

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	Outcomes
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>	<p>Professional development in 2021 included:</p> <p>The handwork teacher visiting Christchurch Steiner School</p> <p>2 teachers attending the Steiner Movement Course</p> <p>1 teacher representing the school at the Steiner Literacy Kāhui Ako</p> <p>1 teacher representing the school at the Steiner Kāhui Whetu on the Māori curriculum</p> <p>2 Teachers attending a Steiner Intensive conference</p> <p>1 Teacher attending the Kolisko conference</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. 	<p>Class teachers, LSC , Teacher Aides, Literacy and Numeracy 'In School advisers, Collaborative work with parents.</p>	<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>	<p>Half the students in the group progressed beyond expectation, achieving more than a year's progress under the focus. All other pupils in this group made some progress moving from B (below) to WT (working towards).</p>
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. 	<p>All teachers and visiting Eurythmist.</p>	<p>Over the year the students will experience balancing Rhythmic activities that can be therapeutic tools to enhance their learning.</p> <p>Teachers integrate such movement activities in morning Circle activities.</p>	<p>Sue Simpson, a Eurythmist visited the school for three days working with teachers and students.</p>
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. 	<p>Principal, teachers, Board.</p>	<p>The twice yearly internal review makes a comprehensive checklist for future reference to monitor standards.</p>	<p>School report formats were renewed, playground supervision and Behaviour Management procedures reviewed. The number of incidents involving antisocial behaviour was significantly reduced.</p>

Goal 2 - Nurture the mana of the Treaty				
Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress	Outcomes
Students' understanding of the bicultural heritage is enhanced.	<ul style="list-style-type: none"> - Through mihi, pepeha and classroom activities pupils know the Māori names of local features. - Teachers actively engage with critiquing the Ministry of Education's Aotearoa NZ Histories draft curriculum. - James to work with the SEANZ Māori curriculum group and bring the curriculum development work and practices back to all classes via their class teachers - By the end of 2021 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 6th February with sympathetic activities connected to practices on the land, mythology and artistic activities. - Celebration of Matariki with the culminating Hāngi and Māori Language week. 	<p>All teachers</p> <p>James SEANZ</p>	<p>When visiting classrooms, Te Reo is frequently used,</p> <p>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>Matariki was a week of te Reo Māori and related Bicultural activities. Māori language week was spent with a large focus on te Reo Māori and waiata.</p> <p>Te Tiriti work done by students at start of year</p>
The school's relationship with local iwi is fostered.	<ul style="list-style-type: none"> - Annual school marae visits are established, to Ōtākou or Puketeraki for which pupils are well prepared. 	Teachers	A visit will have been made to Puketeraki or Ōtākou Marae.	A visit was booked but delayed by Covid until 2022
Te reo and tikanga practice is normalised.	<ul style="list-style-type: none"> - All staff to attain level 1 Te Reo by the end of 2021 - Te Reo is taught across the school by insertion into the daily fabric. - Funding allows teachers to attend courses, purchase teaching resources and receive support to expand delivery of Te Reo, waiata, kapa haka and Tikanga 	Teachers	All pupils can greet and respond and engage in kōrero in te reo Māori.	<p>Teachers all meeting weekly to further their te reo practice</p> <p>One support staff attending the Te Ahu o te Reo course in T3</p>
Physical Environment enhanced across the school.	<ul style="list-style-type: none"> - The Board supports the Proprietors in its plans for reflecting our bicultural heritage in the land and buildings. 		Evidence of community and pupil engagement in traditional artistic expressions and plantings can be seen on the school site.	Discussion underway at Trust/ Governance level.

Report on 2021 Annual Plan

Goal 3 Grow the School				
Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress	Outcomes
Increase the roll so that by the end of 2024 there are 12 students in each year level.	<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</p> <p>BoT</p> <p>BoT</p> <p>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>Maximum Roll increase lifted to 96 students.</p> <p>Marketing areas to be developed further in 2022.</p> <p>Pathways discussed in joint meetings.</p> <p>Plan for single year classes to be taken forward for work in 2022.</p>
The school has sustainable reserves	<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 	Management	Plan presented to the Board	Not completed in 2021. Will review in 2022.

Report on 2021 Annual Plan

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	Outcomes
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.	Management unit used and environment group formed in school Halo project is working on land Keep Dunedin Beautiful clean up was postponed
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.	The measurement of the carbon footprint was not seen to be an effective use of time in comparison to the work the school can do to actively reduce it.
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>	BoT Management Management Management Management	<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>	<p>No portfolio set up</p> <p>Yurt used for craft group</p> <p>Working bees held, whole school waka evening (not well attended), parent nights held in classes.</p> <p>Opportunity made for people to engage with raised bed building.</p> <p>Development of group postponed due to Covid.</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	The First Autumn Fair was a success.