



RAPHAEL HOUSE

RUDOLF STEINER SCHOOL

Annual Report 2022



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Summary of the year

This has been a year of unprecedented absences of both staff and students as COVID continued its journey through the nation.

We have had to split classes many times and teachers have covered other classes. We have also on occasion had to ask groups of classes to remain home when we simply couldn't safely staff them. We are very grateful to the wider school community for bearing with us and for following those requests when we did have to make them. They were always a last resort.

Another casualty of so much absence has been a lessened amount of time to spend on professional learning and development. Many planned meetings during the year have had to be postponed or cancelled because of absences, or simple exhaustion of the teachers present from covering each other's classes.

Despite this some good progress has been made on most areas of our annual plan. Staff have worked to rethink the design and delivery of other Upper School curriculum and we are in a positive space to move forward with our ongoing development in 2023.

As the COVID restrictions began to lift we have finally been able to begin to bring the community back together for celebrations including some festivals and the Fair.

Annual Plan Summary

Theme A: Reciprocal Relationships

Goal:

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

Mostly Achieved

Outcomes	<ul style="list-style-type: none"> Strengthen and build on teachers' capacity to use restorative practices (Mahi Tahī) <p>Not Achieved</p> <ul style="list-style-type: none"> All staff feel supported and connected (Hauora) <p>Achieved</p> <ul style="list-style-type: none"> Clearer and more frequent connections between Kindergarten, Lower School and Upper School <p>Achieved</p> <ul style="list-style-type: none"> A flexible timetable with opportunities for collaboration is developed (Auahatanga) <p>Partially Achieved</p> <ul style="list-style-type: none"> The scope of design/delivery of curriculum is widened to include opportunities for collaborative practice <p>Achieved</p>
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Reflections

- At the start of the year our Staff Development days focused on Whakawhanaungatanga and building connections across the school while at the same time building team knowledge of the uniqueness of our site, of our special character and of the annual plan. We did a staff hikoi to the top of the Pine Forest and heard some of the local stories. We also spent some time on COVID guidelines and preparation for hybrid learning. We participated in a session around main Lessons and also did some individual thinking around personal Professional growth Cycles for the year.
- All Steiner schools across the country agreed to dedicate Week 4 to across school cluster and class group meetings. Many of our staff were involved in facilitating these groups.
- We aligned our meeting times in order to allow more across school connections- and in Terms 3 and 4 started coming together in the morning for a combined briefing once a week rather than two separate briefings.
- As part of our commitment towards moving to a more collaborative practice we had some US classes where there are still two teachers with a class but instead of them being split in two across two different spaces the teachers are working together with the entire group. In the LS we have started a rotation with some specialist teaching for Classes 5-6-7 twice a week.
- The US ran a successful transition programmes in the first week of the year with all teachers collaborating and offering programmes across class levels.
- The principal participated in a co-chaired the monthly Principal Fellowship Hui for Steiner school Principals as well as represented this group at Steiner Education Aotearoa New Zealand board meetings.
- A student leadership group has worked hard to develop some pastoral support procedures for all students with representatives from each class established for students to approach with issues of concern.

Next Steps:

- Developing a clear set of expectations relating to behaviour and restorative practice as well as restorative justice that is schoolwide but also allows for various developmental levels within it.*
- Updating school docs and the school website so it clearly reflects our guidelines and approaches*

