



Where Learning is Natural

Te ao turoa o te akoranga

Analysis of Variance 2020

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 2020 a target group of 23 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%.

Baseline data: Data to support this target elicited from 2019 Student Achievement data. In the last years boys achievement in writing has been significantly lower than girls. 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.

Planned Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance	Evaluation (where to next?)
<p>Identify/review precise needs of target students as part of individual practitioner inquiry.</p> <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> <p>Peer Teacher inquiry and mentorship to precisely identify current barriers to achievement for all students in this category.</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</p>	<p>Not Achieved</p> <p>At the end of 2020, the 23 students in this focus group had decreased to 15.</p> <p>The group of 8 children whose progress accelerated by more than one year consisted of four boys and four girls.</p>	<p>A number of planned actions to support the progress of these target students were unable to be either progressed or completed as a result of the upheavals experienced by the Covid-19 Lockdown and its aftermath. Staff burnout, student and family distress were all factors playing into this situation.</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 steps will be to repeat this 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–By the end of 2020 a target group of 30 students, made up of 26 boys and 4 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.

Baseline Data: 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. To ensure that these students are able to access and maintain engagement with the curriculum, targeted actions were employed.

Planned Actions/ Strategies	Outcomes (what happened?)	Reasons for the variance	Evaluation (where to next?)
<p>Target students are clearly identified with formal diagnosis and Special Needs/ Care Register maintained to track all students with learning and behavioural differences.</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>Professional Development about strategies to assist students with learning and behavioural differences was 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>Not achieved.</p> <p>Because many of the Planned actions were not completed, the only references able to be evaluated are academic ones. This situation does not allow some of the gains experienced to be able to be recognised.</p> <p>In this category therefore we can report only that of the 30 students 7 increased or maintained engagement with the curriculum and are achieving in the AT category against SEANZ Learning Steps.</p> <p>All of these students are boys.</p>	<p>The incompleteness of the planned actions envisaged in support of this target is an important factor in describing the failure of this target. This has affected the schools ability to both deliver and report.</p> <p>The planned actions were on the whole system based. The necessary time and refinement required to develop and implement these was impeded by Lockdown and its aftermath,</p>	<p>Repeat this target including planned actions and implementing the learnings from our evaluation of the 2020 year.</p>

STUDENT WELLBEING TARGETS 2020

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%

Baseline Data: elicited through the annual 2019 Wellbeing Climate and Practices Survey suggested that Wellbeing generally and the development of prosocial attitudes was a much needed focus.

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
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.
3. Of concern was a steadily decreasing number of students reporting that they could talk to a teacher about a problem

Intended Actions/ Strategies Co-creating wellbeing and pro-social narratives	Outcomes	Reasons for the variance – via 2018 Wellbeing Survey	Evaluation (where to next?)
<p>Intention to further develop and implement a school wide social skills program and monitor its effectiveness. (incomplete)</p> <p>Plan to integrate 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. (incomplete)</p> <p>Offer cyber safety learning opportunities for Intermediate level students and their parents. (Achieved)</p> <p>Develop Intermediate level explicit student leadership narratives through rich curriculum initiatives (Begun)</p> <p>Deliver pedagogical eurhythmmy in lower classes to support the development of pro-social attitudes. (Begun)</p>	<ol style="list-style-type: none"> 1. Not achieved. After 2019's improvement our data dropped to 67% in 2020 2. Not achieved. Another drop here from 77% in 2019 to 68% in 2020. 3. Not achieved but close. In 2020 82% of students reported that they can stand for themselves in a calm way. 	<p>In 2020 a number of the strategies and initiatives planned did not come to fruition.</p> <p>Noticeable gaps in the wellbeing category was the training of new staff in our social skills development program and the time to develop this further as planned and a loss of our lead teacher in this area.</p> <p>Other pro-social training programs which have run routinely in the intermediate years</p>	<p>Review and evaluation of the social skills program developed on the basis of Kiva must be a next step in 2021 with an emphasis on finding a new Lead Teacher .</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
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.	Achieved	The initial full staff program was also added to in the last part of the year with a successful reo pronunciation intensive for staff new to the country.
Teachers are released and supported to attend Te Ahu o te reo Maori ki Tainui – Te Rekamauroa initiative	Achieved	The principal and lead teacher both travelled to Hamilton over the year to attend this intensive 8 day course
Undertake a review and evaluation of organizational capacity and develop a strategy to support Maori student achievement and Maori succeeding as Maori.	Not Achieved	This was begun in the staff call back days at the beginning of 2020 but subsequently unable to be completed. It has been deferred to the Principals Performance agreement to retain momentum.
Lead teacher takes part in National Kaiako Maori cluster activities	Not achieved	This was cancelled as a result of Covid restrictions.
Increased Kapa haka, Mau rakau and Taiaha learning experiences are provided for students	Achieved.	Itinerant tutors where available provided all that we could organize. The annual e noho marae stay experience was not achieved.
Other Curriculum Development- Digital curriculum is development ready to implement fully in 2020		
Key Actions. Strategies	Short Report	Comments/ Recommended Further Action
Lead teacher attends national curriculum development cluster meetings.	Not Achieved	The planned development meetings were cancelled due to Covid restrictions.
Cyber Civics program is further developed and refined to be fit for purpose in 2020	Partially Achieved	This was implemented but more work is needed and should occur within the national setting.
Other Curriculum Development – Outdoor Classroom		
Further rich curriculum opportunities are identified through review of the gardening and outdoor classroom curriculum	Ongoing	An initial cross curricular document has been created and will continue to be worked with and extended.

Professional Development		
Promote continual staff development by providing both whole staff and personalised professional development.	Partially Achieved	SEA Glenaeon Curriculum Intensives Whole staff Kolisko Student Wellbeing conference in Napier was cancelled. Some attendance was managed at national Kahui ako
The Board prioritizes staff wellbeing.	Achieved	The extra resource for Coaching, supervision, counselling and release is budgeted to ensure staff maintenance of staff wellbeing following traumatic event of 2019 was well used to support wellbeing.
Community Partnership		
New avenues for more effective and efficient home/school communication are actively explored	Partially Achieved	Some alignment between website, student management system and school app were achieved to facilitate efficiency in communication.
Parent education and community development opportunities are delivered to enhance understanding of the Learning Journey and the partnership needed to deliver it.	Achieved	An updated class one parent handbook was produced
	Achieved	Parent education was 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	A designated personnel resource funded by the Proprietors was appointed support the delivery of the school's Festival and performing arts curriculum and includes support for our PR outreach via the annual school fair.
Partnership with Federation FRSNZ		
Maintain membership & active support of the Federation in matters of national significance.	Partially Achieved	Lead teacher took part in SEANZ Kahui ako but bid for membership was unsuccessful.
	Achieved.	School takes 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.	Achieved	Proposed amphitheatre development to be advanced
	Achieved	Increase staff office, therapeutic and breakout space
	Achieved	Develop plan for increased outdoor classroom accommodation including designated Maker- space