



Where learning is natural – Te ao turoa o te akoranga

Charter and Strategic Plan 2017-2021
2020 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 whanau, 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

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 2019, both parent and staff views were canvassed and to establish priorities for curriculum development and delivery. In addition student voice was elicited to build a picture of wellbeing experiences. Our longer strategic direction established some time ago via joint consultation the guardians of our special character, the Waldorf School's (Bay of Plenty) Trust, was recently reaffirmed through a comprehensive Board consultation. with the full parent community.

1. Excellent educational outcomes are achieved through a culturally responsive, integrated, localized and developmentally aligned Waldorf Learning Journey which:
 - Embraces our community's aspiration for the tamariki by assuring an evolving bi-cultural kaupapa
 - Facilitates our enacted commitment to Te Tiriti o Waitangi
 - Prioritises inclusion of individual and complex needs
 - Offers richly connected learning experiences
 - Upholds our special character agreement with the Crown

Key Priorities for Board Action 2017- 2021

Implement SEANZ learning steps as part of a locally based, developmentally focused rich curriculum elaborating consistent and authentic sign posts to achieve this.

(Learning In Time)

Consistently maintain student achievement goals which prioritizes accelerated progress for children in the 'Approaching' category in regard to the SEANZ Learning steps and which support identified student cohorts

Ensure that diagnostic processes are implemented which identify students who may require support to access the curriculum or who may require extension and a range of services and programs delivered to meet those needs. (Learning Over Time)

Prioritize the development and implementation 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

2. Our evolving bi-cultural kaupapa is supported at leadership and governance level through policies and resourcing of programs aspiring to give effect to the principles of partnership, protection and participation as enshrined in Te tiriti o Waitangi.

Key Priorities for Board Action 2017- 2021:

Connect with whanau and mana whenua to ensure representation in development and decision-making processes.

Support a developing knowledge, understanding and implementation of Te reo Maori me nga tikanga -a-iwi for all; teacher students and whanau.

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 culturally responsive teaching practices and structures support high achievement for Maori students who are enabled to succeed as Maori.

Ensure appropriate professional development is provided to staff to deliver appropriate 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 Otepeou 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

3. Wellbeing is optimised through identification of and response 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- 2021

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

Ensure that professional development for teachers includes opportunities for understanding and responding to the wellbeing needs of tamariki

Ensure policy and procedural frameworks support wellbeing.

Continue to monitor, review and revise 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, sustain and care for our own

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 prioritises staff wellbeing.

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.

Facilities for staff, including bathrooms are developed.

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

Sufficient classroom accommodation is achieved including porch and breakout space to accommodate increased class sizes

Systems are implemented so that the school environs are developed and maintained to ensure 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.

Investigate and pursue other income streams including fundraising.



Tauranga Waldorf School 2020 Annual Improvement

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 student achievement goals which prioritizes accelerated progress for children in the 'Approaching' category in regard to the SEANZ Learning steps and which support identified student cohorts .

Target: 1. Writing – By the end of 2020 a target group of 20 students, which includes 17 boys from years 4-7 currently achieving at Approaching levels in reference to SEANZ Learning Steps in writing will accelerate their progress and the percentage of students achieving at or above will increase to 80%.

Historical Context	Key Strategies	Reporting
Data in support of this target can be found in the final Student Achievement report of 2019	Identify/review precise needs of target students as part of individual practitioner inquiry.	Term 1: Formal diagnostic / formative testing
Despite an increased focus on writing in 2019, only 8 of our 29 target students accelerated their progress moving from the Approaching to At categories against SEANZ Learning Steps.	Ensure teachers are clear about learning step requirements for their year level and how the curriculum is going to deliver the required learning.	Term 2: Reporting progress to BOT Written report to parents Parent / Teacher Interviews
Although historically, student achievement in writing in the Tauranga Waldorf School does increase over time and reaching high standards by Year 8 further and new focus is warranted in this area to maintain our Learning Journey trajectory.	Peer Teacher inquiry and mentorship to precisely identify current barriers to achievement for all students in this category.	Term 3: Formal testing – summative includes National assessment project
	Undertake an internal evaluation of the school's approach to assistive technology to support writing and develop clear pathways and procedures for this.	Term 4: Written reports to parents End of year report to Board Term 4 prepare MOE reporting templates
	Individual goals regularly set and revised in senior classes	
	Lead teacher attends Waldorf Kahui ako and takes part in cluster professional development	



Tauranga Waldorf School 2020 Annual Improvement

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 student achievement goals which prioritizes accelerated progress for children in the 'Approaching' category in regard to the SEANZ Learning steps and which support identified student cohorts

Target –By the end of 2020 a target group of 31 students, made up of 21 boys and 10 girls from classes 2-7 who demonstrate learning and behavioural differences are supported within their classes to accelerate their progress using a variety of references as appropriate.

