



Where Learning is Natural

Te ao turoa o te akoranga

Analysis of Variance 2019

School Number 1187



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

Annual Aim: Consistently maintain a student achievement goal whereby 80% of students at Year 8 achieve at or above national standards level as referenced to SEANZ Learning Steps in all of reading writing and mathematics.

Target: 1. Writing – By the end of 2019 a target group of 29 students from classes 4-7 currently achieving below SEANZ levels in writing will accelerate their progress and the percentage of students achieving at or above will increase to 80%. The students will meet levels relating to surface features in both descriptive and instructional writing.

Baseline data: Data to support this target elicited from 2018 Student Achievement data. In the last years boy’s achievement in writing has been significantly lower than girls. However by the end of 2018 there were 15 girls and 16 boys in the approaching category, making up our new target group.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance	Evaluation (where to next?)
<p>Professional conversation around facilitation of written language rich programs and multiple opportunities to accelerate progress by practicing the skills of spelling, encoding, grammar and structure appropriate to year level.</p> <p>Identification of lead teacher literacy who attended two national Waldorf Kahui ako. COL Across school teacher Engaged with us despite non- membership.</p> <p>Peer teacher inquiry and mentorship to precisely identify barriers to achievement for all students in this category .</p> <p>Further review of implementation of SEANZ Learning Steps. Two Clusters meetings attended and a visit from The Col Across school teacher was enjoyed. The lead teacher also attended a literacy course for Boys via Waikato University. Link reading to writing by providing strong exemplars and exploring text features to raise spelling and grammar conscience.</p>	<p>Target Not Achieved</p> <p>At the end of 2019, 73% of students from Classes 4-7 were achieving in the AT and ABOVE categories as referenced to SEANZ Learning Steps.</p>	<p>Of the original target group 8 students accelerated their progress by more than one year and therefore moved from the Approaching to the At category referenced to SEANZ LEARNING STEPS.</p> <p>18 students despite making progress did not achieve sufficiently and remain in the approaching category</p> <p>3 students of the original target group left the school.</p> <p>The target group included 3 Maori students and one of these students accelerated their progress by more than one year to move into the AT category.</p>	<p>Although historically, student achievement in writing in the Tauranga Waldorf School does increase over time and consistently reaches high standards by Year 8, further and new focus is warranted in this area to maintain our Learning Journey trajectory.</p> <p>Next step is to repeat target for those students who did not achieve sufficiently and to identify other students who should be included in this group and increase focus on Writing school-wide.</p>

Target 2: Mathematics- By the end of 2019 a target group of 26 students from classes 2-7 currently achieving below SEANZ levels in mathematics, will accelerate their progress over the year with the percentage of students achieving at or above increasing to 80%.

Baseline Data: The 2018 end of year data indicated that despite a gain of 11%, boys continued to achieve higher than girls (86% boys compared to 83% girls). Additionally, the data showed accelerated progress for a target group of senior students which allowed us to meet our overall goals. In order to maintain this situation however, continued focus is needed on all students through the school achieving at an approaching level against the SEANZ learning steps.

Actions/ Strategies (what did we do?)	Outcomes (what happened?)	Reasons for the variance	Evaluation (where to next?)
<p>Target students are clearly identified in syndicate meetings and plans to address gaps and accelerate learning forming individual teacher inquiry are shared and monitored in these groups.</p> <p>Peer teaching model used to promote development of teacher skills in delivery of differentiated strategies.</p> <p>Lead teacher attends National Waldorf Kahui Ako.</p> <p>Scrutiny of Learning steps internally and in national cluster group via Lead teacher attending Waldorf Kahui Ako/ SEANZ Fellowship.</p>	<p>Target ACHIEVED</p> <p>By the end of 2019 87% of students in class 2-7 achieved in AT & ABOVE categories</p>	<p>A whole school approach to mathematics teaching with a focus on acceleration of targeted students through cross curricula learning opportunities especially in the outdoor classroom appear to have paid off given that 17 of the original target group of 26 moved from APPROACHING to AT category.</p> <p>It must be noted that the original target group included 3 Maori students and that none of these students accelerated their progress by more than one year.</p>	<p>Continue teacher participation in professional development around inquiry-based mathematics teaching making it a feature of syndicate meetings.</p> <p>Evaluate and review the success of Jamie York program across the school to develop agreements about further implementation.</p> <p>Resource /Lead teacher to mentor and peer teach</p> <p>Continue to work on and develop teaching strategies that negate a fixed mind approach to mathematics learning and teaching.</p>

STUDENT WELLBEING TARGETS 2019

1. The number of students who agree that students treat each other with respect increases from 55% to 80%
2. The number of students who agree that students are good at listening to each other's ideas and views increases from 67-80%
3. The number of students who agree that students treat teachers with respect increases from 66% to 80%

Baseline Data: Data elicited through the annual 2018 Wellbeing Climate and Practices Survey suggested that Wellbeing generally and the development of prosocial attitudes was a much needed focus.

1. Student respect for example has been a target for three years with our efforts being unsuccessful - reducing steadily from 70% in 2016 to 62% in 2017 and 55% in 2018.
2. Students listening to each other had been a target in 2018 which while experiencing some improvement – from 54% to 67% was not yet at a level that could consistently support a safe learning environment.
3. Finally, in 2018 there was a decline in the perception of respect for teachers down from 68% which was already not good to 66%.

