



DUNEDIN RUDOLF STEINER SCHOOL

2024

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. Excellence for all pupils in our Steiner Waldorf Special Character School
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 and the development of the school grounds.
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 as well as its geographical and historical setting 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 2024 -2026

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

2024	2025	2026
Teachers are connected, developed and supported by and with the bigger Steiner movement.	The connections are continued and grown and undergo regular reviews so they remain relevant and responsive.	Ongoing and responsive to staff.
Curriculum areas are continually worked on and a focus for the year established: woodwork, music, te reo Māori. Literacy and Numeracy are continually reviewed and monitored. Support for learning needs reviewed and revised based on needs of the akonga.	Review of curriculum areas, woodwork, music, te reo Māori, and next steps developed. Review methods, systems and reporting and make changes if and where appropriate.	Curriculum areas reviewed and added to if seen necessary.
Share special character understanding with the community by engaging them in workshops, learning opportunities and other exposure situations as they develop.	Review and enrich the sharing of special character for the community.	Review.

2. Nurture the mana of Te Tiriti

2024	2025	2026
Support staff's language development through regular and structured language learning. Exploring making te Reo Māori a stand-alone subject.	Teaching te Reo Māori as an accumulative subject which is measured against clearly developed steps of increased language proficiency for students as they go through the years.	Reviewing the way te Reo Māori is delivered as part of the curriculum and make changes where and as appropriate.
Engage with Puketeraki Marae in regards to landscaping and site planning.	Beginning of implementation of site plan.	Continuation of implementation of site plan.
Work with Puketeraki Marae on developing rich tikanga, including protocols, waiata and karakia.	Continue work with Puketeraki Marae and start implementing new protocols as they develop.	Ongoing.

3. Grow the School

2024	2025	2026
Develop marketing materials for school and kindergarten that are concise and are shared in appropriate ways.	Evaluate and continue development.	Ongoing.
Connect with other kindergarten(s) to strengthen numbers going into class 1. Welcome students from other schools with an interest in special character.	Work towards increasing 6 year olds in kindergarten to reach roll cap.	Reach roll cap and develop plan for sustaining the roll cap. Make plans for roll cap increase application.
Revisit the site plan and develop the next steps, taking into consideration the bicultural geographical site, the long term future of the school and the special character. Ensure financial possibilities are explored and a plan developed.	Complete site plan and begin build for 2-4 new learning spaces.	Complete build of 2-4 new learning spaces.

4. Foster a healthy community and environment.

2024	2025	2026
<p>Parent meetings extended and reviewed/revised. Opportunities for parents to come together in the sharing of the special character are continually explored and extended.</p> <p>Develop project based working bees, with strong parent reps and class ownership of areas or projects suitable to age and curriculum.</p>	<p>Parent meetings extended and reviewed/revised.</p> <p>Develop project based working bees, where appropriate.</p>	<p>Parent meetings extended and reviewed/revised.</p> <p>Develop project based working bees, where appropriate.</p>
<p>Develop a strong parent representation through parent reps, buddy systems for new families and community events, e.g. fair, picnics, outings, camping etc.</p>	<p>Review and continue to develop and implement.</p>	<p>Review and continue to develop and implement.</p>
<p>Survey the community regularly on topics of relevance.</p>	<p>Survey the community regularly on topics of relevance.</p>	<p>Survey the community regularly on topics of relevance.</p>

Annual Plan 2024

Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.			
Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
<p>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.</p>	<p><u>PGC:</u> Every teacher develops their focus for the year. Teachers will be observed A plan is made for teachers at the start of the year to support their ongoing professional development in a particular field, teachers are connected with the wider Steiner community in the motu where possible. PD will be around the field of literacy, numeracy, special character of the school, the technology curriculum or wellbeing.</p> <p><u>General:</u> Across school meetings with teachers in New Zealand from other Steiner schools.</p> <p><u>In school PD:</u> Child studies are scheduled and carried out on a regular basis. College of teachers engage in meaningful deepening of understanding of the Steiner philosophy.</p>	<p>Teachers</p>	<p>Teachers will have chosen their particular field of inquiry for the year and the pd will support this.</p> <p>Teachers will have engaged with teachers in the same field from other schools and exchange practices and methodology.</p> <p>Child studies will have strengthened the understanding, practice, and approach to children in their academic and social development.</p>
<p>Woodwork curriculum is further developed for classes 4-7.</p>	<p>Woodwork will be an ongoing part of the technology curriculum. A plan is developed for year levels, showing progression of learning.</p>	<p>Teachers</p>	<p>Both seniors classes will have regular woodwork classes and developed their skills further.</p>

