



RAPHAEL HOUSE
RUDOLF STEINER SCHOOL

Raphael House 2023 Annual Report



Principal Report

Another year has gone by, another set of challenges and accomplishments have occurred. And through it all we all continue to grow. I acknowledge our students first and foremost. They really are a special bunch, generally work hard and achieve great things- both academically but also physically and spiritually. They are always wonderful advocates for our school when they are working it on the community.

I would like to acknowledge their whānau and all who support them and us in this wonderful partnership of Education. Without you continual support- in contributing to events as well as your emotional and financial support we would not be able to do half of what we do.

I would also like to acknowledge the Beard Team, the PTFA team and The Proprietors Trust team. It is simply wonderful that these Teams work together so well in order to continually progress our School.

Both external and internal staff professional learning has occurred throughout the year. Structure literacy continues to be a focus for development of our primary staff- both teaching and learning support staff. Many staff were involved in professional learning opportunities particular to the development of our special character of Waldorf- Steiner education.

I would also like to acknowledge our amazing kaimahi | staff team. All of our team go above and beyond in so many ways. It is a joy to lead them and work alongside them every day. Their care and commitment to the young people of this school is really quite outstanding.

We have been fortunate to move into our new building- Tirohanga Nui this year and I've also been lucky enough to teach in this space- what a wonderful space that reinforces the nature that surrounds us all up here on the hill. We are now looking forward to some updates around our handcraft and arts spaces which may allow us to then go on to develop a whole school library in the foreseeable future. We are also looking at a number of initiatives for 2024 to increase the opportunities for experiencing different kinds of sports on site.

I leave you with one of the quotes from our annual plan this year:

“A healthy social life is found only when, in the mirror of each soul, the whole community finds its reflection, and when, in the whole community, the virtue of each one is living.” Rudolf Steiner

Annual Goals Progress against Targets

Goal: Special Character

Achievements <i>Outcomes and impacts of actions</i>	Evidence	Variances	2024 Planning
Articulation of special character continued to develop-particularly in staff meetings and in individual parent meetings	Community consultation Staff notes	Ongoing	The articulation of the factors of special character- particularly in our curriculum needs to be ongoing.
Festivals were developed and reviewed by a newly formed festivals team who are working hard to both respect traditions of festivals and ensure they are grounded in Aotearoa NZ.	See festivals page	Achieved.	The festivals group have asked for a staff meeting to be dedicated to each festival in the weeks preceding it.
Staff Professional Growth cycles are all grounded in our Quality Practice Statements that have special reference within each teaching standard to the special character of Rapahel House. The	In staff handbook online. A part of all teaching staff PGC annual performance agreements and self-evaluations	Achieved.	This process needs to be embedded going forward. QPS statements need to have high prominence in teachers PGC work.
Professional learning with Special Character emphasis has been offered to a range of staff throughout the year. This ranges from attending courses- both nationally and internationally, to contracting individual experts to come into the school and work alongside individual staff members both teaching and non teaching.	This has been reported on each term in principal reports to the Board and to the Proprietors Trust. See professional learning section	Achieved.	Continuing to offer opportunities for professional learning with SC emphasis needs to be sustained.

Goal: The Talk We Use

Achievements <i>Outcomes and impacts of actions</i>	Evidence	Variances	2024 Planning
<p>Hero-communication. Hero- achievement</p> <p>This year Hero was introduced as a new student management system. This has involved some new ways of communicating with parents as well as some newer ways of reporting achievement. As it is the first year of using this student management system we are now in a position to review some of the ways we have set it up and make some decisions about what might need to be adapted going forward.</p>	On Hero	<p>We have had a lot of positive communication about the ease fo Hero as a communication tool- although we also have a few families who have expressed that they don't like it.</p> <p>As an achievement reporting tool, we have only scratched the surface of its capabilities and will need to further staff understandings of both formative assessment and of the technology in order to drive some effective goal setting using the tools</p>	<p>Embed current use</p> <p>Introduce goal setting and tagging achievements and learning posts against these.</p>
<p>Website</p> <p>The website has been periodically updated all year. There are two ongoing issues with the website. One is the content. The other is the ease of managing it. Both are issues that need to remain a priority for 2024.</p>	The website	Partly Achieved	<p>Investigate other options for the technology.</p> <p>Review what/how much information is needed on a website.</p>
<p>The efficiency of school docs as opposed to running our own set of policies and procedures has been assessed. School leadership re of the opinion that retaining school docs is efficient form both a cost and time factor. The biggest benefit is the continual updating of new legislation.</p>	<p>School Docs sites</p> <p>Policy review documents to the Board each term.</p>	Achieved.	Continue to use each term for reviews.

Goal: Our Partners

Achievements <i>Outcomes and impacts of actions</i>	Evidence	Variances	2024 Planning
Partnership Hui. Two rounds these have been held with approximately 90% attendance rates at Classes 1-9 and 50% attendance at Classes 10-12. A new format was trialled for classes 8 and 9 which had really positive feedback from most parents,	Booking sheets Reflections gathered at hui	Staff have varying levels of skill and confidence in leading these.	Continue to provide professional learning to support kaiako ability to run this hui effectively
Parent Meetings Attendance at these has declined from pre COVID levels. A lot of parents would prefer to attend online.			The community liaison team is looking at some different possibilities around these for the future.
Community Open Days These were a new introduction this year and had excellent attendance at the two that were held.	Attendance Reflections and feedback gather at and after the hui		The community liaison team is looking at continuing this in some format for 2024.
Trusts Principal attendance at both the school and new kindergarten trust has occurred.	Minutes		
International Students See Internationals Page			

Goal: Responsive Curriculum

Achievements <i>Outcomes and impacts of actions</i>	Evidence	Variances	2024 Planning
Local Curriculum Work continues to integrate local curriculum aspects with the SEANZ curriculum into a Rapahel house curriculum. This is being led by the Kahui Ako Within School team.			Continue, with renewed emphasis on US as well as LS curriculum
Timetable Variations These have been trialled this year and reflections have been gathered and analysed.			A blended approach will take place in 2024 with some subjects running a weekly timetable and others employing a block approach.
Formative Assessment	See Achievement Pages		
Structured Literacy and Numeracy	See Achievement Pages		

Goal: our whY

Achievements <i>Outcomes and impacts of actions</i>	Evidence	Variances	2024 Planning
We have revisited our mission , and values as part of the strategic planning consultation process.	Strategic plan 2024-2025	Partly achieved. Development of a graduate profile was not addressed.	The mission and values need to be part of the implementation plans fin 2024 and 2025. The need for a graduate profile needs to be assessed.

