



RAPHAEL HOUSE
RUDOLF STEINER SCHOOL

Annual Plan 2015

Raphael House Rudolf Steiner School

Objective 1	UPPER SCHOOL: Continue to develop Te Reo Māori me ona Tikanga programme			
	Relates to Strategic Goals: 2. To deliver the Waldorf curriculum as indicated by Rudolf Steiner and integrate the National Curriculum Statements and the National Education Goals. 3. To strengthen Tikanga Māori me Te Reo Māori at Raphael House			
	Objective	Action	Indicators/Targets	Report Comments
1.1	Continue to develop Te Reo Māori me ona Tikanga programme in the Upper School so that Māori language and culture become a natural part of the everyday learning experience of students	<ul style="list-style-type: none"> • Kaiako runs workshops for teachers on Te Reo Māori me ona Tikanga and ways in which it can be incorporated into all aspects of the curriculum • Upper School Curriculum Coordinator supports teachers to further integrate Te Reo Māori into programmes of study • Upper School Curriculum Coordinator to use the experience of other US staff to support and integrate Te Reo Māori into the US curriculum • Teachers document the ways they are integrating Te Reo Māori me ona Tikanga into all unit plans • Kaiako teaches Māori language and culture to Upper School classes in timetabled sponsor lessons • Teachers ask students to comment on their experience of the Te Reo Māori me ona Tikanga elements in courses in the questionnaires given at the end of units • Teachers review the success of these unit plans on the basis of student feedback in relation to the annual objectives and improve unit plans accordingly • Encourage greater participation in cultural events 	<ul style="list-style-type: none"> • US staff to assist : Mario to lead & develop whakatoki, Megan to offer poi tuition • Staff and students use Māori language more in everyday life as evidenced in use of written and verbal greetings, substitution of English words for Maori , verses and songs • Kaiko is timetabled from Term 1 Week 5 to work within the Class 8-12 Sponsor times • Performance appraisals shows Te Reo Māori me ona Tikanga has been incorporated into all unit planning and is evident in classroom delivery • Student feedback from questionnaires indicates growing awareness and understanding of Te Reo Māori me ona Tikanga 	
1.2	Foster understanding and connection by visiting and staying on marae	<ul style="list-style-type: none"> • Plan visit to Waiwhetu Marae for one or more upper school classes • Incorporate marae visits into camps if 	<ul style="list-style-type: none"> • Marae visits take place 	

		possible (eg Whanganui River, Lake Waikaremoana)		
1.3	Communicate developments to school community	<ul style="list-style-type: none"> • Updates of progress and events via the Bush Telegraph, on school website and at community meetings. 	<ul style="list-style-type: none"> • Progress is communicated in a timely and positive fashion. 	

Objective 2	UPPER SCHOOL: Continue to strengthen the Waldorf pedagogy <i>Relates to Strategic Goals:</i> 1. To deliver the Waldorf curriculum as indicated by Rudolf Steiner and integrate the National Curriculum Statements and the National Education Goals 8. To strive for excellence in teaching and administration assisting our students to realise their potential.			
	Objective	Action	Indicators/Targets	Report Comments
2.1	Further enhance the teachers' understanding of anthroposophy in relation to the key stages of child development and it's alignment with Waldorf pedagogy	<ul style="list-style-type: none"> • During their first year new staff are assigned an experienced Waldorf mentor to work alongside, in order that they are given pedadogical guidance • Aspects of key Steiner texts are introduced and discussed in the Upper School staff meetings 	<ul style="list-style-type: none"> • Mentors are assigned and mentor meetings • Studies of anthroposophy & Waldorf education / pedagogy are undertaken in Upper School meetings 	
2.2	Clearly identify and develop the Waldorf impulses and objectives at each year level in relation to curriculum planning and delivery	<ul style="list-style-type: none"> • Upper school staff are provided with an overview and understanding of the curriculum that the student receives during their K1-Y13 years • Staff reflect Waldorf pedagogy in their planning and delivery of courses • Prioritise and resource the development of an Upper School Orchestra and choral work supported with theoretical knowledge of Music at SSC in Practice Lessons. 	<ul style="list-style-type: none"> • US visit the classrooms to gain an insight of the student experiences and why specific aspects of the curriculum are introduced at each year level • Planning documents reflect linkages to and the teacher's current understanding of, the Waldorf impulses and objective (e.g. themes for each Class level CI 9 polarities) • Student performances and contribution in school events upholds our Special Character. 	

