



Tarremah Steiner School

School Performance Information for 2008

The following information is provided to meet obligation 9 of the educational accountability requirements of the Schools Assistance (Learning Together - Achievement through Choice and Opportunity) Act 2004 and associated regulatory frameworks.

Professional Engagement

1. Staff attendance

This statistic concerns teaching staff. Staff members were considered to be attending to school responsibilities if they were engaged in their teaching duties or undertaking other approved professional activities. The only absences occurred as a result of illness. The attendance across the teaching staff was 96.9%.

2. Staff Retention

This statistic concerns teaching staff. It has been based on the full time equivalent number of teaching staff retained by the school from the end of one school year into the next. Between 2006 and 2007 this retention rate was 86.75% and between 2007 and 2008 it was 87.82%.

3. Staff Qualifications

This information concerns teaching staff employed in 2008.

STAFF	QUALIFICATIONS
Adams, Damon	Bachelor of Arts/Diploma of Education (Primary) Diploma of Education (Secondary)
Bottrill, Sue	Diploma of Teaching Bachelor of Education Advanced Diploma (Extra Lesson)
Budd, Yoshi	Bachelor of Arts Bachelor of Teaching (Honours)
Bushnell, Sue	Certificate in Education
Clarke, Sharon	Master of Education Bachelor of Education Bachelor of Physical Education
Correy, John	Bachelor of Science (Hons) Geology Diploma of Education Catholic Teacher's Certificate
De Brauwere, Chantal	Bachelor of Arts (Hons) Post Graduate Diploma in Education
Ferguson, Georgina	Bachelor Fine Arts Advanced Diploma in Anthroposophical Studies Level 4 Bachelor of Teaching

Fisher, Karen	Graduate Diploma in Rehabilitation Studies Graduate Diploma in Education Bachelor of Science Diploma in Educational Psychology
Fuhr-Evitt, Annette	Bachelor of Education
Marjorie Gadd	Diploma of Arts Teacher's Certificate Bachelor of Education
Happé, Janet	Bachelor of Health Science Graduate Diploma of Midwifery Graduate Diploma of Education (Early Childhood Studies)
Hyland, Wendy	Diploma of Teaching Bachelor of Education Bachelor Fine Arts
Kowey, Bridget	BC Govt Certificate of Education Bachelor of Visual Arts Master of Teaching
Kuepper, Andreas	Advanced Diploma Steiner Education Bachelor of Arts Diploma in Education
Merhulik, Kim	Bachelor of Arts Diploma of Education
Nakagawa, Yuko	Bachelor of Arts (Chinese Studies) Bachelor of Arts (Asian Studies) Bachelor of Arts (British & American Literature) Graduate Diploma in Education
Peacock, Stewart	Bachelor of Education Certificate of Education (London) Masters of Business Administration
Perversi, Margaret	Diploma of Teaching (Primary)
Port, Sally	University of Oxford - General Certificate of Education
Samuelson, Carol	Diploma of Arts in Music Tasmanian Teacher's Certificate TESOL Certificate III
Sinclair, Helen	Bachelor of Arts Graduate Diploma of Education Associate Diploma of Social Science (Child Care)
Sponholz, Apryl	Bachelor of Teaching Bachelor of Science
Stait, Kerry	Bachelor of Arts Graduate Diploma of Education
Tait, Brett	Bachelor of Teaching (Secondary) Bachelor of Arts
Toman, Frank	Bachelor of Education Graduate Diploma of Education

Table 1: Academic qualifications of 2008 teaching staff

4. Expenditure and Teacher Participation in Professional Learning

This statistic requires information on teaching staff. At Tarremah professional development is conducted in a manner to include all staff. Educational programs include all classroom based staff. The average expenditure for teaching staff in 2008 was \$548.66.

Key Student Outcomes

5. Student Attendance

This statistic concerns full time students from Prep to Class 9. The average attendance of full time students was 93.08%.

6. Proportions of Students Meeting Benchmarks

This statistic concerns students in Classes 3, 5, 7 and 9 in 2008. Literacy and numeracy benchmark tests are offered to all students in these classes. In some cases parents choose to withdraw their children from participating in these tests. Some students are withdrawn for educational reasons, others for philosophical reasons. The following information reports on the outcomes for students who participated in the tests and also on class outcomes as a whole.

Under Commonwealth Government guidelines, children who are withdrawn from the tests for other than educational reasons are counted as having failed to meet the benchmarks, hence the difference in results between the children undertaking the tests (“Participating”) and the class as a whole.