Festivals

This has been a wonderful year of Festivals at Raphael House! It is the intention of the Festivals Group to bring the festivals with reverence and meaning to our community, staff and students. Each year, we celebrate four festivals marking the four seasons, as well as the three festivals which look to the deep questions of birth, death and revitalisation: Christmas, Easter and Pentecost.

Michaelmas Festival, which celebrates the bounty of Autumn and helps us gather the courage needed to face the winter, was a wonderful event in the Lower School. The tamariki played games that encourage teamwork, kindness and bravery. It was very exciting to have the Class 9 leprechauns trying to steal our flags in the lower School!. In the Upper School we began the year with our Michaelmas celebrations with Class 12 leading different games of courage. This was a lovely way for ākonga to mix across the upper school, be challenged in different ways and have some fun together. Easter saw our rangatahi planting daffodil bulbs and gathered around a fire below the pine forest to hear stories of courage, loss and transformation before enjoying hot cross buns and songs from the senior students.

Our Easter Festival moved us to the mystery of death and transformation. With our younger students, we explore this through looking at the metamorphosis of a caterpillar turning into a butterfly. The tamariki sang songs, filled their baskets with crafted items, listened to the Easter bells, and enjoyed their Easter feast in our beautifully decorated classrooms. Thank you, parents!

For our Pentecost festival, in the Lower School we invited the school whaanau to bring their own languages to our celebration. We heard the verse of St John spoken in many different languages. It was so wonderful! In our Upper School Pentecost festival, everyone listened intently as more than 10 different languages were spoken by members of our student community. This was a special moment to celebrate our diversity and unity.

The Matariki Lantern Festival brought us together as a whole community. A feast of soup and buns started an evening full of song and light. Spectacular lanterns, fire poi, LED poi, waiata, a spiral walk, our new fire bowl and the bringing together of our wonderful community made for a very special celebration. We thoroughly enjoyed the beautiful lanterns of Classes 6, 7, 8 and 12 as we walked down the driveway on our way home. We ensured that the three aspects of Matariki were a vital part of our festival: remembering those who have passed, our wishes for the future, and a celebration with kai. As we did last year, our Matariki celebrations also continued in the classrooms, with each class learning about one of the Matariki stars and the qualities it embodies.

The arrival of Spring saw the Lower School dancing and singing in our Spring Festival! Luckily, the temperamental Spring weather gifted us a dry day so that we were able to hold our entire festival outside. We finished our gathering with a community dance, which was good fun! In the Upper School our Spring festival was a celebration of our students' mahi and Abi Ashill, one of the Class 11 students, facilitated this lovely sharing beautifully.

As we headed towards Christmas, the staff and students of the Lower School began to prepare for our Advent Festival. We explored the four aspects of stones and crystals, plants, animals and finally, the human being, as seen in the poem below:

*The first light of Advent is the light of the stones that sparkle through seashells, crystals and bones.
The second light of Advent is the light of the plants that reach to the sun and in the breeze dance.
The third light of Advent is the light of the beasts that swim, crawl or fly, be they great, be they least.
The fourth light of Advent is the light of the human being, in love and in thought, to give and understand.*

International Students

International Student Return to Raphael House

This year, we were finally able to welcome international students at Raphael House again, bringing different cultures, perspectives and languages into our school community. In total, we welcomed 15 international students throughout the year, including five exchange students from Germany and Japan. Some of our international students have been with us for a few years now, some stay only a short time, while others are planning to stay here long term and two of our current international students returned to Raphael House after five years back in their home country.

Here are a few accounts about their experiences at our school:

Selina from China – Class 11, Term 1 and 2 2023

When I first decided to come to NZ, it was quite an unexpected choice. But now, looking at its beautiful natural surrounding and Raphael House's wonderful classmates and teachers, it makes sense that I chose Raphael House and NZ as a place to go to for five months.

I really received tons of kindness in this school, from my classmates, from my teachers, from their smiles and their words. At Raphael House, students call their teachers by first names instead of Mr. and Mrs. I really enjoyed Handwork and Art. In Art I enjoyed playing with colors and different paints. Learning how to accept that you couldn't make it perfect but that you can always improve your work.

A lot of activities happen during interval at Raphael House. We played Foosball and I joined the Te Reo Māori cooking club during Thursday's lunch time.

My host family was the best host family I could imagine, they were kind, nice and took me on trips in the holidays.

I would love to come back to NZ again, it is such a pleasant place.

Paan from Thailand – Class 9, from Term 2 onwards

I have been at Raphael house for six months now, the first thing I noticed when I arrived at New Zealand is how good the environment and how fresh the air was (and yes! After I lived here for six months, I know how crazy the weather is.) The thing that I enjoyed most this year was the Class 9 Ski Camp; we went skiing at Mount Ruapehu for five days. I am already looking forward to the camp next year and all the lessons and tests and also to the challenge NZCSE Level 1 will bring.

Ralph from China - Class 12

I have been in New Zealand for four years (since just before COVID) and this year was my last year at Raphael House. I remember when me and my family first arrived, we had to go into isolation for 2 weeks, and when I could finally start school, the country locked down a week after. So this was a really hard start for me.

I did experience some cultural barriers at the beginning, the language and the food were probably the main ones. Even going to the supermarket was an exciting experience for me at first. One thing that really struck me back then was how chill and free everything seemed. You could walk on the beach, the sky was blue, the sun was shining, the people were enjoying themselves – this was very different to my home country China.

