



## Dunedin Rudolf Steiner School Analysis of Variance 2020

<b>Strategic Aim</b>	<b>Excellence in Steiner Education</b> so that children are creative thinkers, socially aware and reaching their academic and artistic potential. All children are taught the full Dunedin Steiner curriculum, linked to the New Zealand curriculum.
<b>Annual Aim</b>	1.1 To enhance special character delivery and establish the College of Teachers as the kaitiaki of the Special Character of the School
<b>Target</b>	By the end of 2020 the College of Teachers has reviewed and rewritten the opening statements in the Charter Throughout 2020 the staff will demonstrate in their planning and teaching, a growing understanding of Steiner education
<b>Baseline Data</b>	Charter required revision, teachers seeking deepening awareness and practice of special character

<b>Actions What did we do</b>	<b>Outcomes What happened</b>	<b>Reasons for variance Why did it happen</b>	<b>Evaluation Where to next</b>
<p>College of Teachers actively worked on review of charter. Twice yearly joint meetings of staff, Board members and Proprietors Trust worked together on this task</p> <p>The teachers studied the Foundations of Human Experience by Rudolf Steiner and an understanding of special character was also informed by the SEANZ<sup>1</sup> Special Character guidelines. Aspects of special character were shared in termly class parent evenings</p>	<p>Revised Charter</p> <p>Aspects of special character were shared in termly class parent evenings</p> <p>Classroom visits by colleagues and Principal focused on special character.</p> <p>Festivals and events which demonstrated thoughtful planning and enhanced the gesture in relation to special character.</p> <p>Mentoring and PD with focus on special character practice, especially for new teachers. Regular study to inspire practice.</p>	<p>Teachers awareness and practice was enhanced</p> <p>The Joint meetings are an effective leadership forum for the school</p> <p>Achieved</p> <p>Achieved</p>	<p>The new Strategic goals in the 2021 Charter form a good basis for the school's direction.</p> <p>Ongoing focus required on Special character</p>
<b>Planning for next year</b>			
2021 will see a focus on professional development in Steiner special character for teaching staff			

<sup>1</sup> SEANZ – Steiner Education Aotearoa New Zealand – the national umbrella organisation for Steiner Schools, Kindergartens and other Steiner education establishments



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<b>Annual Aim</b>	1.2 To increase the achievement level of those students achieving at level B(elow) in writing
<b>Target</b>	Students achieving B(elow) in November 2019 will be the focus from the start of the year (so that they achieve level A(t) by the end of 2020.
<b>Baseline Data</b>	There were 8 students at B(elow) at end of 2019

<b>Actions What did we do</b>	<b>Outcomes What happened</b>	<b>Reasons for variance Why did it happen</b>	<b>Evaluation Where to next</b>
<p>Engaged parents, teachers and teaching assistants in creating and following a Collaborative Education Plan (CEP) for each of these students.</p> <p>Employment of a Teacher Aide for group and individual tuition.</p> <p>The school joined the local Kāhui Ako, resulting in the access to the services of the Learning Support team who helped to diagnose and address remedial approaches for these learners.</p> <p>The students of focus included additional students who were felt to benefit from additional support</p>	<p>Of all pupils receiving special focus in writing, out of 15 students 6% (1) progressed from level B(elow) to A(t), making more than a year's progress.</p> <p>94% (14) maintained level B indicating they made a year's progress but not measurably more.</p> <p>Teachers observed that all 15 pupils had increased in confidence and gained skills through the increased focus, intervention of one on one or small group work with a teacher aide.</p> <p>At the end of the year we had completed assessments/ analyses done by the Learning Support Coordinator of the North Dunedin Kāhui Ako which provided better insights into some of the learning, processing difficulties of the 8 pupils who were making the least progress. By the end of the year all pupils were performing better with a more targeted approach</p>	<p>Our pupils do not come from a disadvantaged background and our best practice lies in the expectation that most pupils will progress achieving at their level across the years. In some cases children may have complex learning differences which require deeper understanding/ strategies than simply focussing on them with differentiated teaching and assisted learning. These children do not manage to maintain their year level without intervention. With a new staff member who is highly experienced in literacy teaching and the advent of an active regular engagement with the North Dunedin Kāhui Ako Learning Support team, we have been able to deepen our understanding of the learning differences and devise a programme of targeted assistance to hope to progress their learning</p>	<p>It is worth commenting that by 'staying at the same level' students are making a year's progress whereas without the focus they may have slipped further behind.</p> <p>A positive outcome of the focus in 2020 and interventions so far will ensure a better informed approach to similar focus groups in 2021</p> <p>Teachers worked with Julie's "leadership" in moderating a writing exemplar. Samples were sent to Federation as part of a Literacy initiative to establish levels against our Learning steps</p> <p>The new Student management tool has been an invaluable tool for tracking progress</p>
<b>Planning for next year</b>			
In 2021 have a 'Within School Teacher' for literacy holding a Management Unit to support and advice Literacy teaching. Following the assessments and in collaboration with parents, CEPs, a plan of action for a more informed/skilled approach to the learning differences will be planned for 2021			



