

Welcome to the Armidale Waldorf High School



The Armidale
Waldorf School
and Boongaia Preschool
FOR RUDOLF STEINER EDUCATION





From the Education Director

The addition of the high school (Years 7-12) at The Armidale Waldorf School is born of the desire to offer a model of secondary education in the region that draws from the unique perspective of Steiner education. The success of this program demonstrates its relevance and place within local offerings and it is exciting to see this vision come to life.

The heart of Steiner education lies in the attention it gives towards the emotional, intellectual, spiritual and physical development of each child, fostering a deep engagement with learning and a lifelong sense of wellbeing. Our curriculum fits with the national Steiner curriculum framework and is also approved by the NSW Education Standards Authority (NESA).

Our small high school offers a calm, friendly and beautiful setting to guide our students through the high seas of adolescence. This crucial and exciting time in a child's development presents an extraordinary opportunity. Each child is encouraged to expand on their individual capacities and to contribute to the school community, with a view to living a life of joy and purpose. Teaching senior students in a Steiner setting means respecting the freedom of the young adult, walking alongside them with authenticity, strength, humour and compassion. The faculty teach and mentor students through the three ideals of truth, beauty and goodness, for the betterment of our school environment and the world.

Years 7 to 10 offer opportunities in drama, sport, school camps, creative arts and an engaging, student-centred teaching and learning program that seeks to stay close to the heart of the purpose of Steiner education - the flourishing of your child. In the Senior Years at TAWS (Year 11 and 12), students undertake an HSC-focused program tailored to provide a broad education and the skills, wisdom and maturity required to enter adult life.

We welcome your expression of interest in our high school program. The Armidale Waldorf School, *'more than an education, a foundation for life'*.

Zana Clarke,
Education Director

"Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility – these three forces are the very nerve of education." Rudolf Steiner.



Setting the Scene: High School Years at the Armidale Waldorf School

The Armidale Waldorf School provides students with a creative and engaging broadbased curriculum appropriate to the stage of child development and consistent with NSW Educational Standards Authority (NESA) requirements. Students will attain the Record of School Achievement (RoSA) at completion of Year 10 and the Higher School Certificate (HSC) in their second year of Senior School, upon satisfactory completion of the relevant courses.

"Lead your child out into nature; teach him on the hilltops and in the valleys. There he will listen better, and the sense of freedom will give him more strength to overcome difficulties. But in these hours of freedom let him be taught by nature rather than by you. Let him fully realize that she is the real teacher and that you, with your art, do nothing more than walk quietly at her side." Johann Heinrich Pestalozzi

An Education for Life



Academic Excellence

- Analytical & Critical Thinking
- Knowledge & Research Application
- Curiosity & Problem-solving



Artistic Appreciation

- Self-expression
- Creative Contributions
- Imaginative Intelligence



Community Connection

- Diversity & Cultural Awareness
- Self & Social Consciousness
- Sense of Belonging



Environmental Awareness

- Passion & Integrity
- Collaborative Responsibility
- Resourceful & Reflective



Sport and Movement

- Resilience & Determination
- Self-development & Self-esteem
- Physical Development & Growth



High School Overview

School Site

The school site offers an ongoing opportunity for students to develop a sense of place and belonging and the opportunity to engage with nature purely by being here. This is considered a powerful influence for the students. The environment continues to develop, with a program of improvement across facilities, grounds and buildings being followed as the school grows.

Curriculum

The Years 7-10 curriculum is comprised of core subjects and our broad-based curriculum, to give students the opportunity to study across a wide range of subjects for a well-rounded education. Whenever possible, these subjects are studied in an interdisciplinary manner, which is increasingly acknowledged as a better way to learn prior to specialisation, which occurs in the Senior Years (Year 11 and 12). Interdisciplinary study is a hallmark of Steiner education, in particular in the Main Lessons.

Core subjects: English, Mathematics, Human Society and its Environment (HSIE), Science, Technology, Creative Arts, and Personal Development, Health and Physical education (PDHPE).

Broad-based curriculum subjects (BBCs): woodwork, art, drama, music, carving in wood and lino, sculpture with clay and stone, website development, animation, textiles, digital and film photography, writing and shooting a short film, community service, journalism, silversmithing and jewellery-making.

Camps

Class camps involve physical challenges and an experience of historical, artistic and political cultures. In these camps, students are required to show an increasing sense of responsibility, cooperation and independence.

Over their schooling, not only will the students cover many geographical regions but also meet people from all walks of life. This time away as a class strengthens the relationships between students and teachers to create a strong identity as a class group, working and growing together.