I had many amazing experiences at Raphael House. My highlights for each year are:

Class 9 - Farm experience. I was far away from home, and I felt really free.

Class 10 - Whanganui river camp. Looking back now, I feel like this was the first time I could properly communicate with my classmates and make real connections. I could also experience New Zealand life – how Kiwis choose to enjoy their vacation.

Class 11 - Abel Tasman camp. This was just so great overall. I appreciated the beautiful landscape, the swimming, the balance between exercise and relaxing. I also appreciated staying away from the internet. This made me fully relax and wind down at the end of a busy year at school

Class 12 – Focussing on studying. This year, there was a real focus on studying in our class. We all helped and supported each other. We had good study routines in places, wanted to learn and achieve our best.

Progress and Achievement

RAPHAEL HOUSE PAT READING COMPREHENSION TEST RESULTS, 2023

GRAPH RH 1: Reading Comprehension - Comparison of Class Test Results for 2023

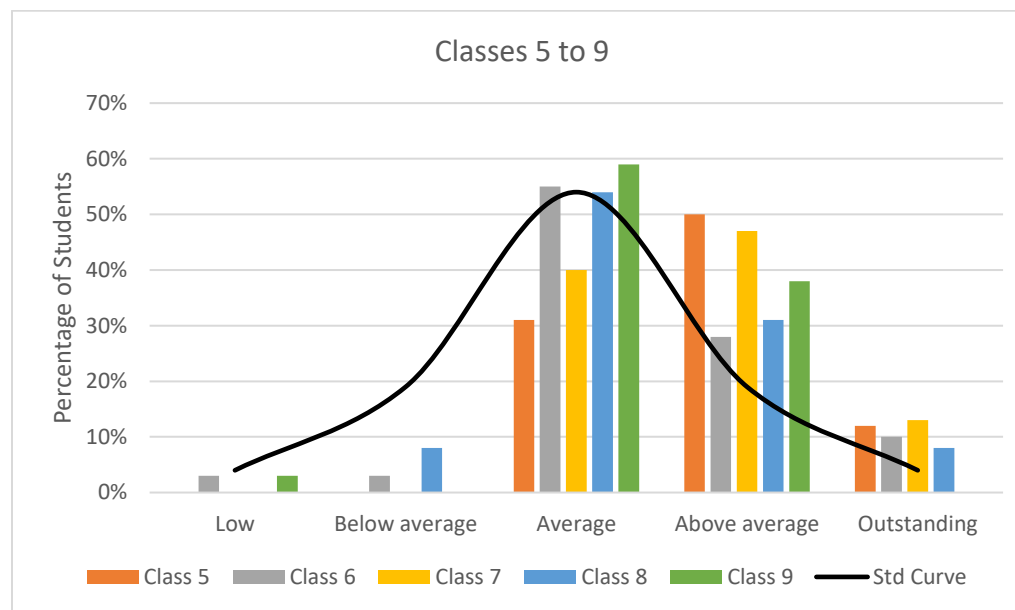
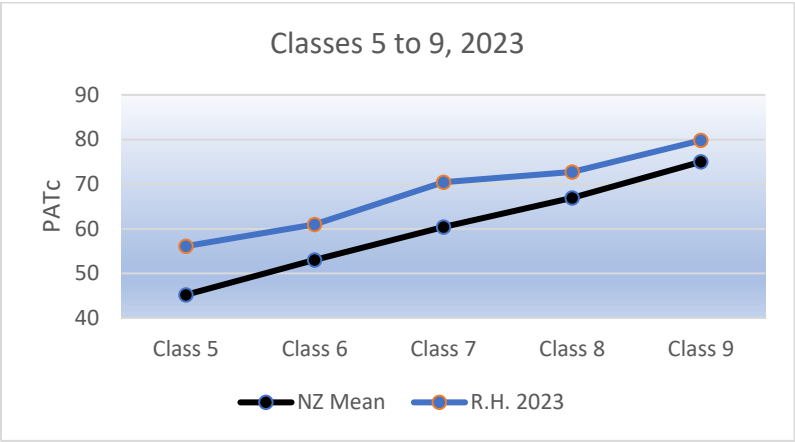


TABLE RH 1: PAT Reading Comprehension Results: Class Comparison, 2023

Stanine Groups	Std Curve	Class 5 2023	Class 6 2023	Class 7 2023	Class 8 2023	Class 9 2023
Outstanding	4%	12%	10%	13%	8%	0%
Above average	19%	50%	28%	47%	31%	38%
Average	54%	31%	55%	40%	54%	59%
Below average	19%	0%	3%	0%	8%	0%
Low	4%	0%	3%	0%	0%	3%
Nos. of Students		26	29	15	26	29

GRAPH RH 2: Classes 5 to 9 Comparison of Mean Scale Scores with N.Z. Means



GRAPH RH 3: Classes 5 to 7 Comparison of Mean Scale Scores with N.Z. Means, 2020 - 2023



TABLE RH 2: Comparison of Reading Comprehension Mean Scale Scores with N.Z Means

	Class 5	Error	Class 6	Error	Class 7	Error	Class 8	Error	Class 9	Error
Mean PATc Scale Scores: R. H. 2023	56.1	10.9 Diff	61.0	8.0 Diff	70.4	10.0 Diff	72.7	5.8 Diff	79.8	4.8 Diff
Number of Students	26		29		15		26		29	

Mean PATc Scale Scores: R. H. 2022	54.2	9.0 Diff	64.3	11.3 Diff	67.6	7.2 Diff				
Mean PATc Scale Scores: R. H. 2021	48.8	3.6 Diff	57.0	4.0 Diff	68.8	8.4 Diff				
Mean PATc Scale Scores: R. H. 2020	48.6	3.4 No Diff	61.8	8.8 Diff	62.2	1.8 No Diff				
Mean PATc Scale Scores: National Means	45.2	+/- 3.5	53.0	+/- 3.4	60.4	+/- 3.3	66.9	+/- 3.4	75.0	+/- 3.4

