



School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## **Guidelines for the Principal's reports to the Board on curriculum delivery**

Some questions require significant preparation so need to be addressed on a regular cycle:

- 1. Brief introduction** to the curriculum area,  
Focus should be on the last year and developments, innovations, any review that has taken place. *early in school year*
- 2. Is the rate of students' progress** reasonable in relation to what could be expected?
  - Literacy *at least twice a year*
  - Numeracy *at least twice a year*
  - Other areas in the annual plan *twice a year*
  - Other areas of interest *once a year*

NB: Need to report on all classes. For literacy and numeracy we should look at achievement data over 3 years, this may include a review of differences in achievement and participation based on gender and ethnic differences

- 3. The achievement of Māori students** will be reported to the Board of Trustees in a manner that protects the privacy of individual Māori students. This report will promote the effective use of data to improve teaching and learning and school-wide systems to promote success for Māori.
- 4. Review/ analysis** - how has a review of the data above informed our curriculum aims/ teacher practice or school foci? What do we understand from the comparison with prior years? How are teachers planning to use this information on student progress to inform their teaching? What is the outcome of the review? What has been the teachers' self review process in their planning?
- 5. Next steps**  
What will be done with this information? (eg more focus on a particular group of students in a particular area? Will there be new goals set that may form part of the next year's annual planning.

In addition it would be very helpful if some questions could be thought about for each report to the Board:

1. Has there been any communication with parents, since the last report, on:
  - the Dunedin Rudolf Steiner School curriculum
  - students' progress
  - what is happening in the classroom
  
2. Is there anything the Board could do to:
  - (a) Foster student learning?
  - (b) Support teachers' teaching?
  
- 3.. Have any new or existing students been identified as:
  - (a) Having special gifts
  - (b) Having special needs
  
4. If so ... what is being done to meet the needs of these students?

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Signed: \_\_\_\_\_

Print Name \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_