Through the Camp Program the teacher is provided with many opportunities to observe and learn about the children, observations that will be invaluable in the years and months to follow. The children themselves learn resilience, sharing, cooperation, reverence for nature, the excitement of exploration, interest in the world around them, independence and many outdoor camping skills. Both past and present students fondly remember class trips and all agree they gained enormously from the experience.

Teaching and Learning Staff

Commencing in Year 7, students depart from the primary school model of having a single teacher teaching all of the Main Lessons. In the high school, students enjoy the opportunity to have Main Lessons taught by subject specialists, with the teacher changing every three weeks. This also meets their developmental stage as they emerge into their teenage years. A move towards independence and interdependence is fostered by interaction with a wider range of adults than in the primary school.

The faculty is comprised of teachers with extensive experience and training in Steiner Education, in the Department of Education, the Australian independent sector and international schooling. This creates a dynamic, outward-facing faculty with a range of skills. The teaching staff who are new to our school are enthusiastic and committed to our growing enterprise, and are engaged in ongoing professional development in Steiner Education through regular mentoring and participation in external professional learning. Professional development programs in subject specialities and other aspects of secondary education are also routinely undertaken.

The Rhythm of the School Day

Students spend the first part of the morning in the Main Lesson, a rich two-hour learning sequence that concentrates on the same subject for a three-week period. These longer sessions allow students to interact with their subject, classmates and teachers more deeply. The Main Lesson offers more time for a truly broad-based education, with differentiation according to student need, layering of increasingly complex material, and questioning and response time. The remainder of the day is arranged into a middle period of two 45-minute periods and one 75-minute period after lunch.

The school runs composite and single year classes, according to class size, to ensure that classes are neither too large or too small. Specialist teachers work across Years 7-10, with teachers developing a close relationship with students across the cohort, due to the small size of the school and the tendency for teachers to teach more than one subject to their students. Our curriculum is delivered in stages: Stage 4 - Year 7 and 8, Stage 5 - Year 9 and 10, Stage 6 - Year 11 and 12. This allows the single class/ composite class structure to be used as needed.

While all teachers have pastoral care responsibilities, each year group has its own Guardian, who takes a special interest in the wellbeing of the students in their care and is the first point of contact for parents. Students have two group sessions with their Guardian each week, as well as being taught by them for some of their subjects. This model forms an integral part of The Armidale Waldorf High School's commitment to student wellbeing, with additional supports available if needed.





Year 7/8

This phase of school coincides with the onset of puberty – a time of great change.

As in the younger classes, the Year 7/8 curriculum continues to cultivate the thinking, feeling and willing through a balance of academic studies, artistic activities and practical experiences. However, the emphasis at this stage is on assisting young people to integrate these activities with the help of the emerging ego.

The students begin to acquire an intense curiosity and a growing capacity for higher-order analysis and reflection. They are also moving towards more rational decision-making and a better understanding of the consequences of behaviour. As their interest in ethical and moral questions develops they are keen to explore real-world social issues. Many want to make the world a better place as active, emerging young citizens within our Australian society and global community, meeting the world in a truthful and creative way.



Year 7/8 Curriculum

English Main Lessons

In Year 7/8, English Main Lessons seek to empower students and their emerging voice to develop their passion, self-expression and desire for dissent and discussion, in order to remake the world for the better. “The Power of the Word” examines the history of the English language and the techniques of persuasive speech, while “Wish, Wonder and Surprise” inspires their creative writing forces. Two Main Lessons, “The Renaissance” and “King Arthur”, harness the excitement of the birth of ideas, identities, cultures and codes of living. The study and performance of the plays *A Midsummer Night’s Dream* and *A Canterbury Tale* broaden their perspective beyond their own experience to worlds that are vastly different and yet somehow similar to their own.

History and Geography Main Lessons

History and Geography often intertwine, as students connect their own broadening inner world to the exploration and discovery of the world in history and through the study of geography. Main Lessons include “The Middle Ages”, “The Age of Discovery” (movement of peoples), “The Lay of the Land” (landscapes and landforms) and “The Southern Hemisphere” (geographic contrasts and connections). A return to the study of ancient history, in particular archaeology, considers the intersection of place and people in another light and asks them to return to old subjects with a questioning eye.

