



DUNEDIN RUDOLF STEINER SCHOOL

2021

CHARTER

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DUNEDIN RUDOLF STEINER SCHOOL CHARTER

Mission statement

Our school will enable each pupil to become a free, responsible and caring individual with purpose and direction in life, with an awareness of the environment; an individual who, as a citizen of the world, can contribute to the future.

“Receive the children with Reverence, Educate them with Love, Let each go forth in Freedom”

Rudolf Steiner

Our children will be confident, connected, actively involved, lifelong learners.

Vision

A vibrant community with children who grow to know themselves as kaitiaki.

Our Values

- Steiner pedagogy - which is age-appropriate, arts-based and referenced to the principles of truth, beauty and goodness
- Sanctity of childhood – free of undue rush and pressure, fostering a sense of wonder
- Whakapapa – interconnectedness with the natural world and each other
- Hauora – spiritual, emotional, physical and mental well-being
- Whanaungatanga - recognition of the humanity in each individual, the need for community and for manaakitanga of the community
- Kaitiakitanga - responsibility and guardianship of our environment and culture on behalf of future generations and childhood

Strategic Goals

1. Enhance the expression of special character
2. Nurture the mana of te Tiriti
3. Grow the school
4. Foster a healthy community and environment

Dunedin Rudolf Steiner School

Aims and Objectives

AREA	AIMS	OBJECTIVES
Strategic Planning and Self Review	To develop a strategic plan that reflects the National Education Goals through policies, plans, curriculum assessment, student achievement, professional review and development and a programme of ongoing self review.	The Board, Principal and staff, in conjunction with the associated kindergarten and Trust, develop and operate a strategic plan for the management of the school's operation, with annual, medium and long term goals.
Bicultural policy and practice	To further develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture	Policies and plans are implemented and reviewed in consultation with the school community. This includes its policy on the Teaching of te reo and te tikanga Māori
Curriculum content and implementation	To provide a full Steiner Curriculum that embraces the National Curriculum. The school will offer a teaching and learning environment that encourages children to be creative thinkers, socially aware and reaching their academic and artistic potential.	Each year the school's Principal and staff review the curriculum including annual targets and curriculum content, in collaboration with the Board of Trustees.
Assessment and reporting	To monitor teaching and learning in the school to ensure teaching and learning is informed by accurate assessment information.	The school's assessment, review and reporting practices will ensure that teachers, students, parents and the Board are provided with appropriate reports on progress so that the needs of individual children can be addressed effectively and given priority where necessary.
Finance	To ensure the school optimises available resources.	The school will budget and track the use of financial resources, and maximise the resources that are available to it.
Personnel	To promote a high level of staff performance and well-being.	Personnel policies and procedures will be reviewed to ensure they promote best practice as a good employer. Well-being survey established.
Property	To provide a physical learning environment that reflects the school's special character and promotes learning in a safe, healthy and beautiful space for children, staff and the community.	The Board works alongside the Proprietors Trust, which owns the land and buildings, to develop and implement appropriate maintenance and capital development plans, and to ensure health and safety is regularly reviewed.
Community participation	To provide social and educational opportunities for parents and friends of the school to embrace the school's vision, values and mission statement, and to be engaged in promoting and supporting the school.	The school will hold termly parent evenings to discuss pedagogical and curriculum content, as well as workdays, festivals; and will provide fortnightly newsletters to ensure a transparent and inclusive approach to the whānau.

