

Annual Report 2019

Strategic goal 1: - To deliver Steiner Education so that children are creative thinkers, socially aware and reaching their academic and artistic potential. All children are taught the Dunedin Steiner curriculum linked to the New Zealand Curriculum.

Annual Goal	Objective	How will we achieve it?	Who	When reported to BoT	Evidence to show the objective has been met/ is in progress	Progress to date	Achieved/ not achieved
1.1 Achieve a positive ERO report in 2019	To satisfy all the requirements identified in the ERO report 2017 as defined in the Action Plan	Fulfilling the ERO requirements as set out in the Action Plan	All teachers	Termly and in monthly Principal's report.	Minutes from discussions and reports. Report to school from preliminary visit from ERO advisors Outcome of the visit from ERO.	Principal wrote an extensive progress report against ERO action plan in May which was presented to ERO during their July visit. All requirements are either met or in progress. Principal appraisal work followed this goal throughout the year. ERO final visit indicated that the school is well-placed.	Achieved
	To maintain a high level of teaching and learning in the class, with equal opportunity for all students and a focus on the pupils of concern.	To engage in robust curriculum review as part of Internal Evaluation of the curriculum, performance and achievement	All teachers	Termly and in monthly Principal's report.	Principal to bring to BOT, any suggested revised policy docs. Revised policy procedures are recorded Minutes of teachers' meetings	All curriculum policies and Behaviour Management and Playground Supervision Policies/ Procedures reviewed and approved. Curriculum review also included Teaching as Inquiry studies, a review of the Environment Curriculum and other internal evaluations.	Achieved
	As above	Regular timetabled colleague / peer observation visits to support and make suggestions as requested. At least twice termly visits by the principal to monitor planning and teaching and pupil participation. Regular timetabled review slots in weekly meetings to share practice and pupil progress in particular "teaching as Inquiry" updates/ presentations.	All teachers		Minutes of teachers' meetings and appraisal records	Teacher Appraisal Documents reviewed and adapted to fit with revised Teaching standards. Teachers engaged in mentoring/ peer observation with determined partners. Results of termly visits and subsequent meetings recorded in Appraisal documents. Principal met with each teacher as part of attestation process. Appraisal summary provided to BoT in December.	Achieved
	Strengthen systems to show pupils' progress "acceleration" and ensure the systems are consistently followed, allowing the school to better analyse data to help the teachers and trustees make useful targets	Install and use a comprehensive school wide SMS programme EDGE to monitor recording and reporting student progress and learning throughout the school.	All teachers	Regular updates in Principal's report	Edge SMS used for class and individual tracking. Meeting notes	The system allows the school to better analyse data to help the teachers and trustees make useful targets. It works well in tracking pupils in an easily accessible, comprehensive system. There has been ongoing discussion on the effectiveness/evaluation of the SMS programme and teachers have a positive experience of using Edge.	Achieved

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1.2 Strengthened Maths and Literacy teaching and learning in the school	Honorary “in school” leaders in literacy and maths will be accessible for support, advice, direction and research through attendance at Conferences. Network building to share problems and practice to achieve a nationwide improvement in levels of achievement and accelerate the learning of pupils with learning differences.	Timetabling the Community of Learning (COL) teachers to allow time for study, reporting, advisory visits and conferences.	James/ Maths Jane/ Literacy	Part of twice yearly Literacy/Numeracy report.	Teachers meeting notes. Kahui Ako meeting notes/ reports Shared resources Results from in class performance / formative and standardised summative results.	National Steiner Lit and Num CoL teachers have visited school. The Maths CoL across school’s teacher/advisor and James are drawing up a practical achievable maths as a pilot for CoL primary schools. More cover is needed through Principal taking lessons to free up teachers for research and advice. We are currently asking that the two teachers become valid members of the Steiner Kahui Ako which is doing excellent work to which we currently have access at SEANZ and DRSS expense. Lead teachers for literacy and numeracy have made progress in creating a format for working in the school. This will be reviewed next year.	Achieved
1.2.1 Literacy. Spelling capacities in the school improve.	To pioneer, review and adopt a whole school spelling programme: Smart Words. To engage in a schoolwide teaching practice thereby providing benchmarks for progress and achievement.	Jane Plant, as leader in literacy in the school will introduce/ mentor and monitor.	All class teachers	Twice a year	Students’ work Regular reports to Teachers’ meeting Test results as appropriate (SSpA results from twice yearly testing from class 4 upwards).	Spelling programme implemented in classes Piwakawaka and Kahikatea. Class 7 has some implementation of the programme. Jane is doing her T as I on this. We need to run the programme for a longer period of time and then assess it to see if it can be used for benchmarking. Teachers observe improved spelling and phonic etc. awareness. Definitely worth continuing next year and adjusting assessment schedule. Will continue in the new year/ put in Annual plan.	In progress
1.2.2 Maths To create a shift in the culture of maths teaching in our schools by promoting the use of rich tasks and mathematical discourse.	Establish classroom norms that allow group work and mathematical discourse to flourish.	Group work and mathematical discourse are seen in our classrooms.	Teachers	Twice yearly in the maths/ literacy report from the principal.	Increase in creative engagement and positive attitude towards maths.	Maths results for mid-year and end of year show : MY 67% Below EY 18% Below MY31% AT EY53% AT MY2% AE EY 28% AE	In progress
1.2.2.1 Maths Students of concern progress and wellbeing is enhanced.	To identify and focus on students of concern in order to support them to achieve their full potential.	Teaching as Inquiry: A school wide focus on 3 pupils per class group to identify their learning styles and obstacles to learning and achieve progress in their learning and achievement.	Teachers	Twice yearly in the maths/ literacy report from the principal.	Improved performance results or increased understanding of the obstacles to learning that a pupil may be experiencing.	Collaborative Education Plan system introduced and used to effect for pupils of focus. Varying results but with good engagement of whānau in pupil’s learning progress, understanding and ownership. CEPs have been used for 4-6 pupils in each class, as effectiveness of original “3” was seen.. Students have been more responsibly engaged, in the small group in identifying strengths and areas of focus to improve. Progress has been measured and some students have achieved the goal and the CEP has stopped. The focus has provided insight into different learning styles.	Achieved
	That the wellbeing of these students is carefully monitored and supported so that they do not become fixed in their self-theory regarding maths performance	Pene will focus on maths capacities in year 8/class 7 pupils with self-esteem issues regarding ability, and strategies to shift this in line with apparent capacities.				Class 7 T as I developing well. Completed with a sense that pupils were more able to identify and work on basic skills and applying themselves to problems over consciously.	Achieved

