

REPORT ON ANNUAL PLAN 2022

Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.				
Success Indicators	Tasks strategies and resources	Who	Evidence required to show the objective has been met/ is in progress	Report to Dec 2022
<p>Teaching practice in the classroom indicates that all teachers are in ongoing meaningful professional development in Steiner Education.</p>	<p>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.</p> <p>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.</p> <p>At least two teachers will attend the Taruna Movement course which broadens the repertoire for both movement and eurythmy exercises to incorporate in the Morning Circle.</p>	<p>All teachers including Handwork teacher with special support for teachers new to Steiner's philosophy and curriculum</p>	<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>	<p>Trisha attended Steiner movement course in Term 2. James and Emily attended in Term 3.</p> <p>Emily attended an on-line Steiner teacher intensive in January.</p> <p>In week 4 of each term all teachers attend on-line hui set up by SEANZ for Steiner peer / subject networking & professional development. This includes handwork teacher and teacher aide.</p> <p>All classes incorporate daily rhythmic activities.</p> <p>Mentoring partnerships have started – timetable of visits was set at start of term</p> <p>Child and family studies ongoing</p>

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Woodwork is introduced to the curriculum	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.	Principal	Woodwork classes are in progress. A woodwork curriculum is created and followed in terms 2 – 4.	Woodwork curriculum established and Class 6 and 7 commenced end of term 3
Improved student achievement in Literacy and Numeracy with special focus on students currently performing ‘Below’.	<p>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.</p> <p>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.</p> <p>One Management unit focusing on Girls’ maths will investigate</p>	Class teachers, LSC , Teacher Aides, Literacy and Numeracy ‘In School advisers, Collaborative work with parents.	<p>We aspire to achieve, through the methods in place and the resources we enlist, that pupils performing Below, will make a year’s progress 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>	<p>See the mid year reporting which indicates an increase in students AT and ABOVE and a slight increase in students BELOW which represents the small number of students who have joined the school, with specific learning differences.</p> <p>Interventions using teacher aide have positive feedback – as per March Principal’s report to Board The interventions and support of the Learning support team in the local COL has informed us in the case of some pupils and helped us identify and apply specific strategies.</p>

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	<p>the slight decline in Girls’ maths results in 2021</p> <p>Exploration of alternative learning styles to identify students with differing needs</p>			<p>A different approach to maths being taken – more collaborative problem solving- less algorithms. Teacher aide starting to work with low achievers addressing foundation issues, lack of basic knowledge.</p>
<p>The teachers follow the MOE guidelines for a thorough investigation and review of:</p> <p>(a)our EOTC procedures;</p> <p>(b)“The CODE” as a new approach to confident spelling.</p>	<p>Twice a year teachers and the Principal conduct an internal review of practice and procedures.</p>	<p>Principal, teachers,</p>	<p>The twice yearly internal review makes a comprehensive checklist for future reference to monitor standards.</p>	<p>EOTC survey questions have been reviewed by teachers. 2 teachers attended a workshop on EOTC and there is another on 23 Sept.</p> <p>In depth practical study of the CODE by Teachers to confirm it as a school-wide tool for spelling – review indicates improved spelling. Internal review conducted of how students engage with their learning. More work needed in 2023 to establish marking/ feedback practice.</p>

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Goal 2 - Nurture the mana of te Tiriti				
Success Indicators	Tasks strategies and resources	Who	Evidence required to show the objective has been met/ is in progress	Update to December 2022
Students' understanding of the bicultural heritage is enhanced.	<ul style="list-style-type: none"> - Students learn about and experience te Ao Māori through exploration of key values, especially from within our Charter. - Pupils learn the Māori names of local features. - *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 - 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 6th February with sympathetic activities connected to practices on the land, mythology and artistic activities. - *James attends Kāhui Whetu meetings 	<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>Class Kererū's main lesson on local geography explored local place names This is a Special character developmental Main lesson which is easily aligned to goal 2 of the Charter.</p> <p>Class Tūi on their way with kōrero i te reo Māori</p> <p>During Waitangi week and Matariki, Te Tiriti work was done across the school at age appropriate levels. Classes drew up charters based on virtues – aspirations, senior classes discussed dimension, translation differences, debated issues of politics, rights and freedoms</p> <p>Teachers weekly lessons in te reo Māori are ongoing</p> <p>James is part of the national Kahui Whetu group The coordinator gave an on-line</p>