Theme B: Authentic Assessment	
Goal: To continue to develop authentic assessment practices and process that enhance student learning and hauora	
Mostly Achieved	
Outcomes	<ul style="list-style-type: none"> The purpose of assessment is explored and redefined, in line with our school curriculum (Hauora) Partly Achieved A school-wide assessment overview in place and followed (Hauora) Achieved Collaborative approach between all staff for recording and reporting progress (Mahi Tahi) Achieved Learning snapshots are a primary method of tracking student progress (Lower school) (Auahatanga) Achieved The range of modes of assessment is extended (Upper School) (Auahatanga) Mostly Achieved
Actions & Reflections-	
<ul style="list-style-type: none"> The assessment strategic guiding group worked well to provide leadership all year particularly around updating the reporting system for reporting to parents Learning snapshots were developed and used throughout the Lower school. All teachers are creating ongoing learning snapshots both of individuals and groups. There is an expectation that teachers capture at least one learning snapshot in literacy, numeracy and key capacities each term. A learning snapshot is about evidencing a piece of learning a student was engaged with and highlighting the learning that was occurring. Over the year this should build to a rich picture of the students learning. This work will be built on in 2023 with the transition to HERO as the student management system. Learning journeys have been set up in the Lower school where reporting of learning snapshots, other achievement information and goal setting and feedback form partnership hui with parents will all be added throughout the year to culminate in one completed document at the end of the year. Assessment schedule had to be modified with the strong wave of absence in Term 1 pushing out the first partnership hui to early Term 2. Some class studies were completed but many were cancelled because of the necessary cancellation of meetings. Child studies were met with the same fate. Sharing of practice- collaborative practice Teachers have become stronger in their ability to collaborate in order to write richer reports for parents. 	
Next Steps:	
<ul style="list-style-type: none"> <i>Investigation of how to best harness the power of HERO to create 'live reporting of learning snapshots through the school, and how to aggregate these into a more formal learning journey at set times.</i> 	



Theme C: Practicing Te Reo	
Goal: To continue to develop authentic assessment practices and process that enhance student learning and hauora	
Mostly Achieved	
Outcomes	<ul style="list-style-type: none"> Strengthen and build on teachers' capacity to integrate Te Ao Maori practices authentically into their curriculum (MT)) Achieved A three-year plan is in place to move all teacher practice to level 2 of the NZ curriculum- Te Reo Tipu Reo (Mahi Tahī) Achieved A strategic vision for Te Reo school wide is in place (Mahi Tahī) Achieved Strengthen the relationship with Te Ra and especially their Te Reo programmes (Mahi Tahī) Partly Achieved Further develop po, haka and kapahaka in both Lower school and Upper school (Auahatanga) Achieved Introduce a noho marae into the EOTC programme (Hauora) Not Achieved
Actions	
Actions & Reflections	
<ul style="list-style-type: none"> We have a strong Culturally Responsive leadership Guiding group. They have focused this year on ensuring there are resources in school to support Te reo and Te Ao māori practices in planning and teaching across the School. And as well, looked at ways to foster stronger tuakana-teina connections- through kapa haka, panui, and festivals. The culturally responsive team, work closely with the Kahui Whetu- Steiner Te Ao Māori- kahui ako. This has seen teachers attending weekend hui at Te Ra with guest speakers from Kauru Education. The across the school teacher- Whaea Charlotte Goddard, also had the opportunity to visit, providing supporting to kaiako. We have maintained a role in the Kura Ahurea programme which gives us direct links to Te Ati Awa and a development of the local stories which are then integrated into our Te Reo Maori weekly programme. This connection provided a vital link when we ensured that tikanga was followed with the opening of a new space in the school, Tirohanga Nui. Te Reo development of staff is an ongoing individual responsibility as required by the NZ teaching standards. Coaches of each teaching staff member discuss their progress in every coaching session. A significant number of staff have participated in external PLD Te Reo programmes funded by the MOE this year, Te Ahu Reo. We have teachers working at Level 1 and 2 of the programme this year, with nearly all signing on to do the next level in 2023. Time had been built into the timetable of our te Reo teacher for her to make herself available to staff to support their ongoing planning and integration of Te Ao Maori as well as their personal development of their own te Reo. 	
Next Steps:	
<ul style="list-style-type: none"> <i>Continue to increase teacher numbers engaging with the external PLD Te reo programmes funded by the MOE</i> <i>Continue to build on teacher capacity to incorporate and utilise te reo into their teaching</i> <i>Develop and add depth to the korero- conversations being utilised by ākonga and kaiako</i> <i>Continue to foster connections with Te Ati Awa with the hope of being able to organise a noho marae and put down a hangi</i> <i>Recognise, weave and document the links made with He reo Puawai strands in with the Raphael House Steiner Curriculum to "personalise".</i> <i>Incorporate more Te Reo signage around the school</i> 	