Historical Context	Key Strategies	Budget/resourcing	Reporting
<p>The numbers of students enrolled in the school who have barriers to learning such as auditory processing, or sensory issues, dyspraxia, dyslexia, dysgraphia and dyscalculia has increased over the last years.</p>	<p>Target students are clearly identified with formal diagnosis and special needs register maintained to track all students with learning differences.</p>	<p>Care team budget.</p>	<p>Term 1 Mid-Year / End of Year</p>
<p>To ensure that these students are able to access and maintain engagement with the curriculum targeted actions and focus are timely</p>	<p>Plans to address specific gaps and accelerate learning include multi-disciplinary measures and form individual teacher inquiries which are shared and monitored in syndicate meetings and overseen by Care Team and Student Achievement Lead Teacher.</p>	<p>n/a</p>	<p>Mid-Year / End of Year</p>

	<p>Professional Development about strategies to assist students with learning and behavioral differences is undertaken</p> <p>Care team attend SEANZ cluster group activities</p> <p>Review and evaluate Care team processes and systems including use of assistive technology for at risk students, specifically where sensory issues are indicated.</p>	<p>Federation budget.</p> <p>n/a</p>	<p>Mid-Year / End year</p> <p>Term 1 & 4</p>
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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 Te Ao Maori

Historical Context	Key Strategies	Budget/resourcing	Reporting
Significant Te reo curriculum developments were undertaken in the last years and it is now time to imbed this further.	<p>Develop an ongoing whole staff te reo learning opportunity as part of the school's 2020 professional development plan with weekly te reo coaching is delivered to College of teachers.</p> <p>Teachers are released and supported to attend Te Ahu o te reo Maori ki Tainui – Te Rekamauroa initiative</p> <p>Undertake a review and evaluation of organizational capacity and develop a strategy to support Maori student achievement and Maori succeeding as Maori.</p> <p>Lead teacher takes part in National Kaiako Maori cluster activities</p> <p>Increased Kapa haka, Mau rakau and Taiaha learning experiences are provided for students</p>	<p>Prof dev</p> <p>Various budgets</p> <p>Fed budget</p> <p>Curriculum resources.</p>	<p>Status report mid year</p> <p>Mid Year</p> <p>End of year.</p> <p>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

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



Tauranga Waldorf School 2020 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 73 to 85%
2. The number of students who agree that students are good at listening to each other's ideas and views increases from 77- 85%
3. The number of students who agree that if they have a problem they can ask a teacher for help increases from 76 to 85%

.Historical Content	Key Strategies	Budgets	Reporting
<p>1. Student respect has been a target for three years with our efforts being unsuccessful in fact reducing steadily from 70% in 2016 to 62% in 2017 and 55% in 2018 . 2019 saw a rise to 73 % still short of where we need to be, to be demonstrating our values as a school</p> <p>2. Students listening to each other was a target that we have been working towards moving which from 54% in 2017 to 67% 2018 and 77% in 2019. It is still not at a level that can consistently support a safe learning environment.</p> <p>3. Student perception in this area has been dropping over the last 3 years and this is cause for concern.</p>	<p>Further develop and implement a school wide social skills 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 in facilitated learning environments especially in the intermediate years. .</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 in lower classes to support the development of pro-social attitudes.</p> <p>All teachers attend Kolisko Conference Napier in July Term Break.</p>	<p>\$ 1000.00</p> <p>Teacher Salaries</p> <p>\$2000.00</p> <p>Teacher salaries</p> <p>Proprietor support.</p>	<p>Mid and End of year</p> <p>End of Year report.</p> <p>End of year report</p> <p>End of year report</p> <p>End of year</p>



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Other Curriculum Development			
Digital curriculum including cyber safety program is developed and trialled ready to be implemented in 2020 fully	Lead teacher attends national development cluster to support implementation of Digital Tech Curriculum.	Budget \$2000	Reporting End of year
	Cyber civics program is further developed and refined to be fit for purpose in 2020.	\$1000	
Outdoor classroom / Gardening	Rich curriculum opportunities are identified through review of the gardening and outdoor classroom curriculum	n/a	End of year.
Personnel / Professional Development			
Promote continual staff development by providing both whole staff and personalised professional development.	Whole staff Kolisko Student Wellbeing Conference	Proprietor	Term 1
	Lead teachers attend Steiner Community of Learning and SEANZ cluster groups	Fed subsidy	Term 1
	Individual teachers undertake personalised arts coaching in arts – painting, speech and drama, eurythmy, bothmer	\$ 4000	End of Year
The Board Prioritises staff wellbeing.	Extra resource for Coaching, supervision, counselling and release is budgeted to ensure staff maintenance of staff wellbeing following traumatic event of 2019	Staff wellbeing budget	Mid and end of year
Community Partnership			
New avenues for more effective and efficient home/school communication are actively explored	Alignment between website, student management system and school app are achieved to facilitate efficiency in communication	\$20.000	End of Year
		\$2000	Mid year
Parent education and community development opportunities are delivered to enhance understanding of the Learning Journey and the partnership needed to deliver it.	Non-Violent Communication (NVC) workshops are again offered to parent liaisons to support healthy school parent partnership.		End of year
	Parent education is delivered to parents from class 3 on developmental thresholds.	Parent Ed	End of Year



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Partnership with Proprietors			
The Waldorf Schools Trust's commitment to and responsibility for the Waldorf Special Character is shared in partnership with the Board of Trustees	A designated personnel resource is agreed to by the Proprietors and provided to the Board to support the delivery of the school's Festival and performing arts curriculum and includes support for our PR outreach via the annual school fair.	Proprietors contribution	End of Year.
Partnership with Federation (FRSNZ)			
Maintain membership & active support of the Federation in matters of national significance.	Lead teacher take part in SEANZ Kahui ako and a bid is made for membership of it. School takes part in National Assessment project.	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.	Proposed amphitheatre development to be advanced Increase staff working space Develop plan for increased outdoor classroom accommodation including designated Maker- space Further porch, breakout and resource space is developed	WST contributions.	End of Year