



# Annual Plan 2022 Background

Inputs		Outputs
<p>The 2021 Annual plan had four focus strategies- the four strategic goals of the charter            Each strategy had five sections, broken into an action plan for each one which meant we had 20 areas we were working on with action plans attached to each            While we have made some good progress- see Annual Plan 2021 Summary Report this did divide and spread attention across too many areas for both professional learning and leadership and development of each area            Staff have completed a range of reviews of both the annual plan 2021 area and general area of school curricula- see reviews 2021</p>		<p>Select four themes that will be the core focus for 2022.</p> <ul style="list-style-type: none"> <li>• Relationships- to continue the work just begun around Restorative Practices, and continue to build higher collaboration across the school</li> <li>• Assessments to continue the work solidly started in 2021 around developing a more authentic approach to assessments</li> <li>• Te Reo/Tikanga- continuing to support staff to develop their own te Reo and to incorporate Te reo and tikanga into the entire curriculum</li> <li>• Curriculum- review of both design and delivery throughout the school</li> </ul>
<p>The strategic goals are all important, but it sometimes feels like we are force fitting needed areas of development under them.</p>		<p>Use the strategic goals as levers with a thread of each strategic goal in each of the four themes.</p>
<p>The values in the strategic plan are difficult to work with as values to construct any real authentic outcomes with and for students and are more like learning principles. There is nothing to be gained from reviewing these now, as the entire strategic plan is due to complete review in 2022.</p>		<p>Use the values as cross levers ensuring there are outcomes related to each value in each of the four themes.</p>
<p>Some good developments across last couple of years that need time for embedding eg: the development of a Wider Leadership team, structured literacy approach, ALiM, reporting to parents, Te Reo/Tikanga</p>		<p>Incorporate time for the embedding of these into the themes or make them the core of each theme</p>
<p>Teachers new to the school (and some who are longer serving) can find it difficult to understand and articulate the special character of the school within the curriculum</p>		<p>Ensure there are special character links in each of the themes.</p>
<p>There are new National Education learning priorities that have to be incorporated into annual plans for 2023.</p>		<p>Incorporate at least some of these into the 2022 annual plan.</p>
<p>There are new Kahui Ako and fellowship focus areas that will begin for the Steiner School Kahui Ako in 2022. When the Kahui Ako focus areas are in addition to the schools annual plan it again spreads leadership and the amount of PLD time that can be committed to them.</p>		<p>Incorporate all of these into the 2022 annual plan.</p>



Auahatanga

Hauora

Mahi tahi

Strategic Levers

Strong Leadership

Collaborative Culture

Holistic Learning

Sustainable Systems

2022 Priorities

**Reciprocal Relationships**  
To continue to develop authentic people focused partnerships staff-students, staff-staff and staff-community

**Authentic Assessment**  
To continue to develop authentic assessment practices and processes that enhance student learning and hauora

**Practicing Te Reo**  
To continue to develop authentic opportunities to integrate Te Reo and Tikanga Maori into all our school programmes

**Healing Curriculum**  
To review and enhance authentic learning opportunities for students to grow and develop within

Strong Leadership

Collaborative Culture

Holistic Learning

Sustainable Systems

Auahatanga

Hauora

Mahi tahi



Learning Principles

*Our mission is to help every student progress towards becoming free, responsible and caring individuals, able to contribute to society.*



**NELP 1 Ensure places of learning are safe, inclusive, and free from discrimination**

Priority Area:  
**Reciprocal Relationships**

Goal:  
**To continue to develop authentic people focused partnerships staff-students, staff-staff and staff-community**

Background  
 A leadership group began looking at restorative practices in 2021. Some PLD was planned for the staff Development days scheduled in August that were cancelled due to lockdown. Relationships are at the core of restorative practices; positive relationships are needed to have something to restore to. There needs to be some background work completed as far as expectations and boundaries and procedures around behaviours as well as some clear work in relating these procedures to the special character of the school this needs to be a core focus of the next two years. In addition, staff report feeling quite 'siloed' in their own areas of the school and active authentic opportunities for collaborative practice need to be established and extended.