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1.3 Our Practice reflects the Special character of the school.	Pupils learning is enhanced by an age appropriate awareness of their progress and learning.	We create an age appropriate Marking and Feedback policy so that students know, in age appropriate ways about their progress and learning.	All teachers	Twice yearly	The policy and examples of its application	We are identifying the role of student voice as encouraged by ERO and current teaching practice. We are seeing the value of it through different levels at class ages and using it with discretion with older pupils in: Setting targets, Assessing their work, Peer formative assessment, Identifying strengths and weaknesses, Talking about what they are learning Self-assessment: How am I doing?	Process begun
	Pupils are empowered by appropriate levels of feedback so that their sense of self is not built on a precocious sense of how they are achieving.	Teachers adopt a differentiated style of feedback and marking appropriate to the emerging consciousness of the child.	James Guthrie	End of Inquiry	Student target setting	Teachers have revised the Planning assessment, evaluation and reporting procedure in relation to students evaluating their own learning. Teachers in senior classes engage students in general info of how the class performed in a formal test. There has been more student engagement with results. This encourages students to reflect on their learning, events etc. How did you do? Questions.	Ongoing
	We protect and facilitate an attitude of loving to learn and the experience of “mistakes” being helpers on our journey of discovery.	A Teaching as Inquiry investigation on the practice of conferencing with students on their learning and progress. The students will have one on one conversations with the teacher at regular intervals which will: Offer them conscious ownership of their progress and achievement and enable them to set themselves targets towards further improvement and be given strategies to achieve that. Enable the teacher to gain insight into their learning styles and obstacles to learning.		Termly	Student self-evaluation	T as I is well under way and going smoothly. Work to develop in new year: Possibility of ‘Student Voice’ – a theme for a conference in 2020	Achieved
	Staff have a good foundation and understanding of Steiner education, as reflected in the Federation’s Special Character Guidelines	Mentoring for new teachers by the Principal and relevant colleagues	Principal , teachers	Principal reports to Board	Staff’s ability to speak to the curriculum and deliver it in a teaching role.	Good progress with weekly mentoring sessions Mentoring notes with Trisha and latterly with Julie as well. Teachers plan to design a programme of support for new teachers to Special Character/ Steiner Education to help deepen their understanding of the education.2020 Annual plan.	In progress
	The College of Teachers will establish its mana as the kaitiaki of the special character of the school	The College of teachers will review and rewrite the Mission Statement and Values for the school charter, and clarify their role as kaumatua of the pedagogical life of the school, inspiring and determining the work of the teaching body	College of Teachers	Principal reports to Board	New mission and values	This is a work in progress. There is interest in study and learning more of the philosophy and indications of R Steiner as well as sharing practice. 2020 Annual plan Establishing a new mission and values is a work in progress. We have a good staff of committed teachers in both KG and School who are keen to learn more about the pedagogy and philosophy.	In progress.