Objective 3	UPPER SCHOOL: Continue to strengthen Restorative Practice. <i>Relates to Strategic Goal:</i> 1. To strengthen their understanding and working with 'Salutogenesis' by teachers to support health and well-being of the students			
	Objective	Action	Indicators/Targets	Report Comments
3.1	Ensure that Restorative Practice becomes embedded at the first course of action for Upper School discipline	<ul style="list-style-type: none"> • Ensure that Upper School staff become more confident with the underlying rationale and implementation of restorative practice techniques • Provide Upper School staff with opportunities to participate in and experience Restorative Practice activates on a regular basis • Information relating to Restorative Practice is discussed with the Upper School student 	<ul style="list-style-type: none"> • Appropriate Professional Development opportunities are offered in the Faculty Meetings and Upper School meetings • Staff are involved in Restorative practice role-play activities • Teachers use Class Sponsor time to explain and discuss Restorative 	
3.2	The wider school community is informed of the Restorative Practice processes being undertaken by our school	<ul style="list-style-type: none"> • During 2015 parents are informed of the Restorative Practice process 	<ul style="list-style-type: none"> • Information relating to Restorative Practice is communicated via the school's newsletter, Class Parent meetings and the school website 	

Objective 4	UPPER SCHOOL: To provide further opportunities to strengthen Upper School student leadership <i>Relates to Strategic Goals:</i> 1. To strengthen their understanding and working with 'Salutogenesis' by teachers to support health and well-being of the students. 3. To strengthen Tikanga Māori me Te Reo Māori at Raphael House .			
	Objective	Action	Indicators/Targets	Report Comments
4.1	Encourage further opportunities for Upper School student leadership	<ul style="list-style-type: none"> Upper school staff to explore new opportunities for student leadership e.g. peer support, mentoring, assembly participation Upper school staff to encourage greater participation in existing student leadership activities e.g. Civil Defense team, festivals, student council, 40 hour famine 	<ul style="list-style-type: none"> Overall increased participation in both of these identified areas 	
Objective 5	UPPER SCHOOL: To raise the level of achievement for Upper School students, an in particular those with learning needs <i>Relates to Strategic Goals:</i> 1 To strengthen their understanding and working with 'Salutogenesis' by teachers to support health and well-being of the students 2 To deliver the Waldorf curriculum as indicated by Rudolf Steiner and integrate the National Curriculum Statements and the National Education Goals. .			
	5.1	Provide all students with opportunities to improve their level of achievement	<ul style="list-style-type: none"> Ensure that all teachers adapt and differentiate their pedagogy in order that students who experience barrier to their learning can more readily access the curriculum A focus group of Class 8 & Class 9 students is set up, and academic progress monitored throughout the year 	<ul style="list-style-type: none"> Information pertaining to student learning needs and achievement is regularly disseminated via Upper School meeting and student Individual Education Programmed. Upper School SeNCo to report termly on the success of the alternative programmes implemented