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<b>Annual Aim</b>	1.3 To improve Maths achievement with improved results from Standardised tests and general response to teaching methods
<b>Target</b>	Teachers will collaborate to explore different teaching methods to improve learning.
<b>Baseline Data</b>	At the end of 2019 81% of students were at or above the expected level in maths

<b>Actions What did we do</b>	<b>Outcomes What happened</b>	<b>Reasons for variance Why did it happen</b>	<b>Evaluation Where to next</b>
Principal worked alongside one teacher in a class where maths support was required  Strategies are being developed through collaboration, advice from Learning Support Teacher of local Kahui Ako	There was a strengthening of numeracy practice in this class with significant outcome of increased enthusiasm, confidence and practice. Exploring different problem based approaches  Of the pupils assessed at the end of 2019 and 2020: 20% pupils moved up one level from At to Above Expectation or from Below to At. 10% pupils remained Below 27% pupils remained At 27% pupils remained Above Expectation 17% pupils went down one level. Overall the achievement dropped from 81% at the end of 2019 to 76% in 2020.	Some underlying difficulties in one class with teaching maths skills led to a lowering of performance levels with ITJ across one class in retrograde levels A to B grade. This caused a lowering of confidence: new teacher and her approach with new eyes and indepth understanding indicates that problems are being addressed, will stat to ease with improved levels and progress in 2021	More work needs to be done with Maths basic skills in the earliest years. In 2021 the Principal will take up the role of maths advisor in the school, working with the Across Schools maths teacher from the Steiner Kāhui Ako.
<b>Planning for next year</b>			
There is a focus on maths teaching and learning in the 2021 annual plan with the Principal taking on the role of Maths lead teacher			



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<b>Strategic Aim</b>	<b>Growing the Roll</b> - a financially and pedagogically viable Primary school, offering Steiner education up to the start of High School, ultimately accommodating separate classes at each age level.
<b>Annual Aim</b>	2. To allow for growth in the school to over 60 pupils
<b>Target</b>	Ministry will approve an increase to the maximum roll, the school's enrolment scheme will be amended, once MRI granted a marketing strategy will be devised and implemented
<b>Baseline Data</b>	The current roll cap of 60 does not allow the school to be financially or pedagogically viable and denies a space to families who wish for this education approach for their child

<b>Actions What did we do</b>	<b>Outcomes What happened</b>	<b>Reasons for variance Why did it happen</b>	<b>Evaluation Where to next</b>
<p>Applied for Maximum Roll Increase (MRI)</p> <p>Reviewed enrolment scheme and agreed on new proposed scheme</p>	<p>MRI granted at start of 2021 to a new cap of 96.</p> <p>It was agreed with the Ministry that we would focus on the MRI and then move to have the amendments to the Enrolment Scheme approved once that was done</p>	<p>Marketing strategy not devised as we spent the year still with the roll capped at 60 and the school had to refuse to enrol interested families</p>	<p>Review of Enrolment scheme, implement a marketing strategy</p>
<b>Planning for next year</b>			
Revised enrolment scheme to be taken to Ministry for their approval. A marketing strategy is planned for 2021			



