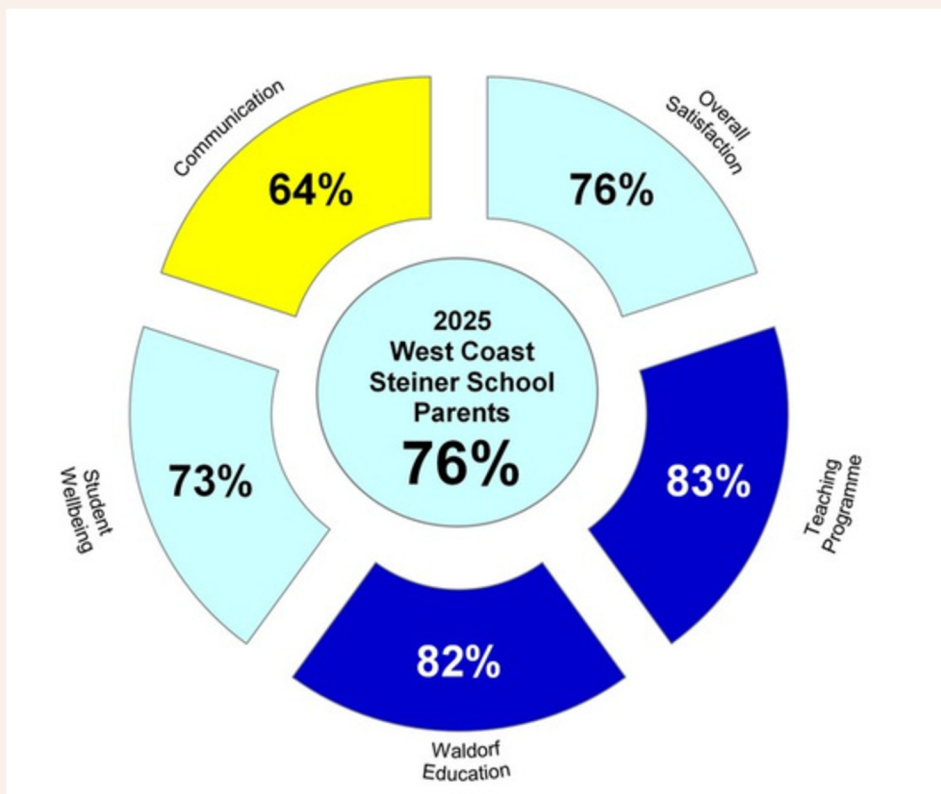
During Term 4, parents and staff were invited to complete an MMG survey to provide their views of our school across several areas. This is the sixth year we have done these surveys. The results were very positive.

~ All Parents

The 'MMG Wheel' and table shows parents' scores compared with the MMG Junior School Parent Benchmark Database average in key areas.

This includes a total of 14,310 respondents.

Overall, the parents' score is 'high' (76%) and is 3% below the MMG Benchmark average score of 79%.



Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+



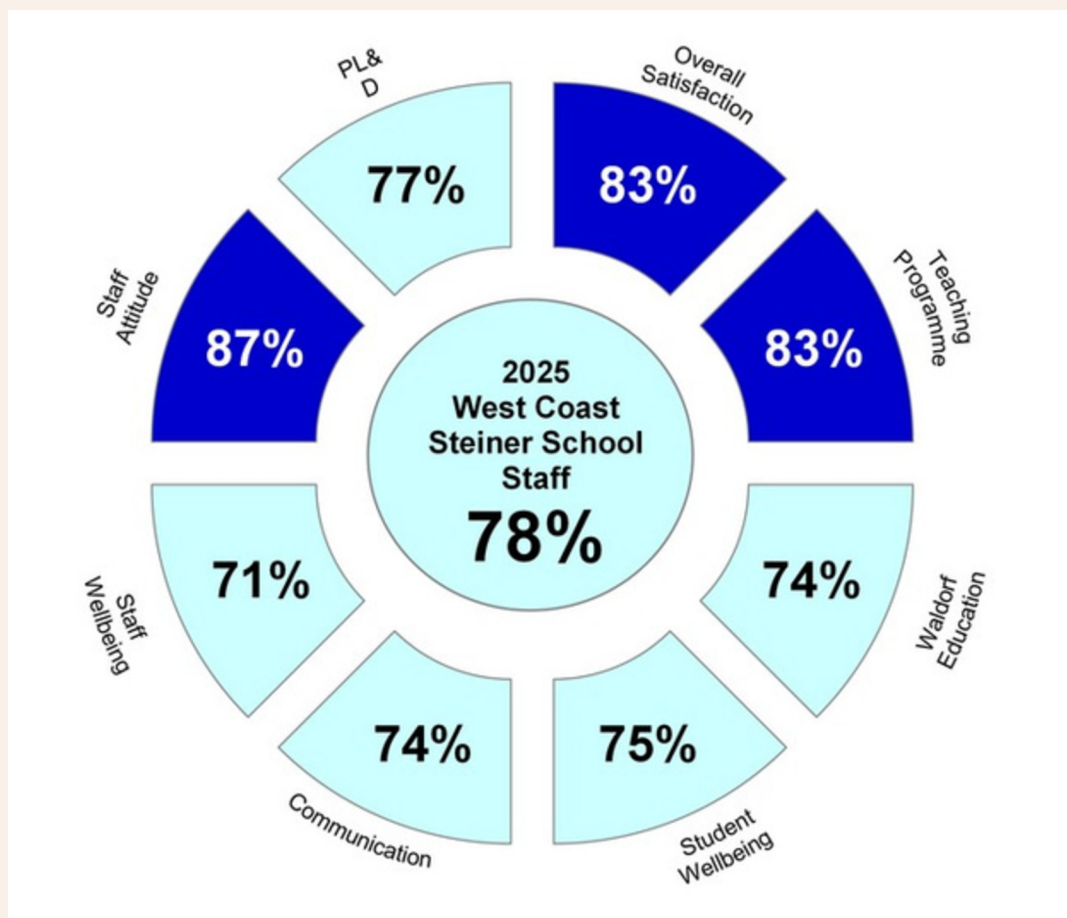
OVERVIEW OF KEY AREAS

~ All Staff

The 'MMG Wheel' and table shows staff's scores compared with the MMG Staff Benchmark Database average in key areas.

This includes a total of 12,972 respondents.

Overall, the staff score is 'high' (78%) and is 3% above the MMG Benchmark average score of 75%.



Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

WEST COAST STEINER SCHOOL INCORPORATED

COUNCIL 2025

EXECUTIVE ROLES

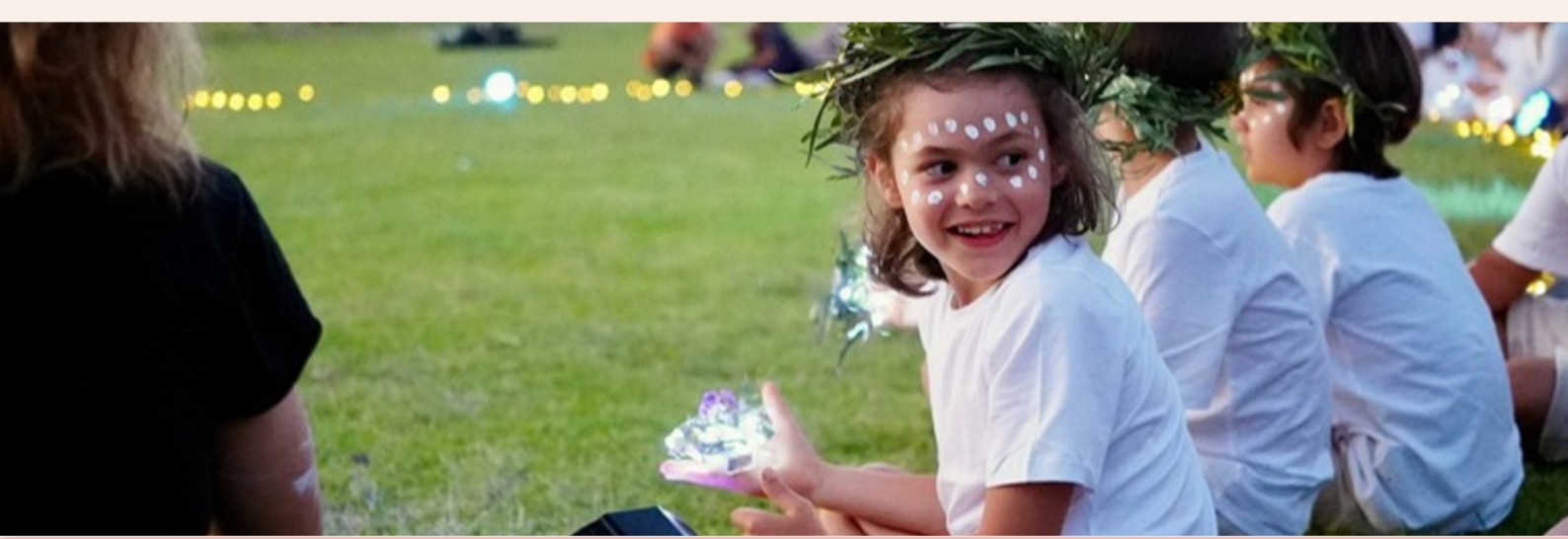
Justin Coombs	Chairperson
Lin Power	Vice Chair
James Robinson	Treasurer
Sandy Ng	Secretary