GRAPH RH 4: Gender Comparisons Classes 5 to 9 for Reading Comprehension

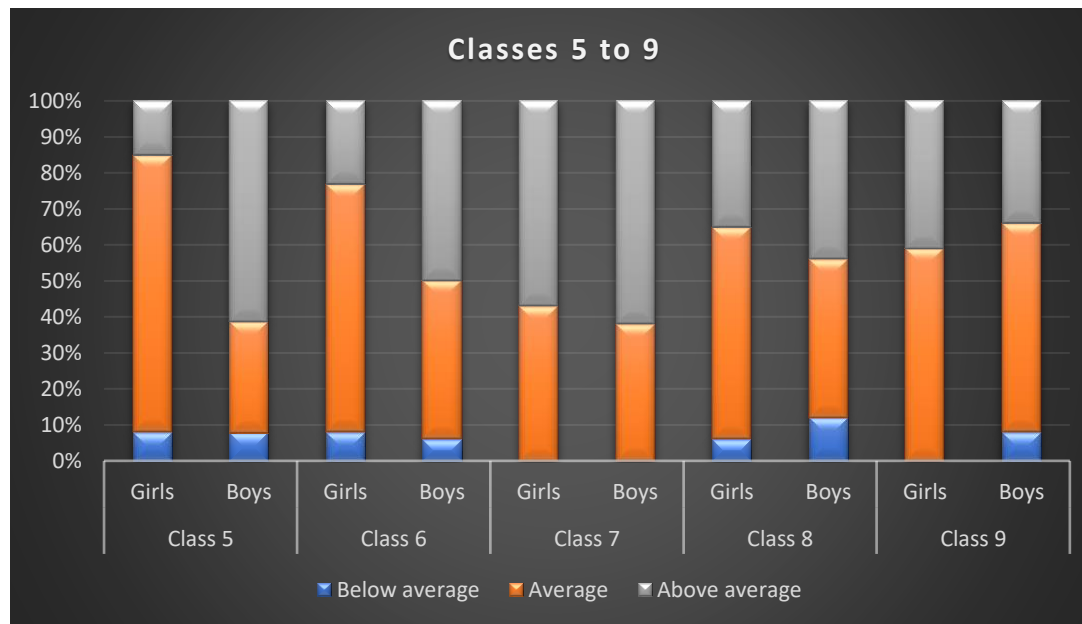


TABLE RH 3: Reading Comprehension: Gender Comparison for Classes 5 to 9, 2023

	Class 5	Class 6	Class 7	Class 8	Class 9
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Category	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Above average	15%	61%	23%	50%	57%	62%	35%	44%	41%	34%
Average	77%	31%	69%	44%	43%	38%	59%	44%	59%	58%
Below average	8%	8%	8%	6%	0%	0%	6%	12%	0%	8%
Nos. of Students	13	13	13	16	7	8	17	9	17	12

Key Points:

- In all classes, 5 to 9, at Raphael House in 2023 the mean scale scores were significantly higher than those of the N.Z. means in the PAT Reading Comprehension Tests.
- In classes 5 to 8 there were higher proportions of boys with reading results above average than girls.
- There were no students with reading results for both boys and girls below average in class 7, and for girls in class 9.

GRAPH RH 5: Comparison of PAT Mathematics Test Results for Classes, 2023

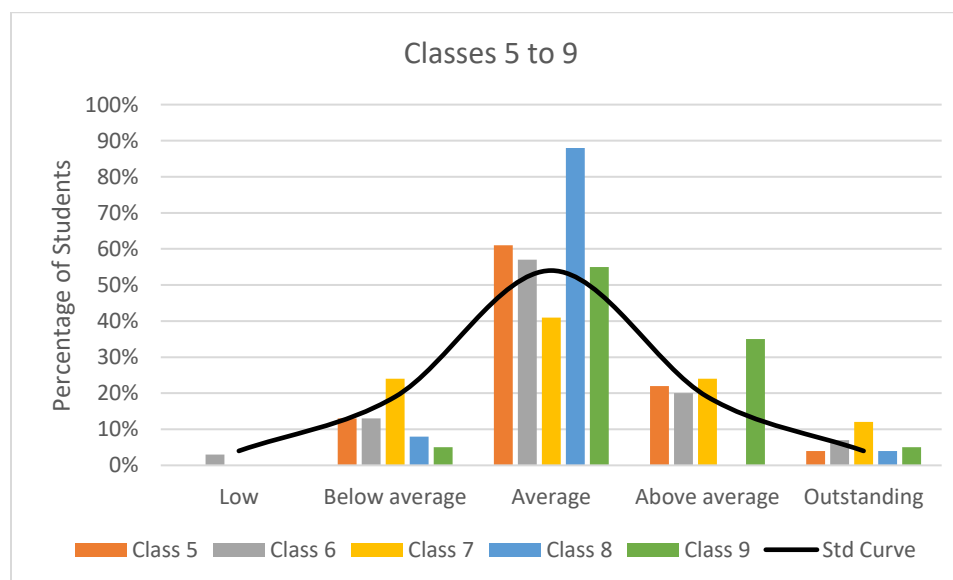


TABLE RH 4: PAT Mathematics Results: Class Comparison, 2023

Stanine Groups	Std Curve	Class 5 2023	Class 6 2023	Class 7 2023	Class 8 2023	Class 9 2023
Outstanding	4%	0%	3%	0%	0%	0%
Above average	19%	13%	13%	24%	8%	5%
Average	54%	61%	57%	41%	88%	55%
Below average	19%	22%	20%	23%	0%	35%
Low	4%	4%	7%	12%	4%	5%
Nos. of Students		23	30	17	26	20

GRAPH RH 6: Mathematics Mean Scale Score Comparison with N.Z. 2020 - 2023



TABLE RH 5: PAT Mathematics Mean Scale Score Comparison with N.Z. 2020 – 2023

	Class 5	Error	Class 6	Error	Class 7	Error	Class 8	Error	Class 9	Error
Mean PATm Scale Scores: RH 2023	48.7	3.1 No Diff	51.0	1.7 No Diff	60.2	5.5 Diff	61.3	0.8 No Diff	70.0	4.3 Diff
Number of Students	23		30		17		26		20	