Science Main Lessons

In Year 7/8 Science Main Lessons offer a range of topics, including “Mechanics, Combustion and The Lime Cycle”, “The Diversity of Life”, “The Human Body”, “From Alchemy to Industry” and “The Physics of Flight”. Central to the teaching of all is the power of the student’s own observations, so that they are directly participating rather than simply receiving information. The Main Lesson “Connections and Birthing”, which also addresses the intent of the PDHPE curriculum, introduces students to the biology of reproduction, through researching and sharing their own “birth stories” and listening to the stories of others. This brings an awareness of the responsibility for conception/contraception, the physical and emotional impact of pregnancy, the process of birth and the care of the baby. The Main Lesson “Caring for Our Life Processes” also addresses the intersection of science and PDHPE, and educates students on how their bodies work and what they can do to care for them.

Maths Main Lessons

Maths Main Lessons explore how the practical and the perfect (idealism and pragmatism) intersect. This is undertaken through studies in “Maths in Nature”, “Money in Society”, “Measurement and Geometry”, “Pythagoras and Algebra” and “Mapping and Maths”. At this stage of development, students seek to know the “why” of learning something, and these maths Main Lessons seek constantly to show connections between the realm of “pure thought” and practical application.

The study of Technology is split into three strands:

– Digital Technology

Digital Technology (ICT) is focused on developing skills and capabilities to prepare students for the digital world, while learning to be responsible users of technology.

– Agriculture and Food Technology

The agriculture plot, high school laboratory and school kitchen provide a hands-on base for investigating sustainable practices, managed systems and permaculture. This subject is also supported by an excursion program to visit local producers.

– Material Technology

Material Technology builds on handwork and crafting skills learned in the primary school, with two terms of woodwork in our purpose-built facility building, and two terms of sewing and crochet. Students work on projects of increasing complexity according to their needs and abilities.

French

In Years 7 and 8, students continue to learn conversational French and have the additional focus of French as a global language. French is also taught through the lens of other subjects such as geography, history, art, English and technology. This approach supports the Main Lesson and provides an integrated learning environment.

Creative Arts

All students participate in the creative arts program of drawing, painting, music and drama. Annual class plays give every student the opportunity to explore their interest in self expression. Students attend weekly visual arts classes as well as individual instrumental music tuition, and art is incorporated into every main lesson to foster emotional and aesthetic engagement.

Personal Development, Health and Physical Education

In weekly lessons, students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. Students also explore the self-management and interpersonal skills required to promote their own and others’ health, safety and wellbeing. Puberty and reproduction are covered sensitively, with a view to positive family relationships, in the main lesson “Connections and Birthing”, while health choices and irks taking receives special attention in the main lesson “Caring For Our Life Processes.”

The TAWS sports and movement program

This program includes learning traditional Aboriginal games, ball sports at school, regular visits to SportUNE to utilise courts and fields, an annual fire performance, and a robust hiking and camping program. The high school has a court on its grounds for basketball, volleyball and other games, and a fitness and callisthenics exercise station, all of which students can use during break times.



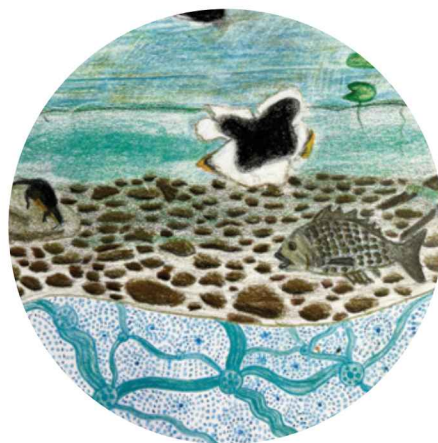
Year 9/10

Moving through the 15- to 16-year-old developmental changes, the grounds for good self-esteem, resilience, responsible responses, respect for others and themselves, independent thinking and so on have been prepared.

We are in the time now for trust that the work has been done and will carry us through, with a little deep breathing and inner calm required in places by the adults.

Our children are still working through many challenges; for many it is an ungainly time physically: skin problems embarrass some; facial features seem out of proportion for others; intellectually, they need more time; socially, because of their intense need for independence, they may be pushed into withdrawal and rebelliousness. It is a time when they feel their individuality strongly and want independence, perhaps before they seem capable of it to others.

In a way this period represents "youth", at the edge of the beginning of adulthood. This age group want and need, and will take, independence, either externally or internally, whether we like it or not. So we need to facilitate that. We need to encourage them to think things through, to plan, to be responsible to themselves and to others. It is not about control, but about mentoring. The adult role now is to be a worthy mentor to them, even when they do not seem to be watching, or wanting one. This is not about giving away all expectations of responsible behaviour, but changing the framework in which it is seen.



