



<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. Teachers connect with other Steiner schools by visiting classes.</li> <li>Woodwork curriculum is further developed for classes 4-7.</li> <li>Senior singing is developed and the repertoire of waiata and songs increased.</li> <li>Literacy and Numeracy is continually reviewed, teaching methods adapted to the needs of the students and teachers have access to meaningful PD.</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>Leadership in singing can be seen from senior classes, repertoire of waiata is growing.</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</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>
<ol style="list-style-type: none"> <li>All teachers are part of College PD. All teachers participated in across school meetings. Three teachers attended movement course. Connection created between handwork/woodwork teacher and technology teacher from another Steiner school.</li> <li>Regular woodwork lessons from class 4 up. Woodwork space plan has</li> </ol>	<ol style="list-style-type: none"> <li>Teachers working through the years in movement course and increase repertoire and knowledge of movement in the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>No Variance.</li> </ol>	<ol style="list-style-type: none"> <li>Visits to other schools and/or new courses at Taruna part of ongoing PD.</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>been developed and is to be completed.</p> <p>3. Moderation among teachers is strong. Developed the learning support area to be ready to be implemented in 2025.</p>	<p>2. Teacher and students are expanding their repertoire of knowledge and skills.</p> <p>3. Children got the support they needed. The support will now be further expanded from a LSC role.</p>	<p>2. No variance.</p> <p>3. Working with whānau has improved and next steps are taken to clarify expectations and next steps through IEPs and in class support.</p>	<p>2. Complete the development of teaching space, including strategic tools to support the teaching. Strengthening teacher connection between schools to share expertise.</p> <p>3. Develop the LSC space further, implement guidelines and next steps for every child and whanau.</p>
<p><b>Planning for next year</b></p>			
<ul style="list-style-type: none"> <li>• Teachers will continue to be in meaningful PD in relation to our special character.</li> <li>• Woodwork space completed and pan developed that includes skills, acquiring equipment and connecting with other specialist teachers.</li> <li>• The LSC role will be implemented and developed further. It will be the link between the teacher aide and the teachers and support with in class as well as extra lesson advice, guidance and programs.</li> </ul>			



<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. The relationship with the Kāti Huirapa Runaka ki Puketeraki has been strengthened and the partnership is starting to grow into a reciprocal teaching and learning relationship. Use of te reo Māori and tikanga practices is normalised.</li> <li>2. Use of te reo Māori and tikanga practice is normalised and can be seen and heard around the school.</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. Continued work with Kāti Huirapa Runaka ki Puketeraki. Wānaka at the Puketeraki marae to learn about school placing and history.</li> <li>2. Continued te reo learning on a weekly basis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developed pepeha and increased community understanding of the kura and our place in geography and time.</li> <li>2. Staff confident in class 1 curriculum. Immersion painting experience for the tamariki.</li> </ol>	<ol style="list-style-type: none"> <li>1. No variance.</li> <li>2. No variance</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement the learnt knowledge about place names, our pepeha, waiata etc. Continue our relationship work. Kura visit to Puketeraki marae.</li> <li>2. Continue with class 1 curriculum implementation, including didactics and dedicated time slots in the time table. .</li> </ol>
<b>Planning for next year</b>			
<ol style="list-style-type: none"> <li>1. Work on our identity as a Steiner school in Aotearoa continues. Implementation of knowledge to become part of our everyday fabric. Marae visit for the entire kura.</li> <li>2. Continue the work on te reo Māori and increase confidence in didactics as well as language knowledge.</li> </ol>			



<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 and updated with clear messaging and language.</li> <li>2. Numbers at the school increase to 12 in each year group in order to move to stand alone classes of 24 students per year level.</li> </ol>		
<b>Target</b>	Continue developing the path towards reaching our roll cap.		
<b>Baseline Data</b>	The school is not widely known, which hinders growth.		
<b>Actions</b> <b>What did we do</b>	<b>Outcomes</b> <b>What happened</b>	<b>Reasons for variance</b> <b>Why did it happen</b>	<b>Evaluation</b> <b>Where to next</b>
<ol style="list-style-type: none"> <li>1. Language to use for marketing was developed, clear messages that are consistent. Layout for marketing material agreed upon and used to support consistency.</li> <li>2. Regular open days for school and clear messaging about what we are about in our marketing material.</li> </ol>	<ol style="list-style-type: none"> <li>1. More consistent messaging and visual representation.</li> <li>2. The numbers are growing, school is being noticed in some areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. More strategic marketing is necessary.</li> <li>2. We are on the right path. The school needs to grow from below.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear strategy with consistent and targeted marketing agreed and carried out throughout the year.</li> <li>2. Develop the website</li> <li>3. Growing the school from below means growing the kindergarten. Strategies to ensure sustainability need to be developed.</li> </ol>
<b>Planning for next year</b>			
<ol style="list-style-type: none"> <li>1. Have a plan for marketing for the entire year.</li> <li>2. Develop the website</li> <li>3. Grow the kindergarten, including buildings, strategically.</li> </ol>			



<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</li> <li>2. The community’s understanding of special character is deepened through study and workshops in order to have governors and parents in a more informed position to support special character.</li> <li>3. Survey the community about the purpose and vision for the Kaupapa Māori impulse group and revive the group with the purpose that lives in the community.</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 What did we do</b>	<b>Outcomes What happened</b>	<b>Planning for next year</b>	<b>Reasons for variance Why did it happen</b>	<b>Evaluation Where to next</b>
<ol style="list-style-type: none"> <li>1. Community events are being held regularly for the entire community</li> <li>2. Flowform (Te Puna Waiora) was installed creating a community space (not sure if this is the right place for this)</li> <li>3. The community’s understanding</li> </ol>	<ol style="list-style-type: none"> <li>1. Festivals and celebrations were very well attended.</li> <li>2. Parent experience evenings as well as offerings from the community have been taken up by some parents and staff. Attending adults were very positive about the offerings and workshops.</li> <li>3. Community was surveyed and some offerings were taken up, e.g. Māori games for staff. The work of this group may have shifted and is held within the</li> </ol>	<ol style="list-style-type: none"> <li>1. Working string music into festivals where appropriate.</li> <li>2. Parent experiences to be advertised in a more timely manner. Continue offerings from community.</li> <li>3. The space for a Kaupapa Māori group will be kept open.</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. Festivals to be continued as strong community events with kai.</li> <li>2. Readings will be continued among staff and governance, parent evenings communicated in a timely manner.</li> <li>3. Hold space for community involvement/engagement.</li> </ol>



<p>of special character is deepened through study and workshops in order to have governors and parents in a more informed position to support special character.</p> <p>4. Survey the community about the purpose and vision for the Kaupapa Māori impulse group and revive the group with the purpose that lives in the community.</p>	<p>relationship with Kāti Huirapa Runaka ki Puketeraki.</p>			
<b>Planning for next year</b>				
Two more parent experience evenings are planned.				



**Dunedin Rudolf Steiner School Analysis of Variance 2024**

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.