2008 Class	Reading: Met Benchmarks		Writing: Met Benchmarks		Numeracy: Met Benchmarks	
	Participating	Whole Class	Participating	Whole Class	Participating	Whole Class
3	100%	96%	96%	96%	100%	100%
5	94%	100%	94%	93%	94%	100%
7	100%	100%	100%	96%	96%	100%
9	100%	89%	100%	89%	100%	100%

Table 2: Percentage of children meeting benchmark standards

7. Changes In Benchmark Results from 2007 to 2008

This statistic concerns students in Classes 3, 5 and 7 in 2007 and 2008. The statistics also include Class 9 for 2008. Literacy and numeracy benchmark tests are offered to all students in these classes. In some cases parents choose to withdraw their children from participating in these tests. For Tarremah this has been particularly the case for Class 3 students. Some students are withdrawn for educational reasons, others for philosophical reasons. The following information reports on the outcomes for students who participated in the tests and also on class outcomes as a whole.

Under Commonwealth Government guidelines, children who are withdrawn from the tests for other than educational reasons are counted as having failed to meet the benchmarks, hence the difference in results between the children undertaking the tests (“Participating”) and the class as a whole.

The comparison is between different groups of children, e.g. the children of Class 3 in 2007 against the Class 3 children of 2008.

2008 Class	Reading: Met Benchmarks		Writing: Met Benchmarks		Numeracy: Met Benchmarks	
	Participating	Whole Class	Participating	Whole Class	Participating	Whole Class
3	0%	18%	-4%	19%	0%	30%
5	-1%	17%	-1%	10%	4%	17%
7	0%	8%	0%	4%	3%	7%
9	100%	89%	100%	89%	100%	100%

Table 3: Changes in benchmark results from the previous year

8. Value Added

This section allows the school to identify areas in which its approach takes the children beyond the minimum requirements. At Tarremah Steiner School the curriculum provides for a broad and enriching education based on the developmental needs of children. It is rich in music, art, drama, movement, story telling, outdoor education, etc in order to present a challenging academic program in a relevant and engaging manner. Long term relationships with class teachers provide continuity and security for the children and strong connections between parents and teachers. At Secondary School level an increase in the number of choices in extra- curricular activities have been introduced – some of which are offered at the lunch break. The Outdoor Education program has also been increased. Health and Physical Education also offers opportunities for students to explore a variety of topics in order to discover more about themselves and how they can serve the wider community.

9. Average standardised assessment results for Year 9 and 10 Students

Please refer to tables above for NAPLAN results of Class 9.

As Tarremah had no 10 students in 2008 this reporting requirement does not apply.

10. Senior Secondary Outcomes

As Tarremah had no senior secondary students in 2008 this reporting requirement does not apply.

11. Proportion of Year 9 students retained to Year 12

At Tarremah the high school goes to Class 10 therefore this reporting requirement does not apply. However, it may be worth mentioning that 81% of the current class 10 students have been at Tarremah since Primary School.

12. Post-School Destinations

As Tarremah had no senior secondary students in 2008 this reporting requirement does not apply.

Satisfaction

13. Parent, Student and Teacher Satisfaction

In May 2008 school students, parents and staff were surveyed on their views about the organisational health of the school. Forty families were randomly selected, out of which only 26 parents completed the survey. 26 students and 6 staff members were invited to respond. The results were provided to the school in November and the summary of results is available from the office if you are interested.

The survey was conducted in part to meet the requirements of the Schools Registration Board. The survey instruments were developed by the State Government Education Department and so some items were not closely matched to Tarremah's educational and cultural aims but an overall impression of opinions of the school can be gained. Overall the results of this second survey were positive for the school and provide ongoing directions to be future investigated:

- ❖ Staff members continue to feel supported and attempts are being made to increase role clarity and provide recognition whenever possible. The College continues to review its staff mentoring and appraisal processes particularly to include recognition of achievements.
- ❖ Student and parent opinions indicate levels of satisfaction at the higher end of the Australian benchmarks.
- ❖ The school performance sits generally at the high-middle range for Australian schools, but as other schools do achieve better results there is room for improvement.
- ❖ The College continues to look at the information to determine priorities for action.

In 2009 Tarremah will consider the value of undergoing another survey. The previous system of surveys provided by the Department of Education no longer applies to Independent Schools and this has a cost implication for us.