- Outcomes
- Strengthen and build on teachers' capacity to use restorative practices (Mahi Tahi)
  - All staff feel supported and connected (Hauora)
  - Clearer and more frequent connections between Kindergarten, Lower School and Upper School (Hauora, Mahi Tahi)
  - A flexible timetable with opportunities for collaboration is developed (Auahatanga)
  - The scope of design and delivery of curriculum is widened to include opportunities for collaborative practice (Auahatanga, Mahi Tahi)

ACTIONS	Leadership	<ul style="list-style-type: none"> <li>• Continuation of a strategic guiding group for Restorative Practices with representation from all three areas of the school and time to collaborate on strategy each term. (Resourcing: Release costs-PLD Budget)</li> </ul>
	Collaborative culture	<ul style="list-style-type: none"> <li>• Release schedules created to allow visiting of other teacher's classes and lessons regularly (Resourcing: Release costs-PLD Budget)</li> <li>• Induction time, and then ongoing PLD time dedicated to exploring the connections between curriculum in different classes to create possibilities for connection and collaboration (Resourcing: PLD- Time allocation, bring meeting times concurrent)</li> <li>• Timetabling to allow for shared ownership of Main Lessons and class groups in the upper school (Resourcing: Timetable Time)</li> <li>• *Join fellow Steiner teaching colleagues in termly online forums- class teachers (LS) and Subject teachers (US) (Resourcing: Week 4 each term meeting time dedication)</li> <li>• Active participation in HS Clusters programme (Resourcing: Release costs-PLD Budget)</li> </ul>
	Holistic learning	<ul style="list-style-type: none"> <li>• Development of key capacities in all programmes (Resourcing: PLD Time, Release for Steiner experienced teachers to assist other teachers)</li> </ul>
	Sustainable systems	<ul style="list-style-type: none"> <li>• Time allocated in hui/PLD schedule for collaborative unpacking of behavioral expectations of students, and building an ongoing understanding of restorative practice, including the review/creation of practices around schoolwide behaviours and follow up (Resourcing: PLD Time, PLD budget- external support) include students in the development of these processes</li> <li>• *Develop a system of regular contributions from all staff to community communications highlighting the positive work of the school and highlighting special character links in learning (Resourcing: Administrative oversight)</li> <li>• Online access and storage, migration to one drive (Resourcing: PLD Time)</li> </ul>

**Special Character Notes**

The Steiner Waldorf classroom is seen as a model for community, with a strong emphasis on social awareness and cohesion, with children learning and helping each other through shared experience. Rhythm is fundamental to the health of the human being. The quality of each day, the progression of each week, the passing of the seasons. Teachers strive to provide structure and rhythm by creating times of 'breathing' and 'breathing out.' \* indicates an action related to SC



**NELP 2 Have high aspirations for all learners and support these by partnering with whanau**

Priority Area:  
**Authentic Assessments**

Goal:  
**To continue to develop authentic assessment practices and process that enhance student learning and hauora**

Background  
*The development of a more narrative and formative approach to assessment has had a good beginning in 2021, driven by a small team- specifically but not exclusively Kahui Ako Within School teachers. A narrative approach recognizing the importance of the whole child has been taken, which fits well within the broader special character. This team created a 3-year vision and will need to keep working towards this vision over the next two years, with strong professional learning and support needed for teaching staff to progress the change of approach.*

Outcomes

- The purpose of assessment is explored and redefined, in line with our school curriculum (Hauora)
- A school-wide assessment overview in place and followed (Hauora)
- Collaborative approach between all staff for recording and reporting progress (Mahi Tahi)
- Learning snapshots are a primary method of tracking student progress (Lower school) (Auahatanga)
- The range of modes of assessment is extended (Upper School) (Auahatanga)