"The capacity for forming judgments is blossoming at this time and should be directed toward world-interrelationships in every field. The world must become so all-engrossing to young people that they simply do not turn their attention away from it long enough to be constantly occupied with themselves." Rudolf Steiner

Year 9/10 Curriculum

English

Students in Year 9/10 stand at the edge of a new reality, considering how to navigate the seas of excitement, danger and responsibility presented before them. The themes of loneliness and existentialism in the "Australian Literature" Main Lesson resonate with the inner experience of students. In the "Tragedy and Comedy" Main Lesson, students learn the art of riding the emotional roller coaster. Plays, novels, film and short fictional works offer examples of catharsis, humour and heroes who struggle with the dark and light aspects of themselves. The strong drama component of the curriculum presents opportunities for role play and experimentation with their emerging sense of self. English lessons focus on the skills of oral and written argument, novel studies, essay writing, debating, grammar and proofreading. Finally, the "Sages and Epics" Main Lesson focuses on 'the hero's journey' in literature, which mirrors the human experience as we move through cycles in our own lives between periods of calm, struggle, personal growth and a subsequent return to peace or safety. Students study Shakespeare's 'Romeo and Juliet' and 'Macbeth' in alternate years with the opportunity to perform them as well in the yearly class play.

Maths

As the capacity for rigorous logic awakens within the Year 9/10 students, mathematics provides an excellent forum for the application of structured, logical thinking to make judgments based on observation and understanding rather than emotional response. Students engage with topics that kindle interest in the world around them. Mathematics begins to encompass technology, and students learn to appreciate technology as a cultural creation of human beings. Emphasis is placed on working with accuracy. Studying sequential processes and algorithms develops objectivity and clarity in thinking. Students are asked to make increasingly more theoretical judgements, to explore how general laws with predictive power can be applied in the world.

Science

The curriculum in Year 9/10 contains a robust range of topics that expand the "seeming smallness" of individual existence into the context of the greatness of the world. Students study the formation of Earth and its place in the Universe, as well as the functioning of organisms and the extraordinary inner workings of their own bodies. The class will engage in a number of science, technology, engineering and mathematics (STEM) projects related to topics of study, to emphasise the interconnection between these subjects and their use and power in the world. Continuing the theme of active learning, students will study chemistry in the lab, with depth studies on the transformation of plant substances and salt chemistry. Students may be invited to attend a weekly extension science class, according to interest and diligence, which will deepen their knowledge of the Main Lesson classwork and offer an additional hands-on component.

History

Modern History covers the broad range of ideas that motivated change and shaped the world we live in today. Students will study major events and turning points from the beginning of the 19th century to the present-day in Australia and internationally. They examine current world issues and trace their historical roots from multiple sources and perspectives. Depth study topics include the Industrial Revolution, World Wars I and II, changes to civil and human rights with particular reference to Aboriginal and Torres Strait Islander peoples, and the rise of China and India as global powers in the late 20th and early 21st centuries.

Geography

In Year 9/10, Geography increasingly becomes a study in how human beings can balance their own success with the thriving of others and of the environment. Food production, urbanisation and sustainability, variations in human wellbeing, and environmental change and management are all considered in this overarching theme. These topics draw on students' learning from past years in the disciplines of Science, Geography, Citizenship and History. Students consider deeply the problems and opportunities that exist today locally, nationally and internationally.

Year 9/10 Broad Based Curriculum Subjects (BBCs)

All students participate in a carefully curated Electives Program designed to extend their capacities and nurture new interests, with an emphasis on project-based learning. The program covers many subjects, which offered to the whole class as a group. Offerings include art, drama, music, carving in wood and lino, sculpture with clay and stone, website development, animation, textiles, digital and film photography, writing and shooting a short film, community service, journalism, silversmithing and jewellery-making. Students wishing to continue studying French will have the option of pursuing this as an alternative stream within the BBCs.

"The new generation of citizens requires not just strong academic skills, but also curiosity, imagination, empathy, entrepreneurship and resilience. They need confidence and determination to create their own employment and to manage their careers in new ways. Effective education systems will go beyond traditional teaching techniques. Not only will they provide learners with knowledge relevant to future employment, they will also develop the ability of learners to be personally effective in applying that knowledge in changing situations."

OECD, "Teenagers' Career Aspirations and the Future of Work"



Senior Years (11 and 12) Preliminary and HSC Courses

Teaching senior students in a Steiner setting means respecting the freedom of the young adult, walking alongside them with authenticity, strength, humour and compassion.