Theme D: Healing Curriculum	
Goal:	
To review and enhance authentic learning opportunities for students to grow and develop within	
Mostly Achieved	
Outcomes	<ul style="list-style-type: none"> Main lesson plan with connections through different class levels is built on and collaborations occur (MT) Mostly Achieved Clear curriculum design with links to Steiner principles including developmental progressions (Hauora) Mostly Achieved Curriculum design includes sections on pedagogy for curriculum delivery (Auahatanga) Mostly Achieved
Actions & Reflections-	
<ul style="list-style-type: none"> Main lessons were a real focus for professional learning sessions, in particular getting clear understandings as a whole staff around both the progressions inherent in the overview from Class 1 through to 12, as well as the expected pedagogy around the delivery of main lessons. We have reviewed all our Quality practice statements and created a set of guidelines that are needed to create elaborations on the QPS statements that ensure they are very Personalised to Rapahel House, and especially the special character elements of our curriculum. We have collaboratively completed pedagogy 1 pages to sit underneath our Quality Practice Statements on the following topics: <ul style="list-style-type: none"> Rhythm and repetition Teaching through imagery Movement 3-fold process Artistic expression Morning circle Kaiarataki Main lesson Developmental levels The Lower School is localizing the 2021 SEANZ lower school document to ensure there is a local flavour and reference to local elements in it. This work is still ongoing. The area school principals have worked on a basic curriculum document for the Upper school that details the rationale and pedagogy of an US curriculum while still allowing for individual school specificity. This will hopefully come out to US staff for consultation early in 2023. We implemented a twice weekly rotation programme at Class 5-6-7 level which has been really successful. The whanau time in the upper school has been less successful. The students are less enthusiastic about mixing with other ages and the staffing for this time has been inconsistent leading to an inconsistency in what we can offer. We are continuing to refine this as we do believe it is an important thing to offer. Structured literacy has continued to be embedded in the Lower School. Teachers and Learning Support assistants continue to upskill. The LSA team are doing a wonderful job under the leadership of our ENCO to provide support programmes for this and we are on track to meet our annual plan student achievement target for literacy in 2023 because of this. The Lower school continue to embed the learning from the numeracy PLD carried out as part of the Kahui Ako in 2018-2020. There will be a need to revisit some of this in the near future as staff have changed. The curriculum material on the website has not been updated and some of the pages have been temporarily removed until they can be updated with current information. We worked on the Staff Development days in Term 3 to determine the strengths of our pedagogy and practice and how we could use these to impact the rest of our programmes. The US staff focused firstly on the ML schedule and plotted a timetable for ML delivery for 2023 together. Then using these as an anchor point we developed a plan for delivering practice lessons using more of the pedagogy associated with Main lesson- e.g.; over lengthier periods of time (using only three learning blocks a day) and over blocks of weeks like main lessons are delivered. We have created a basic timetable together. This will involve significant support for teachers in 2023 as they adapt to a new looking timetable and will also require some structured evaluation in order to determine whether to continue in this direction. Hauora was deliberately integrated into other programmes with a hauora slot comprising of a mixture of PE, Lifeskills and DT run at all class levels. 	
Next Steps:	
<ul style="list-style-type: none"> Localised curriculum clear for LS Upper School supported to implement a modified way of delivering curriculum Website represents current learning programmes Assessment practice and curriculum design become more intertwined Further refine hauora integrations 	

Community Consultation

A consultation round for developing a new strategic plan took place in Term 2

The parent community were given the opportunity to offer ideas on

- Success
- Purpose
- Strengths and opportunities
- Why Raphael House
- Futures

The staff were given the opportunity to comment on

- Values
- Academic vs holistic growth
- Defining special character
- Thriving community

Staff also completed a SWOT exercise. Data relating to the roll, attendance, achievement and sports was also considered.

