



Where Learning is Natural Te ao turoa o te akoranga

Charter and Strategic Plan 2017-2022 2021 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 7, state integrated Waldorf full primary school with a mix of enquiring, and lively students from a wide range of nationalities including Maori and Pākehā NZers, German, Chinese, Swiss, Indian, Irish, Dutch, Thai, English, American and South American. 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 2020, both parent and staff views were canvassed to establish priorities for our school. In addition student voice was elicited to build a picture of wellbeing experiences. Our longer strategic direction established some time ago via joint consultation with 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.

Strategic Goal 1 (Nag 1 and 5) - Learning Foundations -

The right thing at the right time, for every child

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 via our learning values
 - Facilitates our enacted commitment to Te Tiriti o Waitangi
 - Prioritises inclusion of individual and complex needs
 - Offers richly connected learning experiences for all
 - 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 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***

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 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 2021 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 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 2021 a target group of 25 students, which includes 15 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
<p>Data in support of this target can be found in the final Student Achievement report of 2020 where by a target group of 23 students, which included 17 boys was reduced by only 8 students.</p> <p>Of interest is the fact that the number of students who are struggling to develop foundational writing skills in the early years program appears to be increasing. This seems to be impacting on the once established signposts in the Tauranga Waldorf School Learning journey whereby high standards in writing were achieved in time and over time.</p> <p>Moderation practices internally and via the Waldorf Kahui Ako continues to need to be developed.</p>	<p>Teachers are supported to precisely Identify/review needs of target students as part of individual practitioner inquiry.</p> <p>Teachers clarify learning step requirements for their year level and identify how the curriculum is going to deliver the required learning.</p> <p>Ongoing peer teacher inquiry and mentorship to precisely identify current barriers to achievement for all students in this category including inquiry into foundational learning in junior classes.</p> <p>Undertake an internal evaluation of the school's approach to assistive technology to support writing and develop clear pathways and procedures for this.</p> <p>Individual goals regularly set and revised in senior classes</p> <p>Lead teacher attends Waldorf Kahui ako and takes part in cluster professional development. Investigation of advantages to membership of a local Kahui is also undertaken.</p>	<p>Term 1: Formal diagnostic / formative testing</p> <p>Term 2: Reporting progress to BOT Written report to parents Parent / Teacher Interviews</p> <p>Term 3: Formal testing – summative includes National assessment project</p> <p>Term 4: Written reports to parents End of year report to Board Term 4 prepare MOE reporting templates</p>



Tauranga Waldorf School 2021 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 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 2021 a target group of 27 students, made up of 19 boys and 8 girls from classes 3-7 who demonstrate learning and behavioural differences are supported within their classes to accelerate their progress and wellbeing 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>To ensure that these students are able to access and maintain engagement with the curriculum targeted actions and focus are timely</p>	<p>Target students are clearly identified with formal diagnosis and special needs register maintained to track progress and wellbeing of all students with learning differences.</p> <p>Plans to address specific gaps and accelerate learning and wellbeing 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>Professional Development about strategies to assist students with learning and behavioral differences is delivered to class teachers.</p> <p>Review and evaluate Care team processes and create systems including use of assistive and other technologies for at risk students, specifically where sensory issues are indicated.</p>	<p>Care team budget.</p> <p>n/a</p> <p>Federation budget.</p> <p>n/a</p>	<p>Term 1</p> <p>Mid Year / End of Year</p> <p>Mid Year / End of Year</p> <p>Mid year / End year</p> <p>Term 1 & 4</p>



Tauranga Waldorf School 2021 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 Māori students as well as build the capacity of all other students to understand and honour Te Ao Māori

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.	Develop an ongoing whole staff te reo learning opportunity as part of the school's 2021 professional development plan with weekly te reo coaching delivered to all staff.	Prof dev	Status report mid year
	Class teachers are released and supported to attend Te Ahu o te reo Māori –initiatives	Various budgets	Mid Year
	Lead teacher takes part in National Kaiako Māori cluster activities	Fed budget	
	Increased Nga mahi a rehia including Kapa haka, Mau rakau and Taiaha learning experiences are provided for students	Curriculum resources.	End of year.
	Take part in the testing of the Aotearoa NZ histories draft Curriculum.	n/a	
	Annual E noho marae stay is re-established.	curriculum budget	End of year

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



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Charter Strategic Aim- Student Wellbeing – Ensure that student wellbeing is optimised by early identification and response 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 67% 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 students treat teachers with respect increased from 75% to 85%.

.Historical Content	Key Strategies	Budgets	Reporting
<p>1. Student respect has been a target for some years yielding poor results. From 70% in 2016 to 62% in 2017 and 55% in 2018 . 2019 saw a rise to 73 % then a drop in 2020 to 67% . These are all well short of 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 77% in 2019 and 67% in 2020 - not a level that can consistently support a safe or pro-social learning environment.</p> <p>3. This target is chosen as much to support wellbeing for teachers as it is to support the development of pro-social skills in students.</p>	<p>Conduct whole staff evaluation of wellbeing results to further develop and implement a targeted cross curricular social skills focus for each class and monitor its effectiveness and to establish the staff training needs likely required.</p> <p>Further intentional integration of outdoor classroom activities with the broader school curriculum 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>Deliver performance programs in vertical groups in the middle and senior school to provide more contribution and belonging opportunities.</p> <p>All teachers attend Kolisko Conference Napier in July Term Break.</p>	<p>Prof Dev budget</p> <p>Teacher Salaries</p> <p>\$2000.00</p> <p>\$2000,00</p> <p>n/a</p> <p>Proprietor support./ Prof Dev budget</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> <p>Mid and end of year.</p> <p>End of year.</p>



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Other Curriculum Development			
Digital tech curriculum	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 .	\$1000	
Aotearoa NZ Histories	Take part in testing of Aotearoa draft curriculum to determine cogency with Waldorf 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 is attended in July Lead teachers attend Steiner Community of Learning and SEANZ cluster groups Individual teachers undertake personalised arts coaching in arts – painting, speech and drama, eurythmy, bothmer	Proprietor Fed subsidy \$4000	Term 1 Term 1 End of Year End of Year
The Board Prioritises staff wellbeing.	A whole staff Staff wellbeing program is co-constructed and delivered to combat the burnout and wellbeing issues of 2020	Staff wellbeing budget	Mid and end of year
Community Partnership			
New avenues for more effective and efficient home/school communication are actively explored. Parent education and community development opportunities are delivered to enhance understanding of the Learning Journey and the partnership needed to deliver it.	Alignment between website, student management system and school app are achieved to facilitate efficiency in communication.	\$20.000	End of Year
	Intentional class and whole school community opportunities are offered to counteract the isolation reported as a result of 2020 lockdown and ongoing covid -19 restrictions.	\$2000	End of year
	Parent education is delivered to parents from class 3 on concerning 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 structure of meetings, roles and goals is created and implemented for the Outdoor classroom complex and personnel, to support the Proprietors vision in terms of delivering a rich integrated curriculum on the land and in the outdoor classroom.	Proprietors contribution	End of Year.
Partnership with Steiner Education New Zealand (SEANZ)			
Maintain membership & active support of the Federation in matters of national significance.	School tests Aotearoa NZ Histories, consults and surveys other Waldorf schools in the network with a view to negotiating solutions to any issues with the Ministry via extension of our Memorandum of understanding with the Crown.	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>Proposed amphitheatre development to be advanced</p> <p>Advance drive through solutions including rain and shade cover.</p> <p>Develop plan for increased outdoor classroom accommodation including designated Maker- space</p>	WST contributions.	End of Year