



Where Learning is Natural

Te ao turoa o te akoranga

Charter and Strategic Plan

2017-2020

2018 Annual Plan

MISSION

To practise Rudolf Steiner's Art of Education in the Bay of Plenty, with a mission of developing students who can stand as free individuals in and for the world; balanced in their feeling, clear, creative and flexible in their thinking; practical and purposeful in their will.

VISION

That devoted teachers, backed and supported by parents and whānau, will plan and deliver cycles of richly connected learning experiences, designed to meet each individual child in the present and gradually lead them forward to a future in which, their intellectual, social, physical and spiritual potential (apparent and hidden) can be realized.

VALUES

Learning in time
 Learning over time
 Learning together
 Learning from each other
 Learning through the arts
 Learning on the land
 Learning through the example of love, authority and respect

Our School

A country school in the city, set on 16 acres of organically tended land tucked within the city limits, we are a U4 decile 8, state integrated Waldorf full primary school with a mix of enquiring, and lively students from a wide range of nationalities including NZ and Cook Island Maori, German, Chinese, Swiss, Danish, French, Irish, Dutch, Thai, English, American and Pakeha New Zealanders. The primary school children share the site with enough younger ones to fill three kindergartens, a nursery group, a parent and child group, as well as a number of animals whom they care for and nurture, including chickens, cows and kune-kune pigs.

Review of Charter and Consultation

In 2016, both parent and staff views were canvassed and consulted with to establish next priorities for curriculum development and delivery. In addition student voice was elicited to canvas wellbeing experiences. Our longer strategic direction established some time ago via joint consultation with both the parent community and the guardians of our special character, the Waldorf School's (BOP) Trust, was recently reaffirmed by all these parties via an annual survey.

**Strategic Goal 1 (Nag 1 and 5) - Learning Foundations -
*The right thing at the right time, for every child***

Aims

1. To continue to create and deliver a developmentally aligned Waldorf curriculum expressing our community's aspirations for our tamariki which:
- upholds our special character agreement with the Crown,
 - prioritises both literacy and numeracy as well as the individual needs of every child including those with special needs.
 - offers richly connected learning experiences ensuring academic achievement meets and exceeds all national standards delivered by the Waldorf curriculum and by year 8 comprehensively.

Key Priorities for Board Action 2017- 2020

Develop Waldorf learning steps in essential learning areas which also allow for authentic monitoring of national standards. (Learning In Time)

Consistently maintain a student achievement goal whereby 80% of students at Year 8 achieve at or above national standards level in all of reading writing and mathematics.

Ensure that diagnostic processes are implemented which identify students who may require support to access the curriculum or who may require extension.

Provide a range of support services and programs to meet the needs of those students with identified learning differences including gifted and talented students. (Learning Over Time)

Prioritize the development of rich learning experiences on school and farm site.
 (Learning on the Land)

Prioritize the development of performance, visual and hard art experiences. (Learning through the Arts)

Prioritize extra curriculum activities in a way that underscores our educational values.(Learning together, learning from each other)

**Strategic Goal 1 (Nag 1 and 5) - Learning Foundations -
*The right thing at the right time, for every child***

Aims

2. To ensure that our school's policies and programs adequately reflect and support New Zealand's cultural diversity and the unique position of Maori culture by working with the school's whanau group and ensuring all reasonable steps are taken to provide instruction in Te Reo and Tikanga Maori for all and intensively for those children whose parents request this.

Currently and historically a majority of Maori students achieve at and above school expectation.

Key Priorities for Board Action 2017- 2020

Ensure regular ongoing consultation with whanau group to meet partnership obligations, to report Maori Student achievement and maintain engagement.

Ensure current and historic Maori student achievement levels are maintained and targets for improvements are set where necessary while still upholding the whanau groups requirements for privacy and non- identification of individuals.

Ensure teaching and learning programs appropriately acknowledge and respond to the culture of Maori students as well as build the capacity of all other students to understand and honour taha Maori

Ensure appropriate professional development is provided to staff to deliver basic te reo programs to all students.

