



**Dunedin Rudolf Steiner School Analysis of Variance 2021**

<b>Strategic Aim</b>	<b>Enhance the expression of special character.</b>		
<b>Annual Aim</b>	All teachers are in ongoing meaningful professional development in Steiner Education. All teachers are in ongoing meaningful professional development in Steiner Education.		
<b>Target</b>	<ul style="list-style-type: none"> <li>- The teaching staff's special character needs/ gaps are assessed. A training plan is devised that meets these needs – whether through visiting speakers, on-line resources etc.</li> <li>- Funding is secured within the annual budget for teachers to attend Steiner courses as appropriate for class teachers and new teachers.</li> <li>- At least 2 teachers will attend the Taruna Movement Course.</li> </ul>		
<b>Baseline Data</b>	An outcome from 2020 self review was that the school should focus on Professional development for teachers in Steiner 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>
Two teachers attended the Steiner Intensive training for Teachers at Michael Park School (MPS) in January 2021. Two teachers attended the movement course. One teacher attended the Kolisko conference	The Teacher intensive at MPS provided a wealth of material for classroom use as well as creating networks for further contact. It was decided that the Intensive be part of the Training plan each year starting 2022. Our new teacher Emily attended Maths Zooms from the Kāhui Ako (Steiner) and James joined the Kāhui Whetū COL group and attended a meeting.	There was no Training Plan devised. Some courses were not offered because of covid.	All staff benefited from the courses – expanding their practice in the classroom and the pedagogical value is better understood. All courses offer a chance for teachers old or new, to connect with the deeper purpose of a Steiner school. It would be good to have more time given to reflections on what was learnt: this is evident in the individual classrooms. Most of the courses are run by practising teachers which makes for relevant conversations and shared questions. New teachers either new to Steiner or approaching a new level of class like James and Emily will probably do the online zoom talks this January. This will be part of a Training plan/ PD courses for 2022. Further Movement course should be offered in March, June and August which teachers will attend. Trisha will visit Motueka or another school for extra inspiration in outdoor education.
<b>Planning for next year</b>			
2022 will see a focus on professional development in Steiner special character for teaching staff through courses and mentoring, and we will start the year with a training plan. This will include at least 2 visits by a Eurythmy teacher to take lessons with classes and teachers as part of enhancing our Special character.			



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<b>Annual Aim</b>	Improved student achievement in Literacy and Numeracy with special focus on students currently performing 'Below'
<b>Target</b>	<p>- The achievement measure indicated in the OTJs which are based on formal test results and classroom practice will be studied at the beginning of the year and students who are graded at B in either Literacy or Numeracy will be identified as students of concern. Intervention by way of outside Learning support teachers as well as CEPs, differentiated classroom teaching and Teacher aide support will be in place to support and improve student progress over the year. By the end of 2021 the OTJs for the students with special focus will have improved so that;</p> <p>At least 40% will have improved to At/ Achieving at their level;            25% will have achieved beyond their expected level AE;            35% will have maintained their level;            0% will have gone down a level.</p>
<b>Baseline Data</b>	There are 8 students of focus in 2021 selected from 2020 results. (There is also one new student of focus)

<b>Actions What did we do</b>	<b>Outcomes</b>	<b>Reasons for variance Why did it happen</b>	<b>Evaluation Where to next</b>
We enlisted the help of the Learning support team of the local COL for observation, analysis and regular Triage meetings.	<p>The outside help identified patterns of strength and weakness which helped the Teacher Aide to focus her intervention as well as the class teacher. Sharyn attended one workshop.</p> <p>The literacy MU was used to reflect on overall achievement of all classes and to address Spelling weaknesses. It was supported by two teachers attending a course to support the literacy Lead implementing "the CODE" as a new approach to spelling. This was trialled in class 2 with good success as a comprehensive building up of skills and awareness; it was introduced at the end of the year to class 1 and class ¾.</p> <p>It was planned to dedicate half a term to study the CODE and its use through a 12 month trial this year, with more focused assessment at the start and end of the year to measure its effectiveness.</p>	<p>75% have made steady progress but only 25% (3) have progressed to At in reading; The same pupils have progressed but not enough to reach AT in writing and reading; One pupil has remained at the same level in maths and writing has made a big step in reading moving level from well below to Below.</p> <p>0% have gone down a level.</p> <p>In summary referring to the aspiration above I do not think we have achieved the 40% improving to AT from Below but the approach to support is more informed.</p> <p>The intervention and diagnostic help from the LSC through the local COL has informed our understanding of the difficulties some pupils experience: it helps identify the focus</p>	<p>Good intervention and guidelines in subject areas by "Lay people" Learning support teachers and RTLB who have worked with Sharyn and the class teachers and the principal.</p> <p>Closer monitoring of students can give more precise data but in general practice the class teachers keep in touch, as does the Principal, with learning support staff and the Teacher aide.</p> <p>The introduction to letters at the start of class one with a stronger focus on phonic awareness is a prelude to less confusion and</p>