Dunedin Rudolf Steiner School

Strategic Plan 2021 -2023

1. Enhance the expression of special character

2021	2022	2023
Delivery of effective special character professional development to all teachers	Evaluation and review of special character training needs and classroom delivery, and subsequent professional development.	Continued evaluation and review.
Focus on students not achieving in literacy and numeracy with advice from Steiner Kāhui Ako, literacy and numeracy lead teachers in school and work with Learning Support team in local Kāhui Ako.	Continued focus on learning needs. Differentiated teaching and learning to ensure high achievers' potential is realised.	Continued focus on learning needs and differentiated teaching.
Consolidation of Internal review processes	Internal review processes embedded.	Ongoing.
Development of arts and music and other curriculum areas	Further development of skills in teaching music. Woodwork reintroduced as space becomes available.	Music curriculum delivery includes reading and playing of 3 part recorder music. Woodwork produces bicultural features for the school environment.
Eurythmy supported by at least twice yearly specialist teacher visits and a teacher only day	Eurythmy integrated into Main lesson.	Ongoing.

2. Nurture the mana of Te Tiriti

2021	2022	2023
Appropriate professional development provided to all staff to deliver appropriate te reo me ngā tikanga programmes to students. Engagement with DRSS and Steiner-wide review of curriculum in lens of te Ao Māori.	Continued delivery of Māori curriculum Ongoing engagement with SEANZ work on Māori curriculum and implementation of changes to Aotearoa Hitori curriculum (MoE).	Whole school and kindergarten internal review of implementation of goal.
Support of school wide focus on expression of bicultural foundations in grounds and buildings.	Development of site following consultation processes.	Ongoing.

3. Grow the School

2021	2022	2023
Increase the school roll, through roll cap lift, adopt marketing strategy, support Trust in building programme for 2 new classrooms.	Continuation of marketing, plan for 12 students in each year level	Ongoing marketing and parent education.
Financial planning for sustainable reserves within the school.	Review financial planning for sustainable reserves within the school.	Ongoing.

4. Foster a healthy community and environment.

2021	2022	2023
Focus on the environment with specific student group and support for lead teacher. Focus on school's native bush through collaboration with Halo Trust.	Evaluation of first year of environment group and planned further engagement.	Ongoing.
Yurt established as parent hub, working bees continue with a group that focuses on both grounds beautification and reflection of Bicultural heritage.	Parent participation continues, including work on entrance way, pā harakeke, Dads' group	Strong parent community nurtured through engagement with land stewardship.
Carbon footprint is assessed and plan formulated for its reduction. Green Group formed.	Ongoing work for reduction in carbon footprint.	School is tracking towards carbon neutral by year end.

Annual plan 2021

Goal 1 Enhance the expression of special character			
Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
All teachers are in ongoing meaningful professional development in Steiner Education.	<ul style="list-style-type: none"> - 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. - Funding is secured within the annual budget for teachers to attend Steiner courses as appropriate for class teachers and new teachers. - At least 2 teachers will attend the Taruna Movement Course. 	<p>All teachers including Handwork teacher.</p> <p>2 teachers.</p>	<p>By the end of 2021 all teachers have attended courses which have informed their practice of teaching lessons imbued with Special Character qualities.</p> <p>Teachers will work in mentoring partnerships enabling them to expand and share rhythmic and academic pedagogical practice.</p> <p>Lessons include daily rhythmic activities in main lesson to enhance learning.</p>
Improved student achievement in Literacy and Numeracy with special focus on students currently performing 'Below'.	<ul style="list-style-type: none"> - 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. 	Class teachers, LSC , Teacher Aides, Literacy and Numeracy 'In School advisers, Collaborative work with parents.	<p>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;</p> <p>25% will have achieved beyond their expected level AE;</p> <p>35% will have maintained their level;</p> <p>0% will have gone down a level.</p>

Goal 1 Enhance the expression of special character			
Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
The school provides eurythmy/ eurythmic activities as part of its curriculum.	<ul style="list-style-type: none"> - 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. 	All teachers and visiting Eurythmist.	Over the year the students will experience balancing Rhythmic activities that can be therapeutic tools to enhance their learning. Teachers integrate such movement activities in morning Circle activities.
According to ERO “next steps”, the school engages in twice yearly self review.	<ul style="list-style-type: none"> - Twice a year teachers and the Principal conduct an internal review of practice and the curriculum. Such reviews give indications for change in curriculum delivery. - Staff wellbeing surveys are conducted each year by the Board of Trustees. 	Principal, teachers, BoT.	The twice yearly internal review makes a comprehensive checklist for future reference to monitor standards.