Actions/ Strategies What did we do? Co-creating wellbeing and pro-social narratives	Outcomes	Reasons for the variance – via 2018 Wellbeing Survey	Evaluation (where to next?)
<p>Implement Kiva – a school wide anti-bullying program and monitor its effectiveness.</p> <p>Integrating outdoor classroom activities with the broader school curriculum through all class levels to allow students to scaffold pro-social interactions looking to reintroduce small group intensives where possible.</p> <p>Further develop cyber safety learning opportunities for Intermediate level students and their parents.</p> <p>Develop intermediate level explicit student leadership narratives through rich curriculum initiatives</p> <p>Deliver pedagogical eurhythmy to support development of pro-social attitudes.</p>	<ol style="list-style-type: none"> 1. Substantial increase in numbers feeling that students show respect to each other - 73% of the students in classes 3-7 and 78% of students from classes 3-6. 2. Again, substantial improvement with 80% of the students in classes 3-7 and 86% of students from classes 3-6 agreeing that students treat teachers with respect. Up from 66%. 3. 77% from classes 3-7 agree that students are good at listening to each other's ideas and views and 80% of student for, classes 3-6. UP from 67%. 	<p>There has been a dramatic decline in Aggressive Student Culture in classes 3-7 in 2019. It seems that all strategies employed contributed to this result. Special mention should be made of the Kiva teachers training program which was used as a platform to create and implement our own Social skills development program across the lower classes.</p>	<p>Review and evaluation of the social skills program developed on the basis of Kiva must be a next step in 2020.</p> <p>Exploration of Restorative Practice courses and non-Violent communication for Intermediate level classes should also be explored.</p>

Other Curriculum Development - Te Ao Maori - 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 Te Ao Maori

Key Strategies/ Actions	Short Report	Comments/ Recommended Further Action
<p>Develop an ongoing whole staff te reo learning opportunity as part of the school's 2019 professional development plan.</p> <p>Lead teacher takes part in National cluster activities</p> <p>Kapa haka and mau rakau learning experiences are provided for students</p>	<p>Not Achieved</p> <p>Achieved</p> <p>Achieved</p>	<p>An attempt to provide a year- long wananga on site for both staff and community failed on account of numbers so various other projects have been piloted including a kupu project with parents and teachers and we continue to seek whole staff development opportunities between now and the end of the year.</p> <p>Lead teacher attended a two day cluster meeting in Wellington with Kaiako Maori from the Steiner/ Waldorf network to support curriculum development</p> <p>A new provider trialled this year with Class 6 and 7 taking part in kapa haka opportunities provided by itinerant tutors. Further development of the annual e noho marae stay experience was also achieved for all senior classes. .</p>
<p>Other Curriculum Development- Digital curriculum is development ready to implement fully in 2020</p>		
Key Actions. Strategies	Short Report	Comments/ Recommended Further Action
<p>Lead teacher attends national curriculum development cluster meetings.</p>	<p>Achieved</p>	<p>Board funded attendance of lead teacher at National Waldorf cluster.</p>
<p>Cyber Civics program is further developed and refined to be fit for purpose in 2020</p>	<p>Partially Achieved</p>	<p>The sudden death of the teacher involved in this initiative rendered it naturally incomplete.</p>
<p>Other Curriculum Development – Outdoor Classroom</p>		
<p>Further rich curriculum opportunities are identified through review of the gardening and outdoor classroom curriculum</p>	<p>Incomplete</p>	<p>Workload issues over 2019 as a result of staff wellness meant that this work was not completed and will be looked at again in partnership with the proprietor's trust in 2020.</p>

Professional Development		
Promote continual staff development by providing both whole staff and personalised professional development.	Achieved	SEA Gleneon Curriculum Intensives induction x2 Millennial Child Curriculum webinars x3 Lead Teachers in Literacy and Numeracy attend Waldorf Kahui Ako Whole staff professional development in Kiva Anti-bullying program is delivered
Community Partnership		
New avenues for more effective and efficient home/school communication are actively explored	Partially Achieved	A full communication audit is undertaken and action plan is developed there from.
Parent education and community development opportunities are delivered to enhance understanding of the Learning Journey and the partnership needed to deliver it.	Pending	An updated parent handbook is produced
	Achieved	Non-violent communication workshops are again offered to parent liaisons to support healthy school-parent partnerships.
	Achieved	Parent education is delivered to parents from class 3 on developmental thresholds.
Partnership With Proprietors		
Waldorf Schools Trust's commitment to and responsibility for the Waldorf Special Character is upheld, developed and supported by the Board.	Achieved	Whole staff attended national Waldorf Pedagogical conference Easter 2019
	Achieved	The Principal attended AWSNA conference on Responsible Innovation & represented NZ in Stuttgart at Waldorf 100 celebrations.
Partnership with Federation FRSNZ		
Maintain membership & active support of the Federation in matters of national significance.	Achieved	Lead teacher took part in SEANZ Kahui ako School took part in National Assessment project
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.	Not achieved	Amphitheatre outdoor performance space is progressed but not by much
	Achieved	Hard surface space has been significantly increased