ORDINARY COUNCILLORS

Martin Lazarus
Konrad Miotlinski
Gawain Siu

DELEGATES

Jacqui Hollingworth	Principal / School Administrator
Audrey Princi	Business Manager (invited member)
Steeve Lee	Business Manager (invited member)
Kathryn Gass	College of Teachers' representative



COUNCIL CHAIR REPORT 2025

BY JUSTIN COOMBS

The year 2025 has been another meaningful and inspiring chapter in the life of West Coast Steiner School. It has been a privilege to continue serving as Chairperson and to witness the care, commitment and shared purpose that shape our school community. Throughout the year, I have been continually heartened by the dedication of our staff, the curiosity and spirit of our students, and the generous support of our families. I am deeply grateful for the opportunity to contribute to the ongoing growth, strength and success of our school.

COUNCIL PROCEEDINGS

The Council's normal operation consists of monthly meetings during the school terms, usually for a total of ten meetings per year, with additional meetings called if required. Additionally, the Council Executive Committee, consisting of the Chair, Vice-Chair, Treasurer, Secretary, Principal, and Business Manager, meets monthly two weeks before each meeting to form the agenda for that month.

2025 COUNCIL POSITIONS

First and foremost, we extend our gratitude to the appointed members of our Council for generously volunteering their time to support our school and community. Your commitment is greatly appreciated. Our appointed members of the Council are:

- Jacqui Hollingworth: Principal
- Kathryn Gass: College of Teachers' representative
- Audrey Princi: Business Manager (outgoing)
- Steeve Lee: Business Manager (incoming)

In 2025, we farewelled the Council Treasurer James Robinson, his input was greatly appreciated, and I'd like to thank Sandy Ng who has done an excellent job of Secretary. Additionally a heartfelt thank you to all continuing elected Councillors for your ongoing commitment and generosity throughout 2025.

The School Council plays a vital role in guiding the strategic direction and governance of our school, bringing valuable skills and perspectives to support its ongoing success. Like many organisations, however, we are finding it increasingly difficult to attract community members willing to commit the time and expertise required for board service, making the contribution of our current Council members all the more appreciated.

2025 IN REVIEW

The 2025 school year was one of reflection, celebration and steady progress. A highlight was the School's 30th birthday, an important milestone that allowed us to honour the vision, commitment and community spirit that have shaped West Coast Steiner School over three decades.

Throughout the year, the School continued to strengthen its focus on community connection, parent engagement, student wellbeing and inclusion. Progress also continued in communication, reporting and compliance, while early work on the School Master Building Plan marked an exciting step toward the future.