		<ul style="list-style-type: none">• Academic performance monitored throughout the year	<ul style="list-style-type: none">• Upper School Class Sponsor to review the termly Steiner School Certificate results and provide immediate support to students where required	
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Obj 1	Raphael Class: To develop our ability to meet the diverse needs of our students to support learning and hauora Relates to Strategic Goal: 1. To strengthen their understanding and working with 'Salutogenesis' by teachers to support health and well-being of the students.			
	Objective	Action	Indicators/ Targets	Report Comments
1.1	Extend diagnostic processes.	<ul style="list-style-type: none"> • Arrange a professional team meeting to which all teachers and therapists are invited. • Arrange an after school child study for all staff members. 	<ul style="list-style-type: none"> • Professional team meetings happen every fortnight. • After school child study for all staff members happen once a month. • Suggestions are programmed and implemented. 	
1.2	Ensure that students with identified needs are supported with tailored learning programmes. (Cont. and ongoing)	<ul style="list-style-type: none"> • Each student in the class has an extensive individual programme (Cont. and ongoing) 	Each area of the individual programme is assessed in the course of the school year. (Cont. and ongoing)	
Obj 2	Raphael Class: Continue to develop Te Reo Maori me ona Tikanga programme Relates to Strategic Goal: 3. To strengthen Tikanga Māori me Te Reo Māori at Raphael House.			
	Objective	Action	Indicators/ Targets	Report Comments
2.1	Continue to develop Te Reo Māori me ona Tikanga programme so that Māori language and culture become a natural part of the everyday learning experience of students. (Cont. and ongoing)	<ul style="list-style-type: none"> • Teacher(s) incorporate more everyday expressions into the classroom language (e.g. kai, Hare Mai) Continuous and ongoing. • Include Māori stick games into singing lessons and practice. 	Bicultural curriculum more evident: i.e. Students responding to Te reo Māori naturally/as a matter of course (e.g. to 'Hare Mai' and kai). (Cont. and ongoing) Students are familiar with Māori songs and actions and perform them to the best of their ability	
2.2	Foster understanding and connection by visiting marae, if possible.	<ul style="list-style-type: none"> • Plan visit to Waiwhetu Marae 	Marae visit(s) take place	

Objective 1	LOWER SCHOOL: To develop our ability to meet the diverse needs of our students to support learning and hauora <i>Relates to Strategic Goals:</i> 1. To strengthen their understanding and working with 'Salutogenesis' by teachers to support health and well-being of the students 2. To deliver the Waldorf curriculum as indicated by Rudolf Steiner and integrate the National Curriculum Statements and the National Educational Goals 8. Strive for excellence in teaching and administration assisting our students to realise their potential			
	Objective	Action	Indicators/ Targets	Report Comments
1.1	<ul style="list-style-type: none"> Supporting children with learning needs (low and high achievers) 	<ul style="list-style-type: none"> Clear communication between teachers and Learning Support. Track academic and behavior progress of children with learning needs (IEP's, Listening Programme, therapies) Track and evaluate TA work in classrooms <p>Maths enrichment</p> <ul style="list-style-type: none"> An appropriate teacher and space is found in order to offer a maths enrichment programme 	<ul style="list-style-type: none"> Teachers informed of conclusions and recommendations from intake meetings and support they and others are receiving. Individuals are spoken to and overview sent by email. Flow chart of how to refer students for support and what channels to follow. Class support plans show IEP meetings are monitored and updated termly by SENCO/LS Co-ordinator Progress is reported to Learning Support and Principal termly Planning for TA's is evident in teacher planning, showing overall goals, a weekly programme, indicating tasks Regular TA/teacher meetings are dated and minuted. Programme is set up and runs all year Programme compliments (and 	

		<p>for identified students</p> <ul style="list-style-type: none"> Identify new students (from assessment data) to add to this group. 	<p>doesn't clash with) current class 6/7 maths curriculum.</p>	
1.2	<p>Build Salutogenesis (our own safe, spiritually healing and vibrant Raphael House culture)</p>	<ul style="list-style-type: none"> Restorative practice (social) Build knowledge of Restorative practice Implement a straight forward system to allow teachers to use the process Key capacities (learning) Build knowledge of the key capacities and 12 senses. 	<ul style="list-style-type: none"> Flow chart with language we want to use in each level which includes school values Regular practice scenarios carried out in Area and Faculty meetings Clear written process, flowchart/diagram identifying situations where restorative conversations are needed Leadership modelling restorative conversations recorded in Kamar Log of restorative conversations kept in Kamar Teachers share language and specific teaching of Key Capacities aimed at individual students, groups and whole class Develop a "what it looks like" reference for each year level (or group of years) that relates to the 12 senses. Capacities that lie behind each skill are taught and evident in Unit, class support plans and IEP's 	