Mean PATm Scale Scores: RH 2022	45.6	0 No Diff	49.4	0.1 No Diff	52.9	-1.8 No Diff				
Mean PATm Scale Scores: RH 2021	47.2	1.6 No Diff	46.9	-2.4 No diff	58.5	3.8 No Diff	57.1	-3.4 No diff	66.8	1.1 No Diff
Mean PATm Scale Scores: RH 2020	42.5	-3.1 No Diff	50.2	0.9 No Diff	53.5	-1.2 No Diff	58.9	1.6 No Diff	69.9	4.2 Diff
Mean PATm Scale Scores: N.Z. Means	45.6	+/- 3.4	49.3	+/- 3.3	54.7	+/- 3.3	60.5	+/- 3.3	65.7	+/- 3.2

GRAPH RH 7: Gender Comparisons Classes 5 to 9 for Mathematics

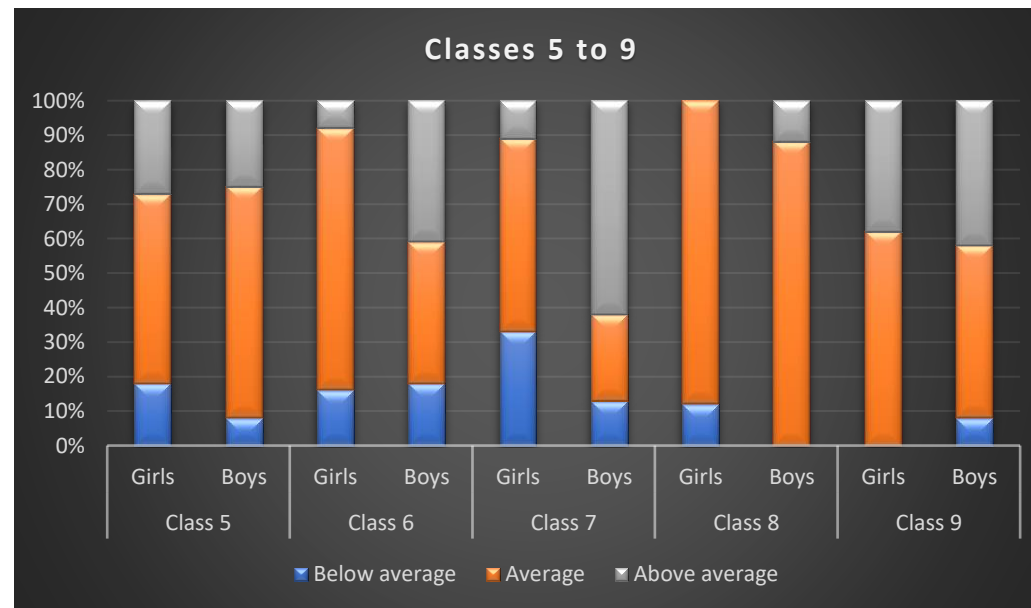


TABLE RH 8: Mathematics: Gender Comparison for Classes 5 to 9, 2023

	Class 5		Class 6		Class 7		Class 8		Class 9	
Stanine Groups	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Above average	27%	25%	8%	41%	11%	62%	0%	12%	38%	42%
Average	55%	67%	76%	41%	56%	25%	88%	88%	62%	50%
Below average	18%	8%	16%	18%	33%	13%	12%	0%	0%	8%
Nos. of Students	11	12	13	17	9	8	17	9	8	12

Key Points:

- Classes 5 and 9 had significantly higher mean scale scores in the PAT Mathematics Test than the N.Z. means.
- In all classes except classes 6 and 7 boys, the highest proportions of results in the Mathematics Test were average.
- There were no boys in class 8 or girls in class 9 with results below average and one boy in each of classes 5, 7 and 9.

GRAPH RH 5: Comparison of PAT Listening Test Results for Classes 5 to 7, 2023



TABLE RH 9: Comparison of PAT Listening Test Results for Classes 5 to 7, 2023

Stanine Groups	Std Curve	Class 5 2023	Class 6 2023	Class 7 2023
Outstanding	4%	9%	7%	7%
Above average	19%	61%	37%	27%
Average	54%	26%	56%	67%
Below average	19%	0%	0%	0%
Low	4%	4%	0%	0%
Nos. of Students		23	27	15

GRAPH RH 6: Listening Comprehension Mean Scale Scores Comparison with N.Z. Means, 2023

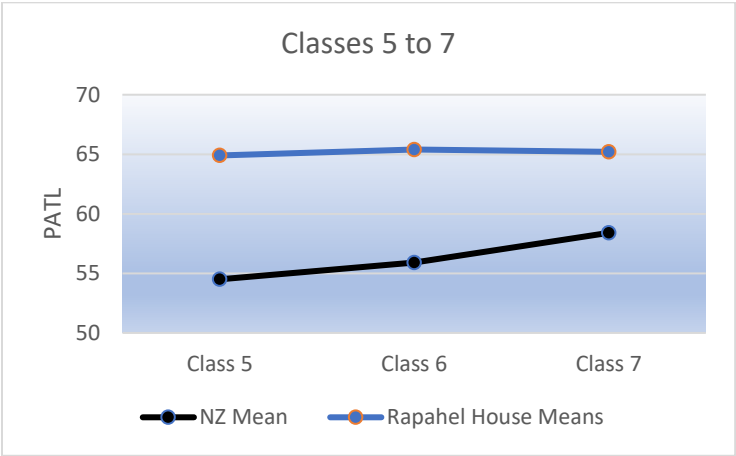


TABLE RH 9: Listening Comprehension: Mean Scale Scores 2023 compared with N.Z. Means

	Class 5	Error	Class 6	Error	Class 7	Error
Mean PATL Scale Scores: Raphael House 2023	64.9	Diff	65.4	Diff	65.2	Diff
Number of Students	23	10.4	27	9.5	15	6.8
Mean PATL Scale Scores: N.Z. Mean	54.5	+/- 3.7	55.9	+/- 3.6	58.4	+/- 3.7