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

Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
Senior singing is developed and the repertoire of waiata and songs increased.	Both seniors classes will have timetabled time for singing and practice and will share this in assemblies.		The repertoire of songs and waiata will have increased and sharing of work has happened on a regular basis.
Literacy and Numeracy is continually reviewed, teaching methods adapted to the needs of the students and teachers have access to meaningful PD.	Students are identified and support provided through: <ul style="list-style-type: none"> - Teachers, teacher aide, special literacy and numeracy support, COL. - All children will have a CEP and clear goals - Goals will be reported on and reported to all stakeholders. - Support is sought where needed from outside providers. - PD will be offered to teachers where appropriate. 	Class teachers, LSC , Teacher Aides, Literacy and Numeracy In School advisers, Collaborative work with parents.	Students will have been identified, clear plans developed and regularly revisited for next steps. Whanau will be engaged and updated in an ongoing way.

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>The school's relationship with local iwi is continually fostered and strengthened.</p> <p>The relationship with the Puketeraki Marae has been strengthened and the partnership is starting to grow into a reciprocal teaching and learning relationship.</p>	<p>Visits to a local marae with a program that enhances the understanding and experience of Te Ao Māori and the local connection.</p> <p>Work with the Marae (karakia, waiata, pepeha, a waharoa) that is unique to who and where we are and that respects the history and cultural understandings of all people in Aotearoa.</p>	<p>Teachers</p> <p>Teachers, College, Proprietors, Board</p>	<p>A visit will have been made to Puketeraki Marae.</p> <p>There has been a start made in regards to cultural responsive practices and processes that represent our bicultural heritage as much as the special character of the Steiner school .</p>
<p><u>Curriculum:</u></p> <p>Use of te reo Māori and tikanga practice is normalised and can be seen and heard around the school.</p>	<p>Te Reo Māori is taught across the school by being woven into the daily fabric.</p> <p>Teachers will be supported in their language learning through regular classes in school.</p> <p>Across school immersion opportunities are investigated and applied where feasible.</p>	<p>Teachers</p> <p>Teachers/ Principal</p>	<p>Te reo Māori becomes part of the daily spoken language and can be heard on the school grounds.</p> <p>Across school experiences have allowed students to have a full immersion experience.</p>

Goal 3 Grow the School			
Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
<p>Marketing material will be redeveloped and updated with clear messaging and language.</p> <p>A clear shared vision of the marketing strategy is communicated to stakeholders</p>	<p>Update: website, marketing material, information pamphlets, Facebook</p> <p>Formulate a marketing strategy and communicate to stakeholders</p>	<p>Board/ Props Management</p> <p>Management</p>	<p>Marketing material is updated and follows the marketing strategy. It is shared with appropriate shareholders.</p> <p>Marketing strategy is documented and shared with governing bodies and staff</p>
<p>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.</p>	<p>Review pathways from kindergarten(s)</p> <p>Create plan to ensure healthy numbers from kindergarten(s) into the school</p>	<p>Board/ Props Management</p> <p>Management</p>	<p>Kindergarten(s) work together to increase numbers following the Steiner pathway into the primary school.</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
Community events are being held regularly for the entire community.	<p>School festivals are being held once a term to mark seasons (harvest, spring), bicultural celebrations (Matariki) and student achievements.</p> <p>The school fair will be in term 1, and working Bees are held every term.</p> <p>The flow form will be installed to create a space for parents and students to engage with their surroundings.</p>	<p>Teachers</p> <p>Parents/Community</p>	Healthy attendance and participation at all school events from parents and the wider community.
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	<p>Teacher evening in which teachers demonstrate and whānau participate in activities the children would do, thus learning about special character through experience and exploration.</p> <p>Anthroposophical nurse talks and practical workshops for the community to familiarise themselves with practices and approaches with the special character in mind.</p> <p>At governance meetings members are engaging with the special character through short readings and the SEANZ special character assessment tool.</p>	<p>Teachers/</p> <p>Parents</p> <p>Board/Proprietors</p>	<p>Increased awareness of special character in the parent community and in governing bodies.</p> <p>An increased comfort level for the community to share our special character with the wider Dunedin community.</p>
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.	The parent community will be surveyed in regards to their needs and wishes for the Kaupapa Māori impulse group so it can be representative of what lives in our community and support landscaping work, te ao Māori and be the foundation for the work carried out in school.	Community, Proprietors, Board, Teachers	The Kaupapa Māori impulse group meets regularly and is building the foundation and support for the school's bicultural work.