Goal 3 Grow the School

Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
<p>Increase the roll so that by the end of 2024 there are 12 students in each year level.</p>	<ul style="list-style-type: none"> - Obtain an increase to the Maximum Roll. - Identify the spaces available in the school and recruit students to them. - Develop and implement a marketing strategy. - Ensure we maintain important pathways to the school. - Develop a plan of how and when we will progress to single class per year level. 	<p>BoT BoT BoT Management</p>	<p>The number of pupils will increase within the parameters set by our 2021 Roll cap.</p> <p>Marketing plan produced and approved and in place and effective.</p> <p>Evidence of discussions at joint meetings.</p> <p>Plan taken to Board.</p>
<p>The school has sustainable reserves</p>	<ul style="list-style-type: none"> - A financial plan is prepared that shows how Funding through fundraising, parental contributions and Ministry funding from an increased roll allows for the development of risk management reserves 	<p>Management</p>	<p>Plan presented to the Board</p>

Goal 4 - Foster a healthy community and environment			
Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
We have an extended environment curriculum.	<ul style="list-style-type: none"> - Management Unit used to support lead environment teacher - In 2021 there is a voluntary pupil environment group guided by Trisha G which takes on extra curricular stewardship activities. - Incorporate biodynamics into environmental practices. - Work with Halo project to control predators. - Clean up participation – Keep Dunedin Beautiful. 	Teachers Pupils	Formation of the environment group has heightened student awareness of environmental issues.
The school is able to measure its carbon footprint	Develop a specific plan for decreasing our carbon footprint – assessing it first and then reducing it each year.	Green group Teachers	A plan is in place and being enacted with carbon sequestration, planting in bottom section.
Healthy connected parent community	<p>Instigate a new whānau support portfolio on the Board to oversee community well being.</p> <p>The yurt is provided as a Parent hub for social, craft group work and parent education, discussions.</p> <p>4 Working bees each year, Parent nights, an annual whole school social event.</p> <p>Enhance opportunities for fathers to come together with 2 specific events a year. Projects to be developed include continuing the building of raised beds and entrance way carving.</p> <p>Kindy and whole school beautifying – develop a group to pursue keeping and making our school beautiful.</p>	<p>BoT</p> <p>Management</p> <p>Management</p> <p>Management</p> <p>Management</p>	<p>Portfolio taken up.</p> <p>The yurt is regularly used by school community for related activities to support fundraising and parent education.</p> <p>Events are well attended and group is formed and active</p>
The Autumn fair is an established part of the school calendar	<ul style="list-style-type: none"> - New fair committee formed and given the support to make the fair successful.. 	Management	Autumn fair occurs and is managed well

Supporting statements

- 1. Policy on the Teaching of te reo and te tikanga Māori** – the school’s policy aims to ensure that it takes all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for students whose parents ask for it.
- 2. Curriculum Planning and assessment** – the school develops and reviews a set of curriculum policies and procedures which outline the school-wide approach to curriculum planning, assessment planning, self-review, appraisal planning, staff professional development planning. This includes a review of the Schools Steiner Curriculum
- 3. Financial Planning** – the school prepares an annual budget each year which shows how the resources received – both from the Ministry of Education, the Proprietors Trust and other funding – are used for the school to follow its annual and strategic aims. The Financial Policy and Procedure framework describes how financial resources are budgeted, monitored and reviewed.
- 4. Property Maintenance** – the School, in conjunction with the Rudolf Steiner School Trust Otago, has a 10 year maintenance plan and a 10 year cyclical maintenance plan which shows how the school’s property and capital development is planned.

All policies and procedures are available in the school office and on the school’s website.