**Kahui Ako Focus:  
Formative  
Assessment**

A C T I O N S	Leadership	<ul style="list-style-type: none"> <li>• Continuation of a strategic guiding group with representation from all three areas of the school and time to collaborate on strategy each term. <i>(Resourcing: Release costs-PLD Budget) Kahui Ako links</i></li> <li>• Assessment overview is in place and reviewed each term</li> </ul>
	Collaborative culture	<ul style="list-style-type: none"> <li>• *Child studies <i>(Resourcing: PLD/Meeting Time)</i></li> <li>• *Class studies <i>(Resourcing: PLD/Meeting Time)</i></li> <li>• Sharing of practice for recording and reporting <i>(Resourcing: PLD Time, Release for coaches)</i></li> </ul>
	Holistic learning	<ul style="list-style-type: none"> <li>• *Learning snapshots</li> <li>• *Formative practices</li> <li>• Differentiated assessments <i>(Resourcing: Timetable Time)</i></li> </ul>
	Sustainable systems	<ul style="list-style-type: none"> <li>• Time allocated in hui/PLD schedule for Assessment collaboration and development <i>(Resourcing: PLD Time)</i></li> <li>• Online storage using one drive, migrate from network</li> </ul>

**Special Character Notes**

*Observation should be the primary assessment tool in Steiner Waldorf schools. Summative assessment should be carefully selected. Testing should be undertaken in a way that minimizes anxiety, a sense of failure, or a perception of competitiveness. Every child is seen to be on a different learning continuum. \* indicates an action related to SC*



**NELP 5 Meaningfully integrate Te Reo Maori and Tikanga Maori into everyday life**

Priority Area:  
**Practicing Te Reo**

Goal:  
**To continue to develop authentic opportunities to integrate Te Reo and Tikanga Maori into all our school programmes**

Background  
*In 2021 we have been part of Kura Ahurea programme- a local iwi education implementation plan. which has increased our knowledge. LS have benefitted from in-class support from the Te Reo teacher. Karen. Class 8 and 9 taken separately. Integrated more into everyday school life- US kapahaka- Matariki festival, mihi whakatau in school time. US Some teachers availing themselves of external opportunities to increase their Te Reo. NELP teacher standard.*

Outcomes

- Strengthen and build on teachers' capacity to integrate Te Ao Maori practices authentically into their curriculum (Mahi Tahī)
- A three-year plan is in pace to move all teacher practice to level 2 of the NZ curriculum- Te Reo Tipu Reo (Mahi Tahī)
- A strategic vision for Te Reo school wide is in place (Mahi Tahī)
- Strengthen the relationship with Te Ra and especially their Te Reo programmes (Mahi Tahī)
- Further develop po, haka and kapahaka in both Lower school and Upper school (Auahatanga)
- Introduce a noho marae into the EOTC programme (Hauora)

**Kahui Ako Focus: Cultural Responsiveness**

ACTIONS	Leadership	<ul style="list-style-type: none"> <li>• Creation of a strategic guiding group with representation from all three areas of the school and time to collaborate on strategy each term. (Resourcing: Release costs-PLD Budget)</li> <li>• Remain part of the Kura Ahurea local iwi implementation group (Resourcing: \$1000 annually plus staff release)</li> </ul>
	Collaborative culture	<ul style="list-style-type: none"> <li>• Clear links to Te Reo development in teaching staff coaching programme, along with acknowledgement of the individual teacher responsibility to improve their level of Te Reo</li> <li>• Teaching in Lower school to continue alongside teacher in classes with class teachers expected to follow up between specialist sessions each week (Resourcing: Staff Costs: over entitlement Teachers)</li> <li>• *Time created for specialist te Reo teacher to work alongside US teachers in main lesson delivery highlighting possible Te Ao Maori links that could be integrated (Resourcing: Staff Costs: over entitlement Teachers)</li> </ul>
	Holistic learning	<ul style="list-style-type: none"> <li>• *Time allocated in hui/PLD schedule for collaborative unpacking of NZ histories resources and ways to integrate these into current programmes (Resourcing: PLD Time)</li> <li>• Continue and strengthen kapahaka in both Lower and Upper school (Resourcing: Timetable Time)</li> </ul>
	Sustainable systems	<ul style="list-style-type: none"> <li>• Time allocated in hui/PLD schedule for Te Reo development (Resourcing: PLD Time)</li> </ul>

