



<b>Strategic Aim</b>	<b>Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.</b>
<b>Annual Aim</b>	<ol style="list-style-type: none"> <li>Teaching practice in the classroom indicates that all teachers are in ongoing meaningful professional development in Steiner Education as well as extending knowledge of curriculum delivery in their chosen focus area.</li> <li>Woodwork curriculum is further developed for classes 4-7.</li> <li>Improved student achievement in Literacy and Numeracy with special focus on students currently performing 'Below' in writing. Regular reporting and goal setting with stakeholders.</li> </ol>
<b>Target</b>	<ol style="list-style-type: none"> <li>Teachers' practice shows the continued deepening and application of special character understanding.</li> <li>The woodwork curriculum is delivered on a regular basis to the classes 4 and up.</li> <li>Supporting the teacher aide to develop understanding. Work on processes for regular assessments.</li> </ol>
<b>Baseline Data</b>	Evaluation of the school's needs, including the teachers, whanau and students.

<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>
<ol style="list-style-type: none"> <li>One teacher attended the movement course at Taruna. All teachers were part of College PD. Across school meetings allowed space for discussions of special character.</li> <li>The woodwork space was further developed and</li> </ol>	<ol style="list-style-type: none"> <li>An increase of understanding of how movement can be incorporated into the morning circle. Shared with other teachers where appropriate for their classes.</li> <li>The senior classes are increasing their skills and understanding of woodwork and hard materials.</li> </ol>	<ol style="list-style-type: none"> <li>No Variance.</li> <li>Class 4 has not had the chance to be involved in woodwork as much as was intended. Partly due to a</li> </ol>	<ol style="list-style-type: none"> <li>The movement course will remain a PD opportunity. We will add the opportunity to visit other Steiner schools across the motu for observation and conversation.</li> <li>The woodwork space has been developed and</li> </ol>



<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>some of the senior classes had regular wood work lessons throughout the year.</p> <p>3. Moderation among teachers was successful and generally the literacy and numeracy results improved across the board, particularly for the students below and well below.</p>	<p>3. The focus meant that students received the support they needed, and/or were referred for further testing and made progress in their literacy and numeracy levels.</p>	<p>change in class constellation, which meant it was a combined class 3 and 4.</p> <p>3. The reporting to the parents was not as extensive as initially planned. More PD needed for this to happen.</p>	<p>both senior classes have timetabled woodwork.</p> <p>3. Agreement with teachers and teacher aide on a clear way forward in regards to CEPs, regularity of whanau involvement and feedback.</p>
<p><b>Planning for next year</b></p>			
<p>The board will be presented with the professional development plan every year, including a schedule of teachers visiting other schools so this can be rotated.</p> <p>A mentoring program (including training and time) is developed and implemented for new teachers and supported.</p>			



<b>Strategic Aim</b>	<b>Nuture the mana of te Tiriti</b>		
<b>Annual Aim</b>	<ol style="list-style-type: none"> <li>1. The school's relationship with local iwi is continually fostered and strengthened.</li> <li>2. Use of te reo Māori and tikanga practices is normalised.</li> <li>3. Aotearoa Histories curriculum is strengthened and enhanced.</li> </ol>		
<b>Target</b>	Deepen the understanding and foster the relationship with local iwi.		
<b>Baseline Data</b>	Internal review of practices and language.		
<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>
<ol style="list-style-type: none"> <li>1. Signed a partnership agreement with Puketeraki Marae and started to engage as a community of shared learning.</li> <li>2. Searched for support to continue the learning of te reo Māori and increase teacher and staff confidence.</li> <li>3. One staff member attended the Aotearoa Histories workshop. Emphasis placed on geographical and historical knowledge in main lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. The confidence and impulse in the school has gotten stronger to work on te ao and te reo Māori.</li> <li>2. We received help from an RTM who will work with us on developing our language program.</li> <li>3. Increased confidence and understanding of the new curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. No variance.</li> <li>2. It has to be a long term goal that we continually work on.</li> <li>3. The workshop content has not been shared due to absence of staff member.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to foster and strengthen this relationship.</li> <li>2. Work through the class 1 language curriculum and increase teacher confidence with regular classes.</li> <li>3. Share the learning from this one staff member. Keep an eye on the Special Character curriculum and recognise where Aotearoa histories are already represented.</li> </ol>
<b>Planning for next year</b>			
<p>Continue to develop the relationship with Puketeraki Marae.          Continue the work on te reo Māori and create immersion opportunities for the children,          Use the stories from the Puketeraki Marae to enhance the ML delivery.</p>			