GRAPH RH 7: Gender Comparisons for Listening Comprehension, 2023

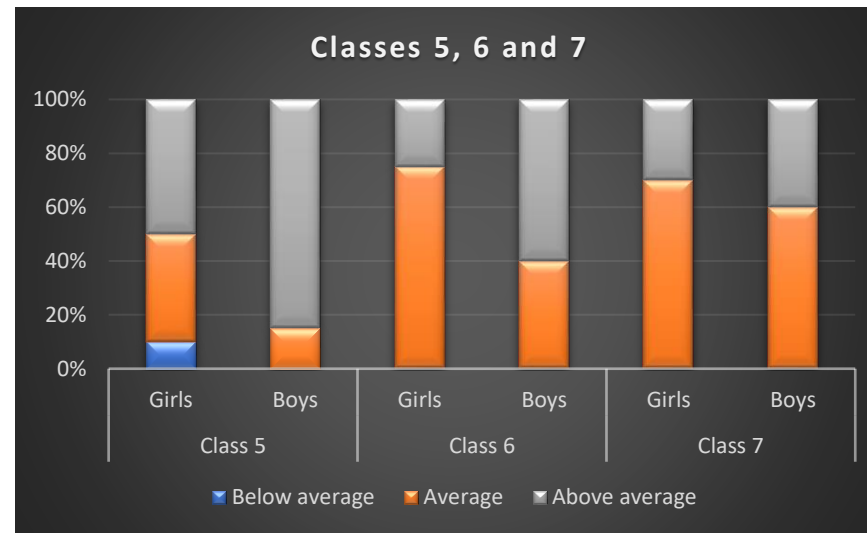


TABLE RH 10: Gender Comparisons for PAT Listening Comprehension, 2023

	Class 5		Class 6		Class 7	
Stanine groups	Girls	Boys	Girls	Boys	Girls	Boys
Above average	50%	85%	25%	60%	30%	40%
Average	40%	15%	75%	40%	70%	60%
Below average	10%	0%	0%	0%	0%	0%
Nos. of Students	10	13	12	15	10	5

Key Points:

- In 2023 mean scale scores in the PAT Listening Comprehension Test for Raphael House classes 5, 6 and 7, were all significantly higher than those of the N.Z. Means.
- There was only one student out of the 55 who sat the test that had a score below average.
- In classes 5 and 6 the proportions of boys with above average results were high: 85% and 60%.

NZCSE

Class 10, 11 and 12 took part in the NZ Certificate of Steiner Education (NZCSE) in 2023. Megan Grant stepped in to cover as NZCSE Coordinator for Amelia Minogue who was on leave for three terms from the beginning Term 2 until the end of Term 4. She performed this role conscientiously and supported teachers and students towards excellent rates of achievement.

Class	Qual Level	Not Achieved			Achieved	Achieved Highly Commended	Achieved with Distinction	Total students achieved	Total students entered (Incl NA)
		NA	NA-Exch*	NA#	A	HC	D		
Class 10	Level 1 % of total L1	0	0	0	4	5	2	11	11
		0%	0%	0%	37%	45%	18%	100%	
Class 11	Level 2 % of total L2	1	0	1	1	8	12	21	22
		4%	0%	4%	4%	37%	55%	96%	
Class 12	Level 3 % of total L3	0	0	0	4	6	7	17	17
		0%	0%	0%	24%	35%	41%	100%	
Total students overall		1	0	1	9	19	21	49	50
Total percentages overall		2%	0%	2%	18%	38%	42%	98%	
Total students with Level 2 qualification or above		1	0	1	5	14	19	38	39
		2.5%	0%	2.5%	13%	36%	49%	97.5%	
NA-Exch* (Exchanges)									
This includes students away on exchange who were therefore unable to gain enough points. Note that there were no exchange students who didn't achieve Level 1 from <u>Class 10 in 2023</u> .									
NA#									
This includes students who were present for the school year but failed to gain the certificate. This also includes students with chronic health conditions, and students who were enrolled and left school. In 2023, the 1 student who did not achieve their certificates had left partway through the school year.									

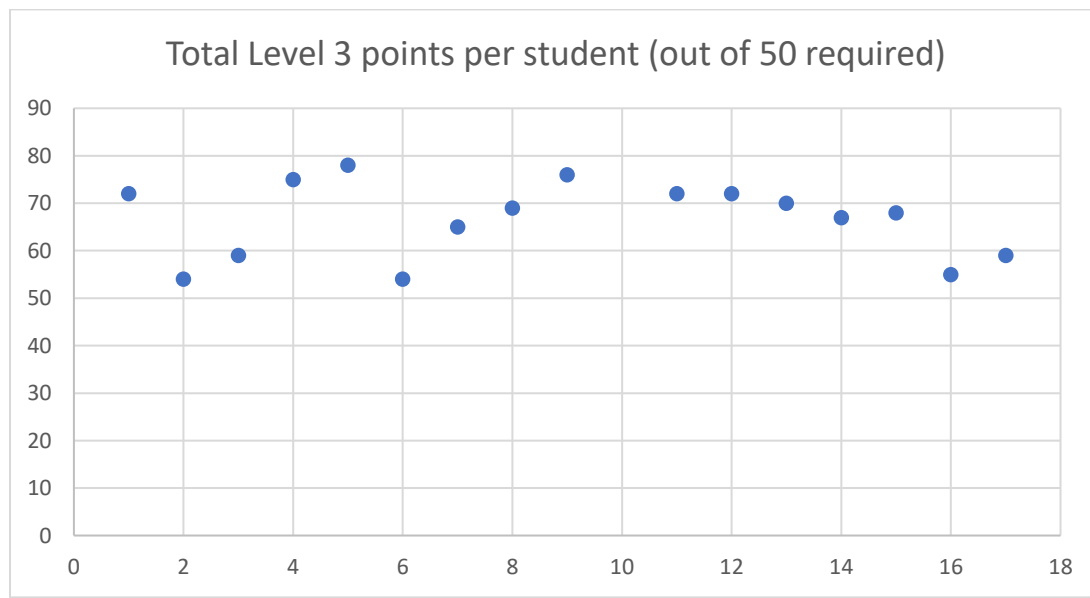
Comments on 2023 results

This commentary includes one student who left partway through 2023, which is why one Level 2 student did not gain their certificate. All other students passed the year.