DEPARTURE OF AUDREY PRINCI

We extend our heartfelt thanks to Audrey Princi for her outstanding contribution to West Coast Steiner School over the past seven years. As Business Manager, Audrey has played a vital role in strengthening the operational and financial foundations of the School, supporting sound governance, improving systems, and guiding the School through periods of growth and change with professionalism, care and dedication. Her steady leadership, deep commitment and generous service have had a lasting impact on our school community, and we are deeply grateful for all she has contributed.

STRATEGIC OVERVIEW

During 2025, the School continued to advance the priorities of its Strategic Plan, with a focus on strengthening community connection, enhancing parent engagement, supporting student wellbeing and inclusion, and improving the communication of student learning and achievement. Progress was also made in developing stronger systems for data, reporting, and compliance, helping to build a solid foundation for future growth and continuous improvement.

STAFF AND COMMUNITY ACKNOWLEDGEMENT

I would like to sincerely acknowledge Jacqui Hollingworth, the College of Teachers, our teaching staff and all administrative and support staff for their dedication throughout 2025. Their care, professionalism and commitment to Steiner education continue to shape the daily experience of our students and families. The strength of our School rests not only in its vision and governance, but in the people who bring that vision to life each day with warmth, skill and purpose.

I also extend my thanks to WCSSCA, our parent volunteers, class carers, event organisers, craft contributors and all families who have supported the School throughout the year. The generosity of our community is one of West Coast Steiner School's greatest strengths, and the time, energy and care offered by so many families continues to enrich the life of the School in countless visible and quiet ways.



COUNCIL CHAIR REPORT 2025

MAJOR CAPITAL WORKS

In 2025, our School Master Building Plan began moving from vision into action. Following its completion in 2024, the year focused on the important groundwork required to support the future redevelopment of our campus, including further planning, staging considerations, approvals and consultation with our project partners.

While much of this progress occurred behind the scenes, it marked a significant step forward. The plan continues to guide our commitment to creating more spacious, light-filled and sustainable learning environments that reflect Steiner values and support the needs of our growing school community. Preparations also commenced for the first visible changes to the campus, including the installation of temporary learning spaces to support continuity of learning during future works.

I would also like to acknowledge and sincerely thank Martin Lazarus and Lin Power for their considerable work in this area. Their time, expertise and commitment have been invaluable in helping guide the planning and progression of this important project, and their contribution has greatly supported the School as we move toward this next stage of development.

LOOKING AHEAD

As we look toward 2026, the Council remains focused on supporting the School's continued growth, strengthening governance and sustainability, and progressing the next stages of the Master Building Plan with care and purpose. We move forward with gratitude for the achievements of 2025 and with confidence in the shared commitment of our staff, families, Council and wider community to the future of West Coast Steiner School.

TREASURER'S REPORT 2025

2025 OVERVIEW

It has been my privilege to serve as Treasurer of West Coast Steiner School in 2025, overseeing the budget and financial stability of the school. Following the very strong financial results achieved in 2024, we entered 2025 with confidence and clear expectations for continued stability and growth.

Throughout 2025, we maintained a prudent and conservative budgeting approach, while continuing to invest in key priority areas:

- Increased capital expenditure on essential repairs and replacement works, alongside ongoing beautification of the school through a structured maintenance and painting program
- Continued expansion of early learning support funding to strengthen and grow this important program
- Ongoing alignment of staff salaries with comparable state school teacher pay rates
- A moderate increase in school fees (average 5%) to support rising staffing costs and maintain program quality

Our longer-term capital works strategy was further progressed, with planned projects brought forward within the 5-year capital plan. This included restructuring certain accounts, reducing liabilities where possible, and reinvesting surplus funds rather than holding excess cash reserves.

The strategic focus remains on strengthening cash reserves while ensuring sufficient liquidity to support both operational needs and future capital works, without placing pressure on day-to-day cash flow.

The year concluded with the school in a strong and secure financial position, demonstrating continued discipline in financial management and the capacity to support future strategic priorities where the stage 1 construction of our Class 3 and 4 classrooms commenced.

2026 OUTLOOK

With three consecutive years of strong financial performance, stable enrolments, and a solid balance sheet, the school is well positioned for the year ahead.