Ensure that appropriate staff are employed to assist with the development of te reo ona nga tikanga in the school and that the school's relationship with Te kura kaupapa Maori o Otepou is maintained to offer immersion experiences where required.

**Strategic Goal 1 (Nag 1 and 5) - Learning Foundations -
*The right thing at the right time, for every child***

Aims

3. Ensure that wellbeing of all tamariki is optimised by identifying and responding to the emotional physical and spiritual needs of every child, thereby creating a sound platform for engaged and joyous academic learning.

Key Priorities for Board Action 2017- 2020

Elicit student voice regularly to identify perceptions and experiences of wellbeing measures

Co-create wellbeing narratives with and for students

Ensure professional development for teachers includes opportunities for understanding wellbeing needs of tamariki

Ensure policy and procedural frameworks support wellbeing.

Continue to monitor, review and develop transition processes for all tamariki

Develop and employ a range of student engagement measures.

Strategic Goal 2 (Nag 3 and 4) - Resources- People, Finance and Environment

How we grow our own

Aims

Key Priorities for Board Action 2017- 2020

People: Develop highly competent, motivated and devoted teachers able to fulfil our curriculum priorities.

Facilitate high levels of staff performance through effective performance management systems.

Promote continual staff development by providing both whole staff and personalised professional development.

Provide EAP assistance to promote and facilitate social hygiene and sound professional working relationship.

The Board implements and reviews policies which demonstrate itself to be a good and effective employer

Environment: Implement a plan for the ongoing development of the school site to meet curriculum and special character priorities, and maintain a safe, healthy and attractive learning environment.

Learning environments are developed and maintained to allow for the delivery of rich curriculum experiences

Sound therapy, educational support and other remedial and special needs support space is created, including respite and withdrawal spaces.

Student and staff toilet capacity is increased

Sports, archival and resource storage is created, including breakout space for classrooms

Sufficient porch space is added to accommodate increased class sizes

Systems are implemented so that the school environs are developed and maintained to ensure new Health and Safety requirements are enacted with student and staff safety prioritized.

Finance: Implement a sound financial planning model which gives effect to the board's priorities with regard to curriculum delivery, personnel development and development of our unique learning environment.

Work effectively with the Waldorf School's Trust to fund our priorities with regard to curriculum, personnel and environment.

Link the annual budget to the strategic plan and annual priorities

Investigate and pursue other income streams including fundraising



Tauranga Waldorf School 2018 Annual Improvement Plan

Strategic Aim 1 (Nag 1&5) Learning Foundations: The right thing at the right time for every child.

A. Key Priority from Charter Strategic Goal- Student Achievement: Consistently maintain a student achievement goal whereby 80% of students at Year 8 achieve at or above national standards level in all of reading writing and mathematics.

Target: 1. Writing – By the end of 2017, a target group of 13 students from years 7 and 8 currently achieving below FRSNZ levels in writing will accelerate their progress and the percentage of students achieving at or above will increase to 80%, The students will meet FRSNZ levels relating to surface features in both descriptive and instructional writing.

Historical Context

Data in support of this target can be found in the assessment results of November 2017.

Analysis of the then Year 6 cohort group indicated lower rates of achievement than expected with 74% of students meeting or exceeding expected standards. Similarly, in the Year 7 cohort group 63% of students were meeting or exceeding expectations.

Key Strategies

Professional conversation around facilitation of written language rich programmes and multiple opportunities to accelerate progress by practicing the skills of spelling and encoding, grammar and structure appropriate to year level.

Peer Teacher inquiry and mentorship to precisely identify current barriers to achievement for all students in this category. Ongoing inquiry through the year will maintain teacher momentum and focus.

Link reading to writing by providing strong exemplars and exploring text features to raise spelling and grammar 'conscience.'

Reporting

Term 1: Formal diagnostic / formative testing

Term 2: Reporting progress to BOT
Written report to parents
Parent / Teacher Interviews

Term 3: Formal testing – summative includes National assessment project

Term 4: Written reports to parents
End of year report to Board
Term 4 prepare MOE reporting templates



Tauranga Waldorf School 2018 Annual Improvement Plan

Strategic Aim 1 (Nag 1&5) Learning Foundations: The right thing at the right time for every child.