Themes that emerged from the consultation were:

Anthroposophical Inspired education

Two emerging themes with one view being the special character teaching and curriculum according to Rudolf Steiner is being too watered down and the other thought being that Rudolf Steiner would have kept evolving his thinking and that there needs to be some balance and pragmatism between the teaching and philosophy of Rudolf Steiner and the world our children are living in

Uniqueness of New Zealand

A willingness and desire to ensure that the stories and curriculum is adapted to ensure a clear connection to the uniqueness of New Zealand rather than European/Christian history and festivals. Continue to integrate NZ surroundings, history and nature into the school values and curriculum

Partnership

An understanding that community partnerships have been threatened and divided through the events of the last 18 months and require repairing over time. A desire to have parent education and contribution seen as a privilege rather than a drag.

Technology

A lot of comments showing a strong desire to keep technology out of the Lower School and cellphones out of the school all together

Flexibility

An acknowledgement the school needs to remain flexible and adaptive to changes in the world bringing a balance and pragmatism between a Steiner philosophy and the world we live in

Teachers

Experienced and trained Steiner teachers are very valued

Teachers need to be able to hold awe and wonder in the classroom

Relationships with students that allow students to be seen, understood for their strengths, weaknesses, flaws and gifts

Curriculum

That the joy of learning and discovery is prioritized

That children are equipped with the skills and knowledge to meet the world confidently slowly, thoughtfully, deeply, holistically and with patience

Life skills and hauora programmes at all levels are vital

Should be well-rounded with a clear balance of academic/art + craft/movement/ hand-on

Intensive EOTC programme

More sports is needed is also a common theme

A lack of provision for gifted students was noted

A sense that over time the school has tried to be everything to everyone and needs a sharpening of its vision/purpose and the ability of all stakeholders to articulate this

Kahui Ako goals to integrate into the annual plan are:

- To implement our Waldorf/Steiner school curriculum within a local context embedded
- To create a culturally responsive environment that benefits our ākonga, Kura, whanau and the wider community through the implementation of He Reo Puawai
- To develop formative assessment tools that aid kaiako in identifying individual learner needs and to empower ākonga to become confident learners with belief in their own capabilities

At their September meeting the Board decided to create an interim strategic direction for 2023 which will include further consultation on a new strategic plan for implementation in 2024 and beyond.

Finances

School finances were threatened by a massive use of relievers in Term 1 before the supply of relievers almost completed dried up. Some extra income was brought in through the Principal participating in some Ministry of Education workgroups. Through the use of internal reliving and also some internal picking up of other duties as some administration staff resigned and left, we are back on track for a reasonable surplus which needs to be put towards the replacement of school assets.



Mid-Winter Lantern Festival Photo Credit: Abidah Saad



Painting from Class 3 Photo Credit: Abidah Saad

Personnel

The year started with a team of

- 38 teaching staff
- 5 learning support assistants
- 3 property staff
- 7 administration staff
- 10 kindergarten staff

Some staff have resigned and left during the year and been replaced, while others have not been replaced.

For some support staff areas this will allow us to do a further restructure and rethink about needs vs costs for 2023.

For teaching staff we have ended the year with a surplus staffing situation and have entered into that process with the Ministry of Education.



Class 1 dance at the Spring Festival Photo Credit: Abidah Saad

Property

The highlight, property wise of this year was the completion and opening of Tirohanga Nui- our new learning space situated at the bottom of the Upper School.

Next steps will be the redevelopment of the upper classrooms in the Lower School, a move around of specialist spaces in the Upper School and the establishment of a whole school library space,

A future hope remains to build a gymnasium space.