¹ Key to persons responsible P Johnstone (Principal and Class 7 teacher), Trisha Geraets (Class 1 and 2 teacher) C Ridout (Executive Officer), J Plant (Class 3 and 4 teacher), James Guthrie (Class 5 and 6 teacher) MT (Management Team).

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Strategic goal 2: - Growing the roll - A financially and pedagogically viable Primary school, offering Steiner education up to the start of High School, accommodating separate classes at each age level

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2 Increase in the school roll	To obtain consent to lift maximum roll.	Achieve a satisfactory ERO report. Reapply for roll cap increase	Principal, College of teachers, Management team, Board of Trustees	Collaboration with BoT	Maximum Roll Increase	A roll increase would only be granted after a satisfactory ERO report. ERO visit has taken place on 9 and 10 December and the report is now awaited. It was indicated that sufficient progress had been made. After that visit an application will be made	In progress
	Enrolment at the school is based on transparent and equitable practices	Confirm our enrolment procedures and revise the Enrolment scheme	Board of Trustees in collaboration with Proprietors	June		A new draft scheme is to being consulted on with the parent community and local schools in December. Scheme will be finalised with Ministry early in 2020.	In progress

Strategic goal 3: - Building community - The development of a healthy social community, respecting the many cultures of Aotearoa New Zealand, and honouring its bicultural foundation in the Treaty of Waitangi.

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3.1 The school reflects our bicultural context	To enhance our delivery of Te Ao Maori Curriculum to achieve an expanded bicultural community of learning.	Review how the school delivers Te Ao Māori and look at ways in which the school can enhance its bicultural context.	Teachers	Consultation re policy	Festivals Pupils' work	Teachers did internal evaluation of delivery of te Reo Māori, including how the Ngai Tahu dialect is used. 3 staff members attended 3 rd year of te Reo Māori class in terms 1 and 2 and 1 continued for whole year. Matariki festival and hangi were held. We are looking to expand our festival celebrations next year.	In progress
		To continue investigation of kapahaka in terms of availability of an outside facilitator.	Teachers			No facilitator found. This may not be prioritised in 2020.	Not achieved
	Continue to review the Steiner Te Ao Maori curriculum and how best to implement it in the school	Expand the curriculum to include more attention to History of Aotearoa/New Zealand including studying Te Tiriti oWaitangi at appropriate levels. Curriculum/policy review in Teachers' meetings	Teachers	Principals Report to BoT	New policy following review	Teachers have included much more Te Ao Māori tikanga and history into their teaching practice. We will review how we add these to the curriculum in 2020. We are experimenting with different approaches to learning the language. James has discovered effective ways to infuse the lessons without teaching Te Reo directly as a language lesson which had been only partly effective. Students as a result of his new approach are using the language with more respect and cultural inclusion. This review will continue.	In progress
		James will attend the National				James was unable to attend the National Steiner	Not achieved

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		Steiner Schools Hui in 2019 on Te Ao Maori				Schools' Hui on Te Ao Māori.	
3.2 The wellbeing of the staff is surveyed and supported	Survey staff on wellbeing and review results		BOT	Term 2	Results of survey	Survey completed and reported to BoT in June showing positive levels of staff well-being. Will repeat the survey annually.	Survey achieved
3.3 The role of the parent body is strengthened	Active parent engagement in the school	Introduce guidelines for parent reps, appoint one/ two in each class, for support to the teacher and to organise events for parents.	Teachers		Guidelines issued and parent reps appointed	Teachers have evaluated what makes a parent evening effective and drafted a protocol. A strong start, will be re-invigorated 2020. No guidelines for parent reps issued.	In progress
3.4 School survey informs our Annual Plan	School survey results are shared and Action plan ensures response	Progressive work on Action plan	BOT, Props, CoT	Ongoing		Parent communication survey results were shared in newsletter. Results have been evaluated and actions taken in 2019 – as documented.	Achieved

Strategic goal 4: - Governance and management – to foster clarity and cooperation between the Board of Trustees, Proprietors Trust, Management and staff

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4.1 Clarity in governance and management	Clarity on the structures in the school	The Structure booklet will be reviewed and revised	College of Teachers and management team	Start Term 2	Revised Structure Booklet issued	Structure booklet is updated..	Achieved
Principal appointed	Recruit a new principal who fulfils the leadership needs of the school	Survey to the community on the desired qualities of leadership. Survey the staff on what they see as the required leadership role. Recruitment process	BoT	Survey term 2 Term 3	Survey results New Principal appointed	Process all complete and Principal appointed start of term 4	Achieved.
Appraisal of Principal	To affirm role To provide clarity around next steps. That effective feedback on leader's performance promotes positive change	Principal appraisal process to include staff feedback. Staff appraisal will also allow for feedback on their leader	BoT	Term 2	Appraisal outcome	No staff feedback included in the appraisal in 2019 as the school had an Acting Principal rather than a permanent appointee.	To include in 2020