<b>Strategic Aim</b>	<b>Building community</b> - The development of a healthy social community, respecting the many cultures of Aotearoa New Zealand, and honouring its bicultural foundation in the Treaty of Waitangi
<b>Annual Aim</b>	3.1. To strengthen the school's commitment to a bicultural Aotearoa
<b>Target</b>	Pupils gain a fuller understanding of Aotearoa's bicultural heritage by increasing teachers' capacity to teach content related to bicultural aspects of Aotearoa The School's curriculum includes up to date History of Aotearoa, achieved through teacher research and building a partnership with local iwi, to achieve a better understanding of pre European tāngata whenua history and landscape.
<b>Baseline Data</b>	Pupils could increase their knowledge of te Reo and tikanga Māori

<b>Actions What did we do</b>	<b>Outcomes What happened</b>	<b>Reasons for variance Why did it happen</b>	<b>Evaluation Where to next</b>
<p>Te wiki o te Reo Māori engagement with participation in the Te Reo Moment and a full programme of Te Reo Māori enrichment activities.</p> <p>In some classes the pupils learnt age appropriate mihi and pepeha. Class Kahikatea had a whakatauki for main lessons.</p> <p>Vertical grouping of pupils for Festival work (whānau groups) were established</p> <p>New waiata taught. Request made to parent community for input into local place naming</p>	<p>Some increased awareness in pupils.</p> <p>Strong engagement with this goal in joint meeting planning will focus work in future years</p>	<p>Planned Marae visit by whole school and Participation in West Harbour mini polyfest were postponed due to Covid</p>	<p>Teachers will all engage with professional development in 2021 in Te Reo and Tikanga Māori</p>
<b>Planning for next year</b>			
See 2021 Charter			



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<b>Strategic Aim</b>	<b>To improve operational processes</b> - The development of a healthy social community, respecting the many cultures of Aotearoa New Zealand, and honouring its bicultural foundation in the Treaty of Waitangi
<b>Annual Aim</b>	4. To improve the board's ability to monitor and foster the wellbeing of staff
<b>Target</b>	To develop a mechanism of monitoring staff well-being
<b>Baseline Data</b>	A previous survey of staff

<b>Actions What did we do</b>	<b>Outcomes What happened</b>	<b>Reasons for variance Why did it happen</b>	<b>Evaluation Where to next</b>
The wellbeing of the staff is surveyed and supported by an annual survey informing follow up and action Regular (termly) "breakfasts", acknowledgement of value, contribution of staff members	A survey was drafted in collaboration with the College of Teachers and was circulated and completed by staff at the Primary School and in the Kindergarten Increased opportunities for improved Board/ staff contact	It was established that future surveys would only include Board employees.	Results of survey were reviewed by Board and staff in 2021.  Subsequent report with follow up actions to be agreed.
<b>Planning for next year</b>			
In 2021 the Board should agree action points on how the responses to the survey will be addressed			

<b>Strategic Aim</b>	Governance and management – to improve operational processes
<b>Annual Aim</b>	4.1 To establish clear and effective reporting
<b>Target</b>	New template for Principal's reports to the Board to be used from Term 2 onwards
<b>Baseline Data</b>	The previous template did not provide all relevant information in a succinct manner

<b>Actions What did we do</b>	<b>Outcomes What happened</b>	<b>Reasons for variance Why did it happen</b>	<b>Evaluation Where to next</b>
A new template for Principal's Report was devised.	The report against progress on the charter is now communicated through the Annual report updates at Board meetings.	No variance	Further revisions may be made as required
<b>Planning for next year</b>			
Business as usual will include review of content of reporting			