



# **DUNEDIN RUDOLF STEINER SCHOOL**

**2022**

**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 (links to Strategic Goals 1-4)	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 (links to Strategic Goal 2)	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 (links to Strategic Goal 1)	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 (links to Strategic Goal 1)	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 (links to Strategic Goals 3)	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 (links to Strategic Goals 1,2 &4)	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 (links to Strategic Goals 1,2,3&4)	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 (links to Strategic Goals 2,3&4)	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 -2024

### 1. Enhance the expression of special character

2021	2022	2023	2024
Delivery of effective special character professional development to all teachers	Evaluation and review of special character teacher training needs and classroom delivery, and subsequent professional development.	Continued evaluation and review.	Special character strengths in school are shared nationally through exchange of ideas in Steiner Fellowship.
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.	Continued with reflection and review of effectiveness of methods to achieve desired outcomes.
Consolidation of Internal review processes	Internal review processes embedded.	Ongoing.	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.	By Class 5, have a recorder orchestra of senior classes. Students continue in woodwork curriculum and expand into wider outdoor education curriculum.
Eurythmy supported by at least twice yearly specialist teacher visits and a teacher only day	Eurythmy integrated into Main lesson.	Rhythmic movement, including eurythmy, is a dynamic feature of each main lesson.	Ongoing

### 2. Nurture the mana of Te Tiriti

2021	2022	2023	2024
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 with a focus on values as well as te reo and tikanga. Ongoing engagement with SEANZ work on Māori curriculum and implementation of changes to Aotearoa Hitori curriculum (MoE). Continued PLD – eg Te Ahu o te Reo..	Whole school and kindergarten internal review of implementation of goal. Students becoming more fluent in te Reo Māori	Outcomes of 2023 review assessed and changes made where required
Support of school wide focus on expression of bicultural foundations in grounds and buildings.	Development of site following consultation processes.	Student engagement with site enhancement, through outdoor/ woodwork.	Ongoing

### 3. Grow the School

2021	2022	2023	2024
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.	Consolidation of plan to move to single year level in each class
Financial planning for sustainable reserves within the school.	Review financial planning for sustainable reserves within the school.	Ongoing.	Ongoing

#### 4. Foster a healthy community and environment.

2021	2022	2023	2024
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. Continuing engagement with Predator Free Otago through Halo Trust.	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 waharoa, pā harakeke, Dads' group. Playgroup space on site opens.	Strong parent community nurtured through engagement with land stewardship. Enthusiastic and creative participation in working bees.	Ongoing
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.	Ongoing

## Annual plan 2022

<b>Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.</b>			
<b>Success Indicators</b>	<b>Tasks strategies and resources</b>	<b>Who</b>	<b>Evidence to show the objective has been met/ is in progress</b>
Teaching practice in the classroom indicates that all teachers are in ongoing meaningful professional development in Steiner Education.	<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 –including Taruna courses, new class teacher intensives/zooms, COL zooms, visiting speakers, visits to other schools for new teachers, on-line resources etc.</li> <li>- Funding is secured within the annual budget for teachers to attend Steiner enrichment courses as appropriate for class teachers and new teachers as well as literacy and numeracy.</li> <li>- At least two teachers will attend the Taruna Movement course which broadens the repertoire for both movement and eurhythmy exercises to incorporate in the Morning Circle.</li> </ul>	All teachers including Handwork teacher with special support for teachers new to Steiner's philosophy and curriculum.	<p>By the end of 2022 all teachers have attended courses which have informed their practice of teaching lessons imbued with Special Character qualities.</p> <p>Lessons include daily rhythmic activities in main lesson to enhance learning.</p> <p>Teachers will work in mentoring partnerships enabling them to expand and share rhythmic and academic pedagogical practice and help in key observation of pupils.</p> <p>Meetings will include deepening of practice in child study observation of pupils of interest based on social, behavioural and academic performance.</p>
Woodwork is introduced to the curriculum	<ul style="list-style-type: none"> <li>- With the completion of the new building work, the new space below can be used for woodwork for Classes 3-7 according to the guidelines of the curriculum and outdoor education.</li> </ul>	Principal	Woodwork classes are in progress. A woodwork curriculum is created and followed in terms 2 – 4.
Improved student achievement in Literacy and Numeracy	<ul style="list-style-type: none"> <li>- The achievement measure indicated in the OTJs which are based on formal test results and classroom practice will be studied at the</li> </ul>	Class teachers, LSC , Teacher Aides, Literacy	We aspire to achieve, through the methods in place and the resources we enlist, that pupils performing Below, will make a year's progress

**Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.**

<b>Success Indicators</b>	<b>Tasks strategies and resources</b>	<b>Who</b>	<b>Evidence to show the objective has been met/ is in progress</b>
with special focus on students currently performing ‘Below’.	<p>beginning of the year and students who are graded at B in either Literacy or Numeracy will be identified as students of concern.</p> <ul style="list-style-type: none"> <li>- Intervention by way of outside Learning support teachers from RTLB and the COL LSC as well as CEPs, differentiated classroom teaching and Teacher aide support will be in place to support and improve student progress over the year.</li> <li>- One Management unit focusing on Girls’ maths will investigate the slight decline in Girls’ maths results in 2021</li> <li>- Exploration of alternative learning styles to identify students with differing needs</li> </ul>	and Numeracy ‘In School advisers, Collaborative work with parents.	<p>in a year, at least maintain their level rather than slipping further behind; some pupils will respond and achieve a higher level of achievement.</p> <p>It is hoped that such focus and intervention will help pupils to gain confidence and improve their attitude towards their work and their sense of self.</p>
The teachers follow the MOE guidelines for a thorough investigation and review of: (a)our EOTC procedures; (b)“The CODE” as a new approach to confident spelling.	<ul style="list-style-type: none"> <li>- Twice a year teachers and the Principal conduct an internal review of practice and procedures.</li> </ul>	Principal, teachers,	The twice yearly internal review makes a comprehensive checklist for future reference to monitor standards.