Tirohanga Nui- the morning of the dawn blessing Photo Credit: Abidah Saad



Kaanih Butler=Hare form Te Ati Awai speaking before the blessing Photo Credit: Abidah Saad

Student Roll Numbers

	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov
Pohutukawa (board)	5	5	5	5	6	5	5	5	6	
Rimu (board)	6	6	5	5	4	4	4	4	4	
Kowhai (board)	7	8	6	6	6	6	6	6	7	
Class1	27	27	27	28	28	28	28	28	28	
Class2	27	27	27	27	27	26	25	25	25	
Class3	26	26	25	25	25	26	26	26	26	
Class4	29	29	28	28	28	27	26	26	26	
Class5	28	28	28	29	29	29	29	29	29	
Class6	25	23	23	23	23	23	23	23	23	
Class7	23	23	23	24	25	25	25	25	25	
C8	35	34	33	34	33	32	31	31	31	
C9	17.06	15.06	12.6	12.6	12.6	12.6	12	11	11	
C10	25	24	24	24	25	25	25	24	23	
C11	20	20	20	20	20	19	18	18	18	
C12	16	16	16	16	16	16	16	16	16	
Additional Y13	1	1	1	1	1	1	1	1	1	
Total roll count	316.06	312	303.6	308.6	308.6	304.6	300	298	299	

Additionally we have had two International Fee paying students during 2022- one at Class 11 and one at Class 2.



A scene from the Class 10 Play Photo Credit: Adibah Saad

A Few High Points from the Year



After almost 2 whole years of fundraising, the boys' and girl 1st XI Hockey team went on their first official tournament. All the players put in their best effort and understood what they needed to do.

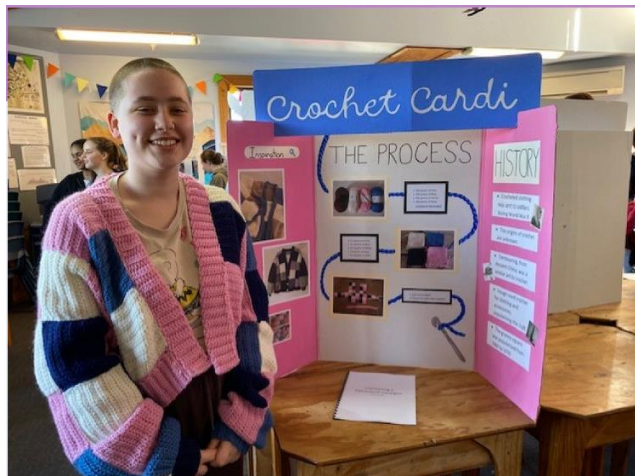
Despite finishing 6th overall, the team came away with a bucket of KFC and an air of confidence. Many of the players are already thinking of next year's tournament and how to do even better. After the team recoups and heals up, we plan to begin fundraising in full force for next year's tournament. Overall, this was an amazing experience that everyone benefited, and learned from and we hope to return next year to do it again.



A hockey adventure with the Raphael House Girls first XI.

We won three games and lost two, placing 6th out of 8 teams of the North Islands P2 and P3 girls' hockey teams. Some of the skills we exercised during the tournament were budgeting, communication, patience, independence, collaboration, and how to give constructive criticism whilst supporting our teammates. Overall, the tournament has connected our team, made us stronger and given us all a greater understanding of each other both on and off the turf.