A. Key Priority from Charter Strategic Goal- Student Achievement: Consistently maintain a student achievement goal whereby 80% of students at Year 8 achieve at or above national standards level in all of reading writing and mathematics.

Target 2 Mathematics- By the end of 2018 a target group of 7 students from Year 7 and 8 are currently achieving below FRSNZ levels in mathematics, will accelerate their progress over the year with the percentage of students achieving at or above increasing to 80%.

Historical Context

Data in support of this target can be found in assessment results of November 2017

Analysis of the then Year 6 cohort group showed 26% were achieving below or well below expected standards and the Year 7 cohort group showed 10% were achieving below expected standards.

Key Strategies

Explicit focus on identification of precise learning needs in each class level and scrutiny of Learning steps internally and in national cluster group.

Professional development for staff in culturally tailored approach to raising maths achievement in community of mathematical inquiry approach. With subsidy through WB Education Trust.

Peer teaching model used to promote development of teacher skills in delivery of differentiated strategies.

Reporting

Term 1: Formal diagnostic / formative testing

Term 2: Reporting progress to BOT
Written report to parents
Parent / Teacher Interviews

Term 3: Formal testing – summative includes National assessment project

Term 4: Written reports to parents
End of year report to Board
Term 4 prepare MOE reporting templates



Tauranga Waldorf School 2018 Annual Improvement Plan

Strategic Aim 1 (Nag 1&5) Learning Foundations: The right thing at the right time for every child.

A. Key Priority from Charter Strategic Goal- Student Achievement: Consistently maintain a student achievement goal whereby 80% of students at Year 8 achieve at or above national standards level in all of reading writing and mathematics.

Target 3- (in partnership with FRSNZ schools) By the end of 2018 the number of boys in the approaching category for writing will be lowered nationally from 38 % and in the Tauranga Waldorf School specifically will decrease from 55% (40 students)

Historical Context	Key Strategies	Budget/resourcing	Reporting
<p>The end of 2017 year student achievement data indicates that in Year 1 – 8 girls are achieving significantly higher than boys in writing, with 40% of boys and 58% of girls achieving <i>at or above</i> expected levels. Both figures are lower again than the previous year's data.</p>	<p>Identify/review precise needs of target students as part of individual practitioner inquiry.</p>	n/a	Term 1
	<p>Ensure teachers are clear about learning step requirements for their year level and how the curriculum is going to deliver the required learning.</p>	n/a	Mid Year / end of Year
	<p>Teachers receive strategies and support to cater for targeted students as required and share successful strategies at section meetings: building purpose & meaning, variety of writing activities, explicit constructive and timely teaching.</p>	Prof Dev budget	Mid Year / End of Year
	<p>Individual goals regularly set and revised in senior classes</p>	n/a	Mid year / End year
	<p>Lead teacher attends FRSNZ Fellowship meeting and any cluster group activities</p>	Annual Goals Budget \$2000	Term 1 & 4



Tauranga Waldorf School 2018 Annual Improvement Plan

Strategic Aim 1 (Nag 1&5) Learning Foundations: The right thing at the right time for every child.

B. Learning Foundation Key Priority : Ensure teaching and learning programs appropriately acknowledge and respond to the culture of Maori students as well as build the capacity of all other students to understand and honour Taha Maori - 2017

Historical Context	Key Strategies	Budget/resourcing	Reporting
<p>Significant Te reo curriculum developments were undertaken in 2016 - 2017 and it is now time to imbed this further.</p>	<p>Further develop the annual e noho marae stay experience for Class 4 as part of Local history and Geography Intensive.</p>	n/a	End of year
<p>Ensure appropriate professional development is provided</p>	<p>Further focused development on implementation of He reo Puawai in all classes via attendance at national cluster activities.</p>	Prof dev	End of year
<p>Ko Mauao te Maunga Ko Tauranga te Moana Ko Waitao te Awa Ko Ngati Pukenga te Iwi Ko Owhaowhina te Papakainga Ko Omatata te ia wai e rere nei Ko Tauranga Waldorf te Kura</p>		<p>Mauao is the mountain Tauranga is the sea Waitao is the river Ngati Pukenga is the tribe Owhaowhina is the land Omatata is the flowing stream Tauranga Waldorf is the school</p>	



Tauranga Waldorf School 2018 Annual Improvement Plan

Charter Strategic Aim- Student Wellbeing – Ensure that wellbeing is optimised by identifying and responding to the emotional, physical and spiritual needs of every child, thereby creating a sound platform for engaged and joyous learning.