<b>Actions</b> <b>What did we do</b>	<b>Outcomes</b>	<b>Reasons for variance</b> <b>Why did it happen</b>	<b>Evaluation</b> <b>Where to next</b>
	<p>A more extended literacy approach in class one helped to start to identify struggles, learning issues and differences emerging in writing, reading and spelling as the pupils advanced from CVC to blends and phonemes.</p>	<p>and our approach to learning to write and read. The results indicate a weakness in Phonic awareness in the older pupils under focus.</p>	<p>underperforming in class 2 onwards.            Already most of the class one students are reading from the colour cycle in the last term of class one.            We are adopting a Ministry directive addressing Literacy and Numeracy underperformance which is intended for larger schools with a wider mix of socio economic groups and nationalities.            In our small groups the percentage scale is too specific: we need to be more critical/ objective in our initial assessment and then, through intervention, strive to see the pupils of focus achieve a year's progress in a year and not fall behind.</p>
<p><b>Planning for next year</b></p>			
<p>Early assessment will confirm those pupils needing special focus as identified at the end of the previous year. T as Is will support this focus and the continued use of Collaborative Education Plans for students of focus.            The Literacy/ Numeracy report to the Board in December revealed a small trend across the school of lowering achievement in Girls' maths therefore 2022 focus will be on girls' maths with an allocation of an MU in Maths, intending to look at current practice in maths teaching in the school: does there need to be more formal algorithmic method as well as group based discovery and patterning? Is there a growing attitude/ helplessness around maths in the older girls?</p>			



<b>Strategic Aim</b>	<b>Enhance the expression of special character.</b>
<b>Annual Aim</b>	The school provides eurythmy/ eurythmic activities as part of its curriculum
<b>Target</b>	We are visited at least twice a year by a Eurythmy teacher who works with all classes;  A teacher-only day in 2021 is focused on teacher education with an invited eurythmist so that more eurythmy is integrated into the rhythmic part of Main Lessons as best practice
<b>Baseline Data</b>	

<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>
We had one visit from the eurythmy teacher, Sue Simpson. We had a 3 hour session for teachers with her.	A small amount of eurythmy exercises continued after the visit. It is difficult for teachers to take this on if they do not already know this art of movement. The senior class had regular eurythmy movement in Morning circle.	Covid prevented a second visit. Teachers need a PD workshop for more immersion in the subject. On site intensives in the future will provide this. The new class teacher could go visit another school like Christchurch for PD next year.	Teachers are always inspired by an introduction or further training in the art of movement.  PD for the new class teacher once Covid allows.
<p><b>Planning for next year</b> Possible 2 visits by a eurythmist next year will be business as usual rather than an annual goal. The PD through Movement courses and the biannual visit of a eurythmist will help to enhance the special character of the lessons.</p>			



<b>Strategic Aim</b>	<b>Enhance the expression of special character.</b>
<b>Annual Aim</b>	According to ERO "next steps", the school engages in twice yearly self reviews
<b>Target</b>	Internal evaluation of behaviour management and playground supervision as well as Music curriculum and Reports format.
<b>Baseline Data</b>	ERO review

<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>Reviewed and adjusted procedures and policies for Behaviour management and playground supervision.</p> <p>We adjusted both the mid year and end of year report format.</p>	<p>A clearer procedure with a less punitive consequence has lifted the tone in the playground. There have been a few key individuals leave which has helped the standard of behaviour in the playground and among the exchange with teachers and pupils.</p> <p>The playground supervision better reflects the state of play.</p> <p>Reports format better reflect the Special character through perceptions of the child and also better representation of academic progress.</p>	<p>The playground supervision needed to reflect the group of students. There has been a shift away from quite aggressive play in the playground to more harmonious collaborative engagement involving a mix of classes and ages and games. This has given room for less dominant children to participate.</p>	<p>Internal evaluation of EOTC forms and procedures at the beginning of the year 2022 so the systems are adjusted for use towards the end of the year when outdoor events occur.</p> <p>We have a robust enthusiastic engagement of students in class 3 and 4</p>



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Reviewed the Music curriculum	The programme for pentatonic and diatonic recorders was refreshed and more consistency across classes. However the difference in skills levels has meant an uneven development of skills in different classes, especially in classes 1-2.		with the strings programme. The standardising of recorders and the shift from pentatonic to diatonic is happening organically as the ownership of the expensive flutes becomes a school asset to be handed on to an appropriate class below.
<b>Planning for next year</b>			
Internal evaluation following Ministry guideline on our staff “appraisal” programme and EOTC in 2022, keeping good records of the process. Using “The Code” Spelling programme for a year – assessing its effectiveness at the end of 2022.			