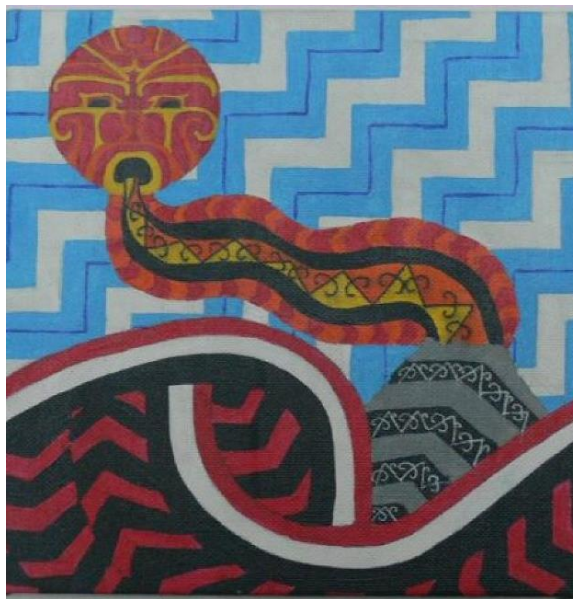
Class 8 Projects are the perfect embodiment of Steiner Education as it encourages lifelong learning and allows students to pursue their unique capacities.

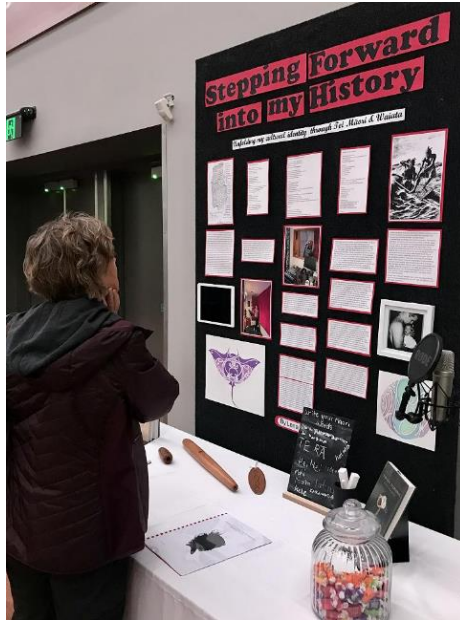


Our Senior Drama students performed a play The Importance of Being Ernest by Oscar Wilde. They worked hard over the past two terms, learning their many lines, designing their set and creating their costumes, all the while maintaining their equilibrium through the challenges they faced along the way. One attendee said of the performance "Such a good play - it is a real gem. And the students totally entered the spirit of the age and delivered!"



Lily Kirby was awarded the People's Choice Award in a recent online exhibition through ArtBeat02, part of The Little Art Project who together with The Peace Foundation New Zealand created the exhibition as part of the Youth Peace Symposium 2022.





The Class 12 Project is truly a magical ingredient in our Waldorf curriculum, offering students the opportunity to harness many life skills, such as goal setting, planning, self-motivation, budgeting, overcoming obstacles, academic writing, public speaking, working with others to achieve goals, the value of whanaungatanga, and a better understanding of the relationship between expectations and reality. Perhaps most importantly, the Class 12 Project creates insight into the extent of one's capabilities.

The Katherine Mansfield Short Story Competition invites entries from Year 12 and 13 students in the Wellington Region. Hannah Wilson from Rapahel House was announced overall winner by judge Victor Rodger at the awards ceremony held in the Katherine Mansfield Reading Room at the National Library. There were 11 finalists overall, and Hannah's winning story 'Henry and Eliza' was said to display maturity in both content and voice. Rodger also said that he enjoyed the way Hannah's story confounded expectations.



Our Year 7-8 basketball team won the final of their competition 37-17 against Petone Central.

The Goethe Orals is a German speaking competition for Wellington high school kids. Our students enjoyed great results:

Year 9 (class 8):

category A (beginners): you placed first, Aurelia and Izzie third.

category B (med): Sophie placed first.

Category C (proficient): Matthis first, Hannes second.

Year 10 (class 9):

category A: excellent result for Summer Cleaver

category C: first placement for Christian Nolden

Year 13 (class 12):

category C: first placement for Emanuel Nolden



The fair is a true community endeavor where so many people come together to create a magical space where we celebrate our kura and the beauty, creativity and warmth held within it.