**Goal 2 - Nurture the mana of te Tiriti**

Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
<p>Students’ understanding of the bicultural heritage is enhanced.</p>	<ul style="list-style-type: none"> <li>- Students learn about and experience te Ao Māori through exploration of key values, especially from within our Charter.</li> <li>- Pupils learn the Māori names of local features.</li> <li>- *Teacher with the Management Unit for Te Ao Māori to work with the SEANZ Māori curriculum group Kahui Whetu and bring the curriculum development work and practices back to all classes via their class teachers</li> <li>- By the end of 2022 the teachers have provided to school children an age appropriate understanding of tāngata whenua and the impact of colonisation on indigenous people, through focused activities early in term one around the 6<sup>th</sup> February with sympathetic activities connected to practices on the land, mythology and artistic activities.</li> <li>- *James attends Kāhui Whetu meetings</li> <li>- Celebration of Matariki with the culminating Hāngi and Māori Language week.</li> </ul>	<p>All teachers</p> <p>JG</p> <p>Teachers</p>	<p>When visiting classrooms, Te Reo is frequently used, artistic Traditional expressions are on the walls and in the playground</p> <p>Children can engage confidently in kōrero with increasing sophistication from single identifying words through to correct use of pronouns and tenses.</p> <p>First weeks of school have Te Tiriti focus at age appropriate levels. Classes 2 - 5 classes form a treaty.</p> <p>Teachers have weekly lessons in Te Reo.</p> <p>James focuses his Teaching as Inquiry on the expansion of Te Reo and bicultural practice in the classroom.</p>
<p>The school’s relationship with local iwi is fostered.</p>	<p>Annual school marae visits are established, to Ōtākou or Puketeraki for which pupils are well prepared.</p>	<p>Teachers</p>	<p>A visit will have been made to Puketeraki or Ōtākou Marae.</p>
<p>Use of te reo Māori and tikanga practice is normalised.</p>	<p>Te Reo is taught across the school by insertion into the daily fabric. Teachers new to te Reo will try to join the course; Te Ahu o te Reo and all staff will attend in-school weekly te reo sessions.</p> <p>The school investigates the feasibility of employing a kapa haka kaiako</p>	<p>Teachers</p>	<p>All pupils can greet and respond and engage in kōrero in te reo Māori.</p>

<b>Goal 2 - Nurture the mana of te Tiriti</b>			
<b>Success Indicators</b>	<b>Tasks strategies and resources</b>	<b>Who</b>	<b>Evidence to show the objective has been met/ is in progress</b>
The Māori creation stories are included in the class 3 curriculum.	<p>The Steiner curriculum traditionally offers a progression of creation myths as it tracks the evolution of consciousness particularly in the northern hemisphere. During class 3 the Māori creation myths will also be studied.</p> <p>Then in Matariki these are visited again in various iterations.</p>	Teachers	The new History curriculum is embraced and delivered as resources are located for new knowledge of the local stories.

<b>Goal 3 Grow the School</b>			
<b>Success Indicators</b>	<b>Tasks strategies and resources</b>	<b>Who</b>	<b>Evidence to show the objective has been met/ is in progress</b>
Numbers at the school increase to 12 in each year group	<p>New classrooms are built to cater to the larger class sizes</p> <p>A marketing strategy is developed and implemented</p> <p>Important pathways to the school are nurtured (eg playgroup, kindergarten)</p>	<p>Board/ Props Management</p> <p>Management</p>	<p>Buildings occupied</p> <p>Plan approved and implemented</p> <p>Healthy numbers in Kindergarten and Playgroup that feed into the school</p>

<b>Goal 4 - Foster a healthy community and environment</b>			
<b>Success Indicators</b>	<b>Tasks strategies and resources</b>	<b>Who</b>	<b>Evidence to show the objective has been met/ is in progress</b>
Our environment curriculum reflects our special character.	Our environment curriculum is maintained and expanded and in 2022 we include biodynamic practice.	Teachers Pupils	Prep 500 used in the Autumn, Planting calendars used in Class 3 – Biodynamic and maramataka.
The land reflects our whakapapa and is a functional space	The School works alongside the Trust to plan the development of outside space to reflect our bicultural context and our own special character whakapapa  A waharoa is built  Teachers, Community and Board members contribute to plans to improve the functionality of outside space  Community engagement with guidance from locals who know the land and the history, to create an environment expressive of our bicultural heritage.	Board	Plans in place  Waharoa built  Improved functionality Evidence of community and pupil engagement in traditional artistic expressions and plantings can be seen on the school site.
Healthy connected parent community	Once the new classrooms are completed parents can use the playgroup space for social, craft group work and parent education, discussions.	Management	The playgroup space is regularly used by school community for related activities to support fundraising and parent education.
Alternatives to the Autumn fair are explored in the year of Omicron	- The fair committee explores other options for smaller events to raise funds and connect families	Management	Smaller events or other activities take place in 2022.

## Supporting statements

1. **Policy on the Teaching of te reo and te tikanga Māori** – this policy is written to show the community how the school will respond if a parent seeks further instruction for their child in te Reo or tikanga Māori, in addition to what is already provided.
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.