<b>Strategic Aim</b>	<b>Nurture the mana of te Tiriti</b>
<b>Annual Aim</b>	Students' understanding of the bicultural heritage is enhanced The school's relationship with local iwi is fostered Te Reo and tikanga practice is normalised Physical Environment enhanced across the school
<b>Target</b>	
<b>Baseline Data</b>	

<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>There is more te Reo used in classes.</p> <p>One staff member, the Executive Officer is doing a weekly class with the teachers and 2 lessons per week with class Tui.</p> <p>A focus group is working on enhancing the school site to better reflect our bicultural context and our Whakapapa</p>	<p>We tried to make a school visit to Ōtakau; we were booked and cancelled twice due to Covid and over subscription.</p> <p>There is an increase in the heard te Reo in classroom activities.</p> <p>We didn't manage to engage any kapa haka teachers as yet.</p> <p>All classes engaged in age-appropriate activities in the first week/ Waitangi week celebrations.</p> <p>We had a very engaged Matariki week with culmination of play presentations made up of a mixed class, shared together and predominantly in te Reo.</p> <p>The children played ki o rahi in games lessons.</p> <p>We had a pizza shared kai instead of a hāngi in which all the children were involved.</p> <p>The office administrator completed the course te Ahu o te Reo hosted by Kāi Tahu..</p>	<p>We are still trying to build relationships with local iwi.</p> <p>We invited a local kaumatua to attend a film on the re-enactment of the early waka journeys across the Pacific but have not managed further contact.</p> <p>A parent at the school, has done extensive research on the local whenua and is leading a planning initiative to make our school environment more closely connected to the whakapapa of the area.</p>	<p>Increased waiata and introduction to kapa haka. We will advertise for a kapa haka Kaiako.</p> <p>We hope to visit the Marae early next year.</p> <p>We will invite kaumatua and other local contacts to enrich our kete of local stories, landmarks and whakapapa.</p> <p>Teachers new to te Reo will try to join the course; Te Ahu o te Reo.</p> <p>The senior class may attend the Waitangi Day dawn ceremony at the museum.</p> <p>Our working with the new History curriculum will inform our deeper connection with local iwi and partnership.</p>
<b>Planning for next year</b> Work towards a partnership with the local iwi.			



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<b>Strategic Aim</b>	<b>To grow the school</b>
<b>Annual Aim</b>	Increase the roll so that by the end of 2024 there are 12 students in each year level The school has sustainable reserves.
<b>Target</b>	12 students in each year group
<b>Baseline Data</b>	The school starts from a position where the cap on the roll only allowed for 8 in each year level

<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>We have greater capacity for enrolling children as our roll cap was lifted to 96 in February 2021.</p> <p>We submitted a rewritten Enrolment scheme and are awaiting confirmation.</p>	<p>We are able to take a larger group of Tuakana towards the class one cohort.</p> <p>We have sold the sections below the school and are building classrooms to accommodate growing class sizes.</p>	<p>Covid is having a small impact on enrolments and withdrawals.</p>	<p>More marketing now we have space and capacity.</p> <p>Bigger enrolment into Kindergarten.</p>
<b>Planning for next year</b>			
Marketing plan to be completed. Planning for sustainable reserves to be reviewed, especially in light of the numbers going to home-schooling			



<b>Strategic Aim</b>	<b>Foster a healthy community and environment</b>
<b>Annual Aim</b>	We have an extended environment curriculum. The school is able to measure its carbon footprint Healthy connected parent community The Autumn fair is an established part of the school calendar
<b>Target</b>	
<b>Baseline Data</b>	

<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>
Small steps in caring for the environment with the establishment of an environment group across all classes in the school. The school held a well attended and enjoyable Autumn Fair	Did students become more environmentally aware? Donations of native trees which have been planted around the school. A new whanau support role on the Board was not developed as planned and indications are that this role is best carried out on a class by class basis. The yurt was used as planned as a hub for craft group.  The school has engaged positively with the covid constraints.	We did not have a second community meeting this year. We have not measured our carbon footprint Rubbish may be less but we have a lot of paper recycled.	Reduce paper use and have a cycle safety education visit for class Kereru.  Using the new spaces for possible Parent education during terms 2 and 3.
<b>Planning for next year</b>			
Cycle safety Establish ways to measure our carbon footprint. Plant more trees. Have an Autumn Fair.			