NZCSE Level 3 (Class 12)

- 76% of students achieved at Highly Commended or With Distinction, which is 3% lower than 2022.
- 24% of students gained the Certificate at the Achieved Level.
- 0% No students failed to gain the Certificate.

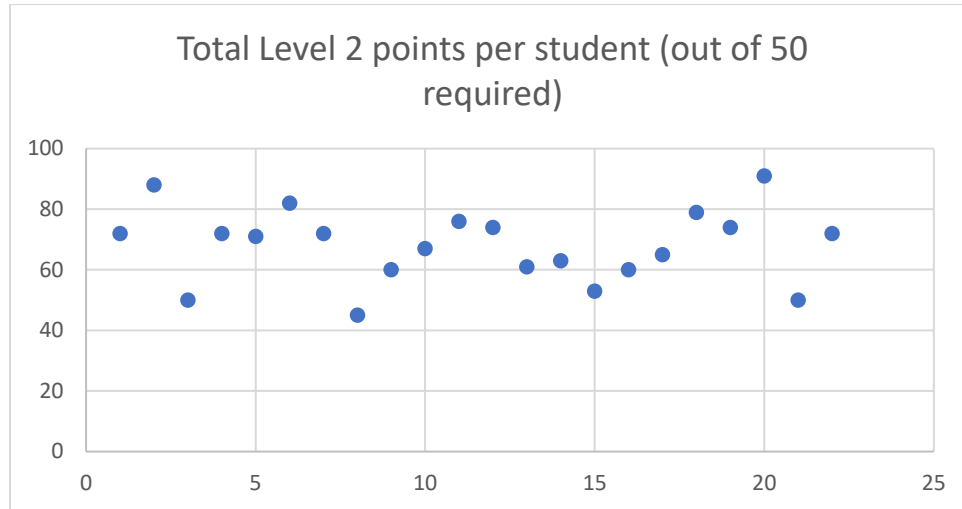
The decrease in students achieving at Highly Commended or With Distinction is partially related to fact that the cohort was slightly smaller. There was a 100% pass rate in students achieving their Level 3 certificates, which continues the trend from the last two years, when all Level 3 students also gained their certificates. Some students were committed to full academic programmes due to planned university pathways they were heading towards for 2024. The achievement rate for these students highlights the fact that a number of students in this cohort managed the workload well, finding success in a wide range of subjects, despite the challenges presented by the new 'block' timetable. A high percentage of applications for extensions were received by the NZCSE Coordinator this year, however not quite as many as in 2022.



NZCSE Level 2 (Class 11)

- 92% of students achieved at Highly Commended or With Distinction.
- 4% of students gained the Certificate at the Achieved Level.
- 4% of students (one student) failed to gain the Certificate due to leaving part way through the year.

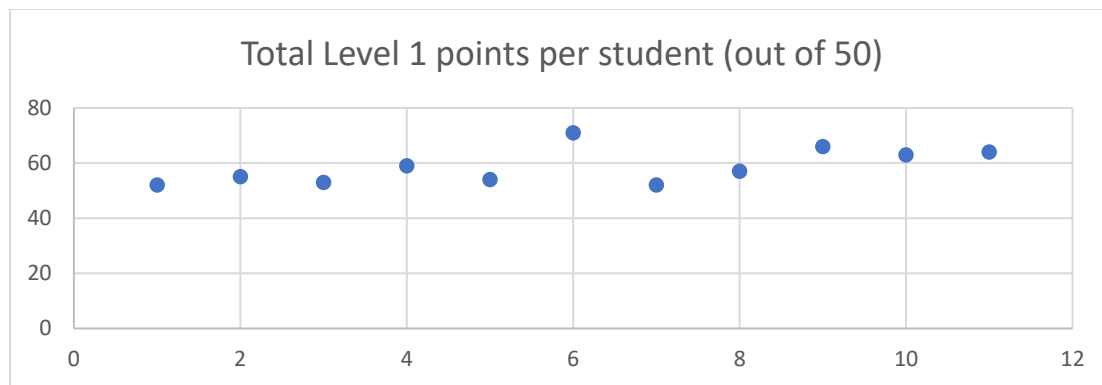
Students' achievement at Highly Commended or With Distinction was 11% higher than in 2022, when 81% of students achieved at Highly Commended or Distinction. Overall achievement is also marginally higher at 96% compared to 95% in 2022, and this 4% represents one student who left part way through the year, therefore not gaining their certificate.



NZCSE Level 1 (Class 10)

- 63% of students achieved at Highly Commended or With Distinction.
- 37% of students gained the Certificate at the Achieved Level.
- 0% of students failed to gain the Certificate.

The Level 1 results for 2023 are much lower than in the previous two years, which is partly because of the very small cohort of only 11 students, and partly due to the fact that there are several students on IEPs. Seven of the eleven students gained their certificates at Highly Commended or Distinction (63%). The remaining four Achieved their certificates (37%).



2023 Māori & Pasifika* Achievement

Level 3 had two Māori students, who both gained Level 3; both Achieved, one endorsed with Highly Commended and both got UE.

Level 2 had one Māori student who gained Level 2 with Distinction.

Level 1 had one Pasifika student, who gained Level 1 with Highly Commended, and one Māori student who Achieved their certificate.

*Note that the ethnicity data may not be a full representation as we can only report on the students identified as Maori/Pasifika through Hero.

Summary

In summary, the overall qualification results are pleasing, with 98% of students achieving the qualification level offered, 38% achieving at Highly Commended and 42% with Distinction. The results suggest that Raphael House's delivery of programmes remains stable and consistent, with staff and students who are familiar with requirements.