The Armidale Waldorf School offers six set Preliminary and HSC subjects in a two-year sequence. These are determined in close consultation with students in each year's cohort, to ensure that we are meeting the needs of our students. In addition, students may use an external provider to access a subject that is not offered. The school also has a relationship with the University of New England, who provide regular visits from academics into the relevant class, to offer 'real time, real world' perspectives on the topic being studied, a window into how knowledge continues to be extended and applied in each discipline, and a model of where an interest in excellence and diligence can lead you.

Through all teaching and learning, we offer students a sense of the use, interest and joy in the subject at hand, so that the culmination of their education is 'more than the HSC': a readiness for life. The following subjects are examples of those offered in a two-year sequence. Please contact the school for our most recent planning in this area.

"From now on, you will accomplish nothing by way of authority. You have to convince adolescents through the sheer weight of your indisputable knowledge and expertise and provide waterproof reasons for everything you do or expect of them."

Rudolf Steiner

Senior Years Subjects

English (Mandatory)

In the Senior Years of English, students continue to develop their capacity to understand and use the English language for a variety of purposes and in various contextual forms. Students engage with and explore a variety of novels, films, plays, poems and other types of texts, including widely acknowledged quality literature of past and contemporary societies. Through their responding and composing of both critical and creative texts, students develop an understanding of themselves and of diverse human experiences and cultures. It provides students with opportunities to experiment with ideas and expression, to become innovative, active and independent learners, to collaborate, and to reflect on their learning.

Mathematics (Mandatory)

The Mathematics syllabus is designed to offer opportunities for students to think mathematically through questioning, communicating, reasoning and reflecting. They promote development of 21st-century knowledge, skills, understanding, values and attitudes and provide challenges. Students generalize, find connections, think critically and creatively, using appropriate technology to support mathematical activity.

Society & Culture

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods. Students undertake extended guided research in an area of particular interest to them, called a Personal Interest Project. They might study another culture, a development within their own culture, or something crosscultural, such as ideas about history, beauty, gender, religion or politics across time or context. Students will be assisted to find a project that deeply interests them so that it becomes a rewarding and enlightening pursuit. The students' research findings are presented for external assessment in a format called the Personal Interest Project.

Ancient History

The Preliminary course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world, including Ancient Egypt, Mesopotamia, Greece and Rome. The HSC course provides students with opportunities to apply their understanding of archeological and written sources and relevant issues of in the investigation of the ancient past. Students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period. This topic is supported by online and local site visits, and a school tour to Greece and Italy in those years where student interest allows.

Modern History

The Preliminary course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. The HSC course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.

Earth and Environmental Science

The Preliminary Course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact of the Earth's resources and its surface. The HSC course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to keep central the theme of sustainability for the long-term welfare of our planet and all forms of life that dependent upon it.

Biology

The Preliminary course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity. The HSC course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals.

Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and noninfectious diseases.

Physics

The Preliminary course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects. The HSC course provides avenues for students to apply the concepts introduced in the Preliminary course and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

Personal Development, Health and Physical Education

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices. In the HSC course, students focus on major issues related to Australia's health status. They undertake optional study from a range of choices, including investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Visual Arts

This course provides students with the opportunity to develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students engage in critical and historical study of the artworld to investigate artists, artworks, worlds and audiences from a range of cultural, political, historical and social perspectives and use these to inform their own artmaking practices.

Music

This course provide students with the opportunity to study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students nominate three electives made up of any combination of performance, composition and/or musicology which reflect the three topics studied in the HSC course.

Business Studies

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society. Students will have the opportunity to set up a small business of their own during the program.

Guardian Lessons

In addition to their HSC subjects, students will attend a weekly lesson with their Guardian on a range of topics, including Philosophy, World Religion, Art-Making, Study Skills and other identified areas of interest and benefit to the cohort, outside of the Preliminary and HSC assessment and reporting domain. This will also include a wellbeing program, including opportunities to exercise, socialise and reflect on their experiences in their study and broader lives.

Camps

The school will offer two study camps per year, which will build on the intent of the wellbeing program, while also offering intensive classes to support upcoming assessment. Camp locations will vary but will also include comfortable group accommodation and immersion in nature. An optional, additional-cost Ancient History tour may also be offered in alternate years where there is student and parent interest.

Extension Subjects

Students may elect to study an Extension or Advanced Subject in addition to their load, by negotiation with the school.




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