**Special Character Notes**

*Each Steiner school is autonomous and reflects the unique qualities of the culture and place in which it has developed. Steiner Waldorf schools in Aotearoa New Zealand strive to imbue their curricula with the unique spirit and history of this land and its peoples. He Reo Puawai is a curriculum document for Steiner schools in the development of Te Reo and should be known by all Steiner school staff. \* indicates an action related to SC*



**NELP 4 Ensure every learner gains sound foundation skills**

Priority Area:

## Healing Curriculum

Goal:

**To review and enhance authentic learning opportunities for students to grow and develop within**

Background

Curriculum design has occurred over many years and in some areas has clear links to special character and direction for teachers. There is a national Lower School curriculum document that was rewritten and published early 2020. Upper school curriculum documents are in varied forms. It is time to review these. Teachers comment in reviews that there are lots of wonderful things happening but lacking school wide awareness and knowledge and some inconsistencies. Main lessons are an integral part of the Steiner curriculum and are the curriculum area for special attention and review in 2022.

Outcomes

- Main lesson plan with connections through different class levels is built on and collaborations occur (Mahi Tahī)
- Clear curriculum design with links to Steiner principles including developmental progressions (Hauora)
- Curriculum design includes sections on pedagogy for curriculum delivery (Auhatanga)

**Kahui Ako Focus:  
Curriculum  
Development**

ACTIONS	Leadership	<ul style="list-style-type: none"> <li>• Curriculum Review Team established to develop clear guidelines for curriculum review and design (Resourcing: Release costs-PLD Budget)</li> <li>• *Develop clear definitions and examples of the role of special character within curriculum</li> <li>• *US Each subject area reviews current curriculum and suggests design improvements (Resourcing: Release costs-PLD Budget)</li> <li>• *LS review of new national curriculum document and update of specific RH LS curriculum (Resourcing: Release costs-PLD Budget)</li> </ul>
	Collaborative culture	<ul style="list-style-type: none"> <li>• Create opportunities for observation of teachers by teachers across the school (Resourcing: release time)</li> <li>• Rotation programme introduced for LS- Class 5-6-7 (Resourcing: timetable)</li> <li>• Whanau time introduced for US- Class 8-12 (Resourcing: timetable, leadership to coordinate)</li> <li>• *Create opportunities to meet as a faculty to discuss pedagogical knowledge and practices (Resourcing: meeting time)</li> </ul>
	Holistic learning	<ul style="list-style-type: none"> <li>• *Main Lessons a particular focus- annual programme clear- with links to both developmental progressions clear and with links between class groups established (Resourcing: PLD Time, Maybe Release costs-PLD Budget)</li> <li>• Embedding of structured literacy and numeracy PLD that LS have participated in over past few years (Resourcing: PLD Time, Maybe Release costs-PLD Budget)</li> <li>• Hauora programme established as a collaborative team approach in US (Resourcing: timetable, leadership to coordinate)</li> <li>• Student Leadership developed for all Class 11-12 (Resourcing: timetable, leadership to coordinate)</li> </ul>
	Sustainable systems	<ul style="list-style-type: none"> <li>• *Curriculum content on the website is fully updated (Resourcing: PLD Time, Maybe Release costs-PLD Budget)</li> <li>• All curriculum material is migrated from the internal network to One drive by December 2022 (Resourcing: PLD Time &amp; support),</li> <li>• On-going PLD of mentors/teachers with study groups (Resourcing: PLD Time &amp; support),</li> <li>• *A review process is established for curriculum design and delivery</li> </ul>

### Special Character Notes

In addition to the principles in the New Zealand Curriculum document additional principles embody what is held to be important in a Steiner Waldorf school curriculum- education of the whole child, an education for head, heart and hands, curriculum and pedagogy based on child development and an unhurried curriculum- ensuring readiness for learning. \* indicates an action related to SC