This stability enables the school to:

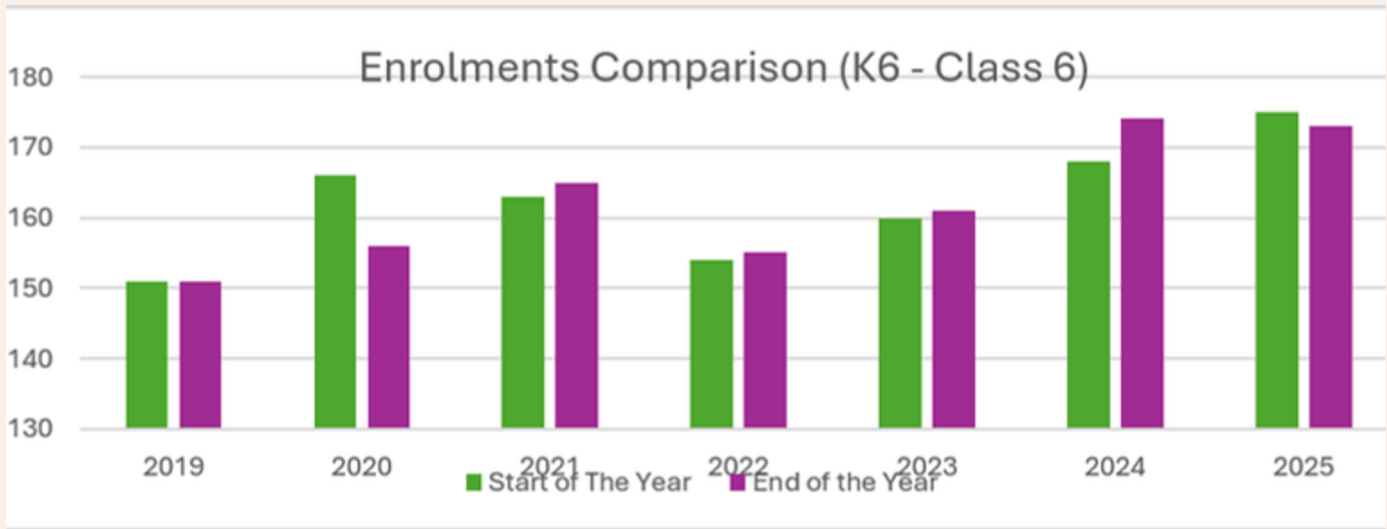
- Maintain and strengthen existing programs
- Continue targeted expansion where there is demonstrated need
- Progress planned capital works and infrastructure improvements

The 2026 budget reflects this position, with a continued focus on capital investment, program delivery, and careful cost management.

Overall, the school remains in a healthy financial position, with sufficient capacity to meet foreseeable operational commitments and to responsibly fund future capital works, including any required borrowings associated with long-term building upgrades.