The National Education and Learning Priorities (NELPs)

		What are we doing currently?	Where do they see this in our strategic plan?	What can we improve on?/What are the next steps?
Objective 1	1. Ensure places of learning are safe, inclusive and free of racism, discrimination and bullying.	<p>The Steiner curriculum allows for implied learning about more than on truth and is rich in increasing children’s understanding of the world around them without judgement.</p> <p>This translates into a very open minded acceptance and appreciation of what and who ‘is’, without the need for creating norms that are adhered to.</p>	<p>Goal 1: The special character of the school is strong in connecting with the world that is and the children are learning this by being in this environment.</p> <p>Goal 2: Continually increasing the understanding of the history and the identity of New Zealand, the children will be better equipped to be in this ever changing and bicultural world.</p> <p>Goal 4: Increasing the understanding of our special character as well as making sure that the community as whole continues on the journey of te ao and te reo Māori learning, will ensure that both parts of who we are are alive and lived in school and at home.</p>	<p>Reviewing and discuss how gender is approached in our stories and whether or not there is a need to add to this in order to reflect the changing world and the children in it.</p>
	2. Have high aspirations for every learner/ākonga, and support these by partnering with their whanau and	<p>Every learner is looked at as an individual learner and supported in regards to academic, social and cultural needs to develop their identity in all aspects of their being.</p>	<p>Goal 1: Supporting the learning experience through appropriate programs, teacher development and assessment as appropriate.</p> <p>Goal 2: Including teachers and whānau in learning of te ao, tikanga</p>	<p>Invite parents and the children to present and represent their culture at as many opportunities as possible, e.g. international food at the fair.</p>

	communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.		and te reo Māori to recognise our bicultural environment. Recognising identity and cultural background of families and children and appreciating differences. Goal 4: The community is regularly invited in through parent evenings, parent experiences, working bees, fairs, cultural events and special character events.	
Objective 2	3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.	Teacher aide support for children who require it and support from the wider Dunedin learning support network. Developing and increasing understanding of cultures and languages and creating time and space to share and celebrate together are a lived part of our community.	Goal 1: Students with learning needs are supported through a teacher aide as well as differentiated learning plans. Goal 2: Children have the space and time to find themselves as learners within their wider identity. Goal 2: Kaupapa Māori impulse group is a space for the community to come together and be part of the understanding of the foundations for te ao and te reo Māori. Goal 2: Partnership with Puketeraki will be an important part of our wider community building, including iwi and	Every student will have a CEP developed for their particular needs, this is discussed with whānau, teachers and the teacher aide. A weekly, structured and manageable te reo Māori learning program for all teachers to then take into the classrooms.

	4. Ensure every learner/ākonga gain sound foundation skills, including language, literacy and numeracy.	Data is gathered twice a year and reviewed by teachers and the board. Students are measured against the NZC and the Steiner learning steps.	Goal 1: Focus on Literacy and Numeracy remains, with an rotating focus of development for teacher PD.	Looking at the data in regards to progression regulary throughout the year. How do we track it and use it?
Objective 3	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	Te reo Māori is incorporated through simple language in the classroom, karakia and waiata, kapa haka and celebreation of festivals and tikanga.	Goal 2: Fostering the relationship with the Puketeraki Marae to develop our tikanga and work on the te reo confidence of the teacher.	Regular classes in school will help increase teacher confidence in te reo Māori and will then take it into the classroom. Increased exposure to PD for tikanga Māori will mean we are honouring our bicultural context and make this part of our lived fabric.
	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	Connecting staff with teachers from other Steiner schools to share and exchange practice and ideas. Plan PD as appropriate for school needs and individual teacher focus.	Goal 1: Develop a PD plan for all teachers, incorporating school focus, individual focus and overall improvements of the school.	Plan for visiting other Steiner schools for general connection, inspiration and next steps.
Objective 4	7. Collaborate with industries and employers to ensure learners/ākonga	Class 3 main lesson focuses on professions and has visiting professionals from various areas.	Goal 1: The curriculum provides a strong foundation for meaningful work and exposure to professions as appropriate.	The intermediate years are in the process of developing a transition program, which includes a

	have the skills, knowledge and pathways to succeed in work.	The children are exposed to real and meaningful work in their daily lives at school.		potential for connection to and with the wider community and work force.
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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.