Targets:

1. The number of students who agree that students treat each other with respect increases from 62% to 80%
2. The number of students who agree that students are good at listening to each other's ideas and views increases from 54- 80%
3. The number of students who agree that they can say what they are feeling when they need to increases from 65% to 80 %

The following Charter Key Priorities are identified in support of 2018 wellbeing targets

Develop and employ a range of student engagement measures.	Key Strategies Integrating outdoor classroom activities with the broader school curriculum through all class levels to allow students to scaffold pro-social interactions.	Budget/resourcing \$1000 for equipment	Reporting Mid and End of year
	Further develop cyber safety learning opportunities for Intermediate level students and their parents.	\$1000	End of Year report.
	Develop intermediate level explicit student leadership narratives through rich curriculum initiatives.	n/a	End of year report
	Deliver pedagogical eurhythmy in lower classes to support the development of pro-social attitudes.	FTTE	End of year report
Co-create wellbeing narratives with and for students	Provide full community based opportunities for adults to learn and subsequently model non- violent communication.	TBC/ Budget line included	Term3/4
Elicit student voice regularly to identify perceptions and experiences of wellbeing measures	Increase elicitation opportunities to include recording of anecdotal voice as well as continuing to use the annual survey.	n/a	End of year



Tauranga Waldorf School 2017 Other Annual Improvement Strategies

Other Curriculum Development			
Prioritise the development of further performance arts.	Action Increase ability to provide instrumental tuition in school through purchase of more instruments.	Budget \$2000	Reporting End of year
Prioritise development of experiential and hard arts programs as integrated curriculum	Employ consultant to lead development and delivery of outdoor classroom programs in Classes 3 and 6	\$2000	Term 2
Personnel / Professional Development			
Promote continual staff development by providing both whole staff and personalised professional development.	SEA Gleneon Curriculum Intensives induction x2 Millennial Child Curriculum webinars x5 Lead teachers attend Steiner Community of learning Whole staff attendance at FRSWNZ Maths Conference	Prof Dev \$1500 \$1700 \$1000 \$500	Term 1 Term 1 End of Year End of Year
Community Partnership			
New avenues for more effective and efficient home/school communication are actively explored with the development of a new website.	New website further developed with a view to promoting this as the main platform for communication. Principal attends Glam conference - Building Community – The Power of one two and Many	\$2500 Prof dev	End of Year Mid year
Parent education and community development opportunities are delivered to enhance understanding of the Learning Journey and the partnership needed to deliver it.	Emphasis on new formats for parent education are prioritised through delivery of opportunities for fathers and small groups of parents	\$1000	End of year



Tauranga Waldorf School 2017 Other Annual Improvement Strategies

Partnership with Proprietors			
The Waldorf Schools Trust's commitment to and responsibility for the Waldorf Special Character is upheld, developed and supported by the Board.	The Board supports the Trust in seeking a Maximum roll increase in 2018	n/a	End of Year.
Partnership with Federation (FRSNZ)			
Maintain membership & active support of the Federation in matters of national significance.	Student Achievement Targets align closely with COL achievement challenges and national clusters are participated in.	Via Federation funding	End of Year.
Environment			
Plan for the ongoing development of the school site to meet curriculum and special character priorities, and maintain a safe, healthy and attractive learning environment.	<p>Further development of facilities at farm and bush sites</p> <p>Farm program/ Equipment Furniture</p> <p>Develop break out porch space for Class 6 to support increased student numbers.</p> <p>Proposed amphitheatre development to be advanced</p>	<p>With WST</p> <p>With WST</p> <p>With WST</p> <p>BOT project</p>	Mid and End Year