ASSOCIATION OVERVIEW 2025

ENROLMENTS



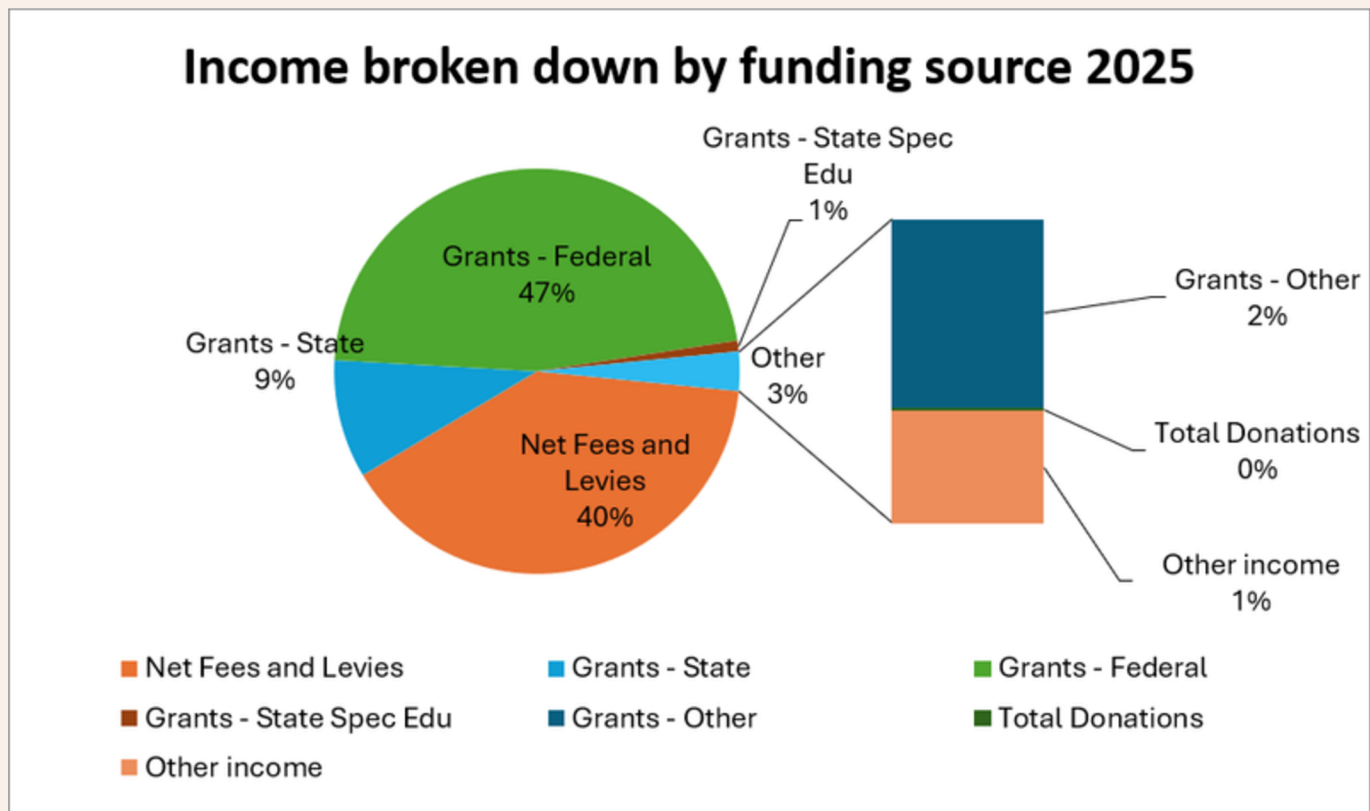
Note: Enrolments are reported based on full-time equivalent students who attract full government funding.