Of the 39 students enrolled in Class 11 and 12, one did not gain a Level 2 qualification. This totals 2.5% of the eligible student body, indicating that 97.5% of students (all those who completed the year) gained a Level 2 qualification or higher. Thus the school continues to exceed the MOE target of 85% pass rate (Target 5: 85% of 18 year olds will have achieved NCEA Level 2 or equivalent). The Māori and Pasifika pass rate for students enrolled in Levels 2 and 3 was 100% for 2023, however it should be noted that this figure is actually 5 students in total, according to ethnicities listed on Hero.

The external Moderation Manager for NZCSE has placed Raphael House at 74% agreement rate between moderator and assessment decisions for 2023. This number is down from 88% in 2022. There was a 93% agreement rate between moderator and assessment materials, which is a 1% increase on last year. According to the SEDT Moderation Manager, it is hard to define any clear reason for the drop in decisions rates. It seems some teachers were being too generous in their marking. Where external moderation disagreed with assessment decisions, the reasons were assessors being too generous with grading (7 occasions). Where moderation disagreed with assessment materials it was due to the marking

schedules needing further revision to give more consistent grading outcomes. Overall the feedback was that the accuracy of Raphael House assessment materials is pleasing.

There is not yet data available from SEDT to report on how Raphael House students' achievement compares with national achievement rates for NZCSE.

We continue to review the delivery of NZCSE courses across all three levels, inviting feedback from all stakeholders. In 2024, one of our main areas to focus on for improving our delivery of NZCSE will be to ensure that assessment materials are accurate, valid and appropriate and that internal moderation protocols are followed carefully. We are also working on re-designing key assessments so that they are more accessible to a wide range of learners i.e. having a choice between a test and assignment style of assessment. A Certificate of Assessment Design and Practice one day course will be run at Waikato Waldorf School by SEDT in March for those wanting to develop their practice.

Number of students on IEPs: 51

Te Tiriti o Waitangi

- Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:
 - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - achieving equitable outcomes for Māori students.

To give effect to Te Tiriti o Waitangi in 2023 we have:

- had nine staff attend external Te Reo PLD provided professional learning attending each week over the year
- continued to offer specialist Te Reo classes from Class 1-10 with class teachers being in attendance to provide further professional learning opportunities for them
- paid for a contract with Kura Ahurea for our key staff to attend and learn local stories and history and kawa to lead within our staff
- begun up a group for Whanau Hui, led by a parent
- offered Kapahaka for Classes 4-12 with Class 4-7 being compulsory

Employment Policy

The Raphael House Rudolf Steiner School is committed to meeting requirements under s597 of the Education and Training Act 2020.

Raphael House Rudolf Steiner School is dedicated to upholding the highest standards of employment policy in accordance with the laws and regulations of New Zealand. As stewards of Rudolf Steiner education, we recognize the importance of fostering a harmonious and supportive work environment for all members of our school community.

Our commitment to compliance with employment policy is guided by the following principles:

Non-Discrimination: Raphael House Rudolf Steiner School does not discriminate on the basis of race, color, ethnicity, national origin, gender, sexual orientation, religion, age, disability, or any other characteristic protected by New Zealand law in our employment practices. We are dedicated to providing equal opportunities for all individuals.

Employment Contracts: All staff members at Raphael House Rudolf Steiner School are provided with clear and comprehensive employment contracts, including annual performance agreements that outline their rights, responsibilities, and terms of employment in accordance with New Zealand employment law. These contracts are regularly reviewed and updated to ensure compliance and transparency.

Health and Safety: The safety and well-being of our staff members are paramount. We maintain a safe and healthy work environment by adhering to relevant health and safety regulations, providing necessary training and resources, and fostering a culture of awareness and responsibility.

Fair Remuneration: We believe in providing fair and equitable remuneration to our staff members. Salaries and benefits are determined based on factors such as qualifications, experience, and job responsibilities, in accordance with applicable legal requirements and industry standards.

Workplace Policies and Procedures: Raphael House Rudolf Steiner School has established clear policies and procedures governing various aspects of employment, including recruitment, performance management, grievance resolution, and disciplinary action. These policies are communicated to all staff members and are consistently applied throughout the organization.

Professional Development: We are committed to supporting the ongoing professional development of our staff members. Opportunities for training, workshops, and other learning activities are provided to enhance skills, knowledge, and career growth.

Compliance Monitoring: Raphael House Rudolf Steiner School conducts regular monitoring and review processes to ensure ongoing compliance with employment laws and regulations. Any instances of non-compliance are addressed promptly, and corrective actions are taken as necessary.

Through our adherence to these principles and practices, Raphael House Rudolf Steiner School demonstrates its dedication to maintaining a positive and inclusive work environment where all staff members can thrive and contribute to the holistic education of our students.

To provide good and safe working conditions we have:

- Supported staff with issues causing potential burnout including emotional support and financial support in the way of extra release or in class support
- Responded immediately to hazards raised through the risk procedures
- Provided regular coaching of all teaching staff
- Provided catering for all staff development sessions

Equal Employment Opportunities Policy

- Raphael House Rudolf Steiner school operates a EEO Policy
- This policy is available for all staff through School docs.
- The policy includes the following training to raise awareness of issues that may impact EEO
- Compliance with the requirements of the EEO policy is held by the Principal
- The EEO policy provides for regular reporting on compliance
- The EEO policy has set priorities and objectives

Through our EEO Programme, Raphael House Rudolf Steiner School reaffirms its commitment to creating a workplace where all staff members are valued, respected, and empowered to reach their full potential.

Board Members

Kyle Gibson	Presiding Member, Parent Representative
Andrea Wakelin	Parent Representative
Karen Thrumble	Parent Representative
Matthias Vest	Parent Representative
Christine Nicholls	Proprietors Representative
Janet Molloy	Proprietors Representative
Karyn Gray	Principal
Tim Angus	Staff Representative
Frankie Rae	Student Representative