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	Celebration of Matariki with the culminating Hāngi and Māori Language week.		James focuses his Teaching as Inquiry on the expansion of Te Reo and bicultural practice in the classroom.	<p>presentation to teachers in school and kindergarten on tikanga in the school and touched on how Te Ao Māori may be further embedded in the Primary school curriculum. It was a useful first step with all staff and the Kahui in how the Kahui can support our work, nurturing the Mana of te Tiriti and inserting more te Reo and tikanga in our lessons, curriculum questions etc. James has a management unit for his work relating to Te Ao Māori in the curriculum. Te wiki o te Reo Māori was celebrated on the Wednesday with a whole school gathering.</p> <p>James is buildingf a resource for our teachers to use which increases the use of te Reo in daily activities – an extension of Teaching as Inquiry.</p> <p>Matariki was celebrated and it culminated with a pizza across school event rather than a hāngi.</p>
The school’s relationship with local iwi is fostered.	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.	<p>The Learning and Support advisor, with focus on Māori, visited kindly and looked around the school. We spoke to her about developing links with Kāi Tahu. It was good to have Kane Holmes (Kāi Tahu) lead the opening of the new classrooms at our dawn ceremony. Plan for a marae visit still exists but it is a process that has been subject to delays from</p>

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				the marae as a result of Covid. Visit to Sinclair Wetlands has been proposed as an alternative for 2023
Use of te reo Māori and tikanga practice is normalised.	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. The school investigates the feasibility of employing a kapa haka kaiako	Teachers	All pupils can greet and respond and engage in kōrero in te reo Māori.	Use of te reo is more frequent than in previous years among some students All teaching staff attend weekly in-house te reo course
The Māori creation stories are included in the class 3 curriculum.	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. Then in Matariki these are visited again in various iterations.	Teachers	The new History curriculum is embraced and delivered as resources are located for new knowledge of the local stories.	Class 3 (Tūi) explored Māori creation stories Teachers have viewed the proposed curriculum and agreed the suggested amendments from the Fellowship (SEANZ). Noted strong parallels with existing Steiner curriculum, in terms of geographical historical learning from the centre (home) outwards.

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Goal 3 Grow the School				
Success Indicators	Tasks strategies and resources	Who	Evidence required to show the objective has been met/ is in progress	Update to December
Numbers at the school increase to 12 in each year group	New classrooms are built to cater to the larger class sizes	Board/ Props Management	Buildings occupied	New classrooms complete and occupied. There is space for at least 24 students in each of the 4 large classrooms
	A marketing strategy is developed and implemented Important pathways to the school are nurtured (eg playgroup, kindergarten)	Management	Plan approved and implemented Healthy numbers in Kindergarten and Playgroup that feed into the school	Some marketing ideas discussed at management. Website being redesigned. Kindergarten open afternoons are reinstated. One Open morning for the school tuakana parents and other interested parents. This was well and enthusiastically attended. Kindergarten has space for 45 and has 35 attending. Playgroups operate 2 mornings a week with an average of 4 children each session (up to 7 attending)

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Goal 4 - Foster a healthy community and environment				
Success Indicators	Tasks strategies and resources	Who	Evidence to show the	Success Indicators
Our environment curriculum reflects our special character.	Our environment curriculum is maintained and expanded and in 2022 we include biodynamic practice.	Teachers	Our environment curriculum reflects our special character.	Our environment curriculum is maintained and expanded and in 2022 we include biodynamic practice.
The land reflects our whakapapa and is a functional space	<p>The School works alongside the Trust to plan the development of outside space to reflect our bicultural context and our own special character whakapapa</p> <p>A waharoa is built</p> <p>Teachers, Community and Board members contribute to plans to improve the functionality of outside space</p> <p>Community engagement with guidance from locals who know the land and the history, to create an environment expressive of our bicultural heritage</p>	Board	<p>Plans in place</p> <p>Waharoa built</p> <p>Improved functionality</p> <p>Evidence of community and pupil engagement in traditional artistic expressions and plantings can be seen on the school site</p>	<p>Joint meeting worked together on looking at land. Alignment of Steiner values with Te Ao Māori. Moving on to build a waha roa needs to wait until we have engagement with mana whenua on the project.</p> <p>Early steps made for installing a flowform to create a quiet wellbeing place</p>
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.		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.
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.	The school held a Twilight market in winter which was very popular and well attended.