		<ul style="list-style-type: none"> • Take Key Capacities that use healing arts activities to develop the 12 senses 	<ul style="list-style-type: none"> • Child studies show evaluation of Capacities and 12 senses needs • Teachers share healing arts activities and their relation to 12 senses 	
1.3	<ul style="list-style-type: none"> • <u>Progress teacher knowledge and skills</u> 	<ul style="list-style-type: none"> • Literacy – writing • Review whole Lower School writing curriculum and how to teach it. <ul style="list-style-type: none"> • Outdoor classroom • Develop a RH curriculum strand that relates to our geography and land. • Generate and collect activities that relate to 	<ul style="list-style-type: none"> • Teachers have PD on the current RH writing curriculum, Waldorf and mainstream approaches to writing. • An over-arching plan is created to show writing progressions for each year • A syllabus is created of when to use what when (pencils, capitals, grip, books and activities, including the teaching of letter progressions and handwriting style) • Teachers for classes 5-7 receive PD on how to approach the teaching of writing. • Syllabus of spelling progressions is developed especially with focus in the early years <ul style="list-style-type: none"> • Each teacher to find natural curriculum links and activities in 	

		each year group	their year to build a collective file	
1.4	<ul style="list-style-type: none"> Strengthen the use of assessment data to inform specific teaching practice 	<ul style="list-style-type: none"> Create an enquiry cycle/process for teachers to follow for all assessments 	<ul style="list-style-type: none"> A stage by stage enquiry cycle/process is constructed. Questions for each stage are created to deepen teacher knowledge and ensure implementation and follow through. Staff implement each stage of the assessment cycle in a shared setting focused on PAT's. Staff share naturally occurring evidence to build interclass consistency class in forming ITJ's and OTJs Staff moderate running records assessments 	
1.5	<p><u>Target group: Writing – whole school boys</u></p> <ul style="list-style-type: none"> For 60% of boys “working towards” or below (based on data collected Term 4 2014) move up one stage by the end of Term 4 2015 	<ul style="list-style-type: none"> Teachers receive PD on approaches on engaging boys in writing Teachers receive assistance in tailoring programmes for boys. 	<ul style="list-style-type: none"> Writing plans show specific strategies on assessing and teaching boys Specific teaching strategies are evaluated termly, shared amongst staff and reported to Literacy Co-coordinator. 	
	<p><u>Target group: Writing – Class 6</u></p> <ul style="list-style-type: none"> For 60% of children “working towards” or below (based on data collected Term 4 2014) move up one stage by the end of Term 4 2015 	<ul style="list-style-type: none"> Learning Support provides assistance in evaluating the needs of the class and tailoring a programme to suit. One to one assistance provided to construct a programme and strategies for the year. 	<ul style="list-style-type: none"> Writing plans show specific strategies on assessing and teaching Specific teaching strategies are evaluated termly and reported to Literacy Co-coordinator 	

		<ul style="list-style-type: none"> • School to provide resources to assist teaching programme 	<ul style="list-style-type: none"> • Writing resources are updated with relevant material. 	
	<p><u>Target group: maths – Class 7</u></p> <ul style="list-style-type: none"> • At least 5 of 7 students identified as “working towards” (below) in Term 4 2014 achieve Stage 7 Add/Sub strategy stage in Term 3 GloSS testing 	<ul style="list-style-type: none"> • Work with Learning support in small groups • Learning Support works with teacher to plan appropriate lessons. • Teach explicit add/sub strategies to help solve basic facts problems 	<ul style="list-style-type: none"> • Students have direct one to one and small group tuition. • Purdy and Chris meet regularly to share planning and teaching strategies. • Connections between basic facts knowledge and strategies is evident in planning 	
1.5	<p><u>Develop relationship and connection to tikanga and Te Reo</u></p>	<ul style="list-style-type: none"> • Teachers view lessons held by Kaiako • Cultural and language themes are woven into ML and practice units 	<ul style="list-style-type: none"> • Everyday interactions include Te Reo • Resources are provided to support teachers in their planning. • Tikanga (cultural traditions) are identified and used in restorative and learning situations. • Evidenced in planning and meeting schedules that are regularly shared 	