<b>Strategic Aim</b>	<b>Grow the School</b>		
<b>Annual Aim</b>	<ol style="list-style-type: none"> <li>1. Marketing material will be redeveloped.</li> <li>2. Numbers at the school increase to 12 in each year level.</li> </ol>		
<b>Target</b>	Continue the way towards reaching our roll cap.		
<b>Baseline Data</b>	The school is not widely known, which hinders growth.		
<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>
<ol style="list-style-type: none"> <li>1. A start was made on looking at the material and a plan developed for where to go next.</li> <li>2. Welcomed children from other schools and included them in our special character school.</li> </ol>	<ol style="list-style-type: none"> <li>1. A little more visibility on social media and more marketing material development needed.</li> <li>2. The numbers are stable but not growing at the rate we wished for.</li> </ol>	<ol style="list-style-type: none"> <li>1. Not enough time to look at the materials.</li> <li>2. The focus needed to shift to the kindergarten(s) to develop a plan for sustainable growth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Come to an agreement of the main messages that should be on the marketing materials and develop authentic and meaningful information that can be distributed strategically. Be visible in the community.</li> <li>2. Make the kindergarten visible to the wider community.</li> </ol>
<b>Planning for next year</b>			
<p>Work on the language for the marketing materials, including a plan of what, when, how. Focus on the growth of the kindergarten as much as the school so the numbers can be sustainable going into the primary school.</p>			



<b>Strategic Aim</b>	<b>Foster a healthy community and environment</b>			
<b>Annual Aim</b>	<ol style="list-style-type: none"> <li>1. Community events are being held regularly for the entire community and attendance noted for future events.</li> <li>2. Kaupapa Māori impulse group to support the integration of te ao Māori into the school.</li> <li>3. The community's understanding of special character is deepened through study and workshops in order to have governance and parents in a more informed position to support special character.</li> </ol>			
<b>Target</b>	The community are the representatives of the school and need to be supported in doing so.			
<b>Baseline Data</b>	ERO indicated a higher amount of internal reviews were advisable.			
<b>Actions</b> What did we do	<b>Outcomes</b> What happened	<b>Planning for next year</b>	<b>Reasons for variance</b> Why did it happen	<b>Evaluation</b> Where to next
<ol style="list-style-type: none"> <li>1. Community events were held and attendance was positive and increasing over the year.</li> <li>2. The Kaupapa Māori impulse group met a few times over the year.</li> <li>3. Opportunities like the parent experience evening and the anthroposophical nursing workshops allowed parents</li> </ol>	<ol style="list-style-type: none"> <li>1. The community showed a positive response to offered opportunities to learn about their children's experiences as well as sharing in work and togetherness.</li> <li>2. There was an impulse at the start which became unclearer as time went on, which led to less engagement from the community.</li> <li>3. Very positive feedback from the community and a clearly communicated wish for more.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to offer the opportunities to come together and add where appropriate.</li> <li>2. Revive the group by asking the community what they see as the purpose of the group.</li> <li>3. Planned for two more parent experiences in 2024 and an anthroposophical nursing clinic.</li> </ol>	<ol style="list-style-type: none"> <li>1. No variance.</li> <li>2. No variance.</li> <li>3. No variance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make sure that events are communicated clearly and timely and with varying times.</li> <li>2. The absence of important stakeholders may be a reason for the group disappearing. It should be explored how to include those stakeholders.</li> </ol>



to deepen their understanding.				3. Continue to offer the opportunities and continually engage the community in reviews and feedback.
<b>Planning for next year</b>				
Two more parent experience evenings are planned. The development of an 'elevator pitch' to allow parents to speak about the special character. Reviving the Kaupapa Māori impulse group and finding a place for it within our work in school.				