FINANCIAL OVERVIEW



ASSOCIATION OVERVIEW 2025

INCOME & FUNDING

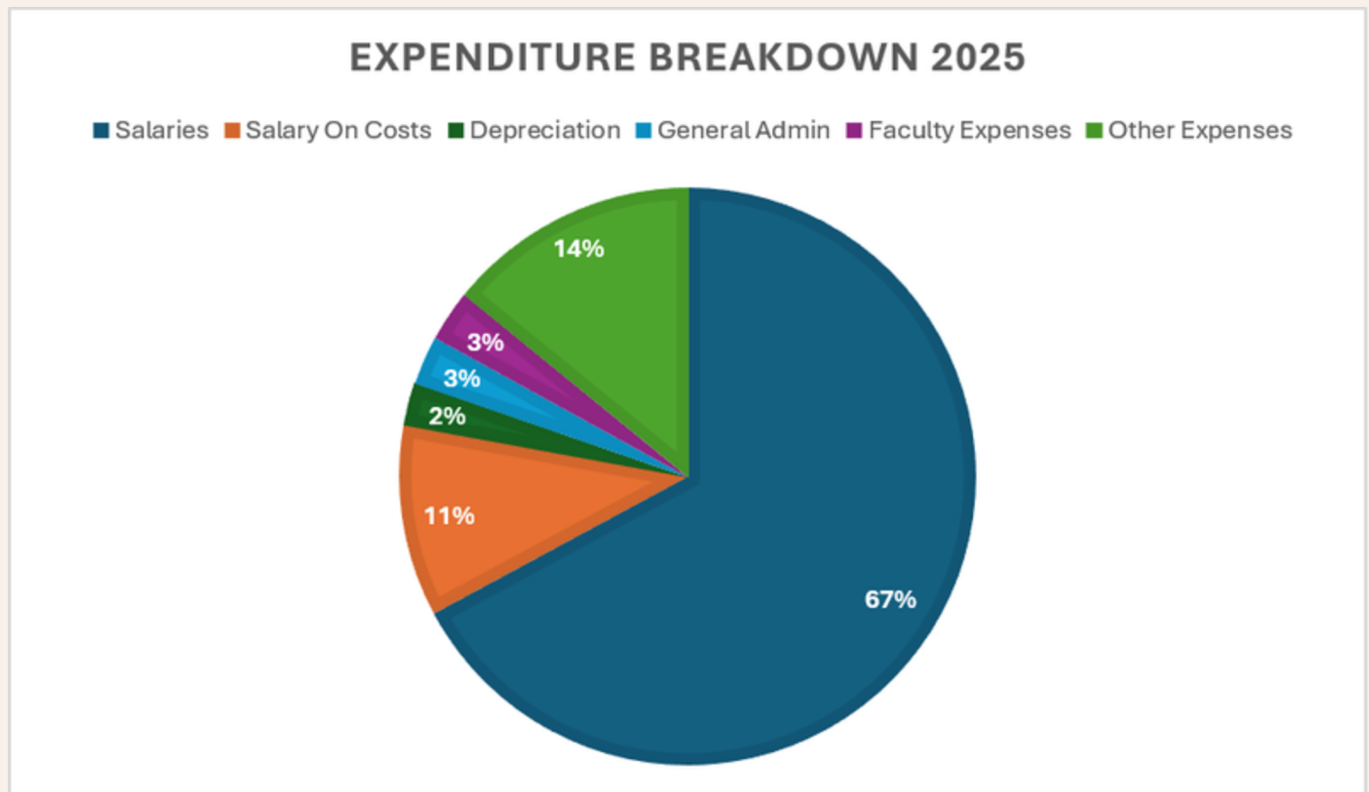


West Coast Steiner School's primary source of income continues to be recurrent government funding, representing approximately:

- 56% Government Funding
 - 47% Federal
 - 9% State
- 40% Fee Income from families
- ~4% Other income, including other grants and capital contributions

This diversified funding base provides a stable foundation for ongoing operations.

EXPENDITURE



The expenditure profile for 2025 remains broadly consistent with prior years:

- 67% Salaries and superannuation (largest cost driver)
- 31% Operating costs, including utilities, maintenance, and program delivery
- 2% Depreciation

This reflects the school's continued focus on delivering high-quality education, with staffing remaining the primary investment area.

INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF WEST COAST STEINER SCHOOL INC

Report on the Audit of the Financial Report

Opinion

We have audited the financial report of West Coast Steiner School Inc (the "School"), which comprises the statement of financial position as at 31 December 2025, the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including a summary of material accounting policy information, and the statement by board.

In our opinion, the accompanying financial report of the School is in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- (i) giving a true and fair view of the School's financial position as at 31 December 2025 and of its financial performance and cash flows for the year ended on that date; and
- (ii) complying with Australian Accounting Standards to the extent described in Note 1, and Division 60 of the *Australian Charities and Not-for-profits Commission Regulation 2022*.

Basis for opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the registered entity in accordance with the ACNC Act, the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110: *Code of Ethics for Professional Accountants* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the School's financial reporting responsibilities under the *Australian Charities and Not-for-profits Commission Act 2012*. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Responsibilities of the Directors for the Financial Report

The directors of the School are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial report is appropriate to meet the requirements of the *Australian Charities and Not-for-profits Commission Act 2012* and is appropriate to meet the needs of the members. The directors' responsibility also includes such internal control as the directors determine is necessary to enable the preparation of a financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the School's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the registered entity or to cease operations, or have no realistic alternative but to do so.

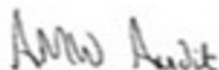
Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



AMW AUDIT

Chartered Accountants

Address: Unit 8, 210 Winton Road, Joondalup, Western Australia



MARTIN SHONE

Principal & Registered Company Auditor

Dated at Perth, Western Australia this 26th day of May 2026