Obj 1	Kindergarten: To develop our ability to meet the diverse needs of our parent community and students to support learning and hauora in Kindergarten Relates to Strategic Goals: 1. To strengthen their understanding and working with 'Salutogenesis' by teachers to support health and well-being of the students. 7. For the Trust, School, parents and the wider Steiner community to work together to foster parent and whanau involvement in the spiritual and cultural aspects of the school so that parents are aware of the foundation principles of the School and are able to actively support it.				
		Objective	Action	Indicators/ Targets	Report Comments
	1.1	To build knowledge and understanding of the diverse cultures in the kindergarten	<ul style="list-style-type: none"> Communicate with each individual family Inviting families to share their language and culture with the kindergarten 	<ul style="list-style-type: none"> Evidence is in kindergarten resources, stories, karakia, verses and songs. 	
	1.2	To streamline planning and assessment	<ul style="list-style-type: none"> Deepen analysis 	<ul style="list-style-type: none"> Administration workload is manageable 	
1.3	Educate the parent community of the importance of the first seven years as the bases for the children journey.	<ul style="list-style-type: none"> Mary Willow Parent reflections Dawn (six years old observations) 	<ul style="list-style-type: none"> Parent understand the recommendations of the teachers and therapist 		
Obj 2	Kindergarten: Strengthening the development of Te Reo Maori me ona Tikanga programme in Kindergarten Relates to Strategic Goal: 3. To strengthen Tikanga Māori me Te Reo Māori at Raphael House.				
		Objective	Action	Indicators/ Targets	Report Comments
2.1	Extend culturally responsive curriculum, to further include Tikanga in all aspects of our teaching and learning.	<ul style="list-style-type: none"> Increase the use of Te reo Maori. Increase the content of Maori stories. Increase resources to reflect our bicultural curriculum. 	<ul style="list-style-type: none"> New resources acquired Bicultural curriculum more evident. Children using and responding to Te Reo Māori with confidence. 		

		<ul style="list-style-type: none"> • Increase waiata. • Increase use of Te reo Maori. 		
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Obj 3	Kindergarten: Developing a strong Outdoor Classroom curriculum in the Kindergarten			
	Relates to Strategic Goal: <i>2. To deliver the Waldorf curriculum as indicated by Rudolf Steiner and integrate the National Curriculum Statements and the National Education Goals.</i>			
	Objective	Action	Indicators/ Targets	Report Comments
3.1	<ul style="list-style-type: none"> • Develop outdoor classroom program that fosters children's relationship to all living things; birds plants animals and the raw elements of our world. • Children explore local flora and fauna traditional Maori bush craft and legends. 	<ul style="list-style-type: none"> • Write outdoor classroom curriculum for kindergarten with clearly identified learning objectives and learning outcomes • Set up outdoor classroom area for kindergarten • Incorporate outdoor classroom program into seasonal and weekly rhythm. 	<ul style="list-style-type: none"> • Kindergarten outdoor classroom functioning. • Children are at ease and confident in the outdoors. • Children develop Bush craft skills: gathering carving, Naming of flora and fauna. 	

COLLEGE OF TEACHERS: To develop the knowledge and delivery of our Special Character

Relates to Strategic Goals:

- 4. To strengthen their understanding and working with 'Salutogenesis' by teachers to support health and well-being of the students.
- 5. To deliver the Waldorf curriculum as indicated by Rudolf Steiner and integrate the National Curriculum Statements and the National Education Goals.

Objective	Action	Indicators/Targets	Report Comments
<p>Plan & deliver a PD program to support & improve the quality of staff understanding and delivery of Waldorf Education</p>	<ul style="list-style-type: none"> • College of Teachers to deliver a year's PD program to all staff through weekly faculty meetings. This will provide in-house PD for all teachers, specifically those who are non-Steiner. This will ultimately improve student's access to Waldorf education. • Appraisal process demonstrates increased understanding and application of Waldorf approach. Termly staff reviews demonstrate increased confidence in their classroom practice as Waldorf teachers. 	<ul style="list-style-type: none"> • Termly Faculty Plan reflects special character elements of staff Professional Development • Appraisal process demonstrates increased understanding and application of Waldorf approach. Termly staff reviews demonstrate increased confidence in their classroom practice as Waldorf teachers. • Staff RTC portfolios demonstrate content & evidence of sustained implementation of Waldorf Education. 	