



Raphael House 2024 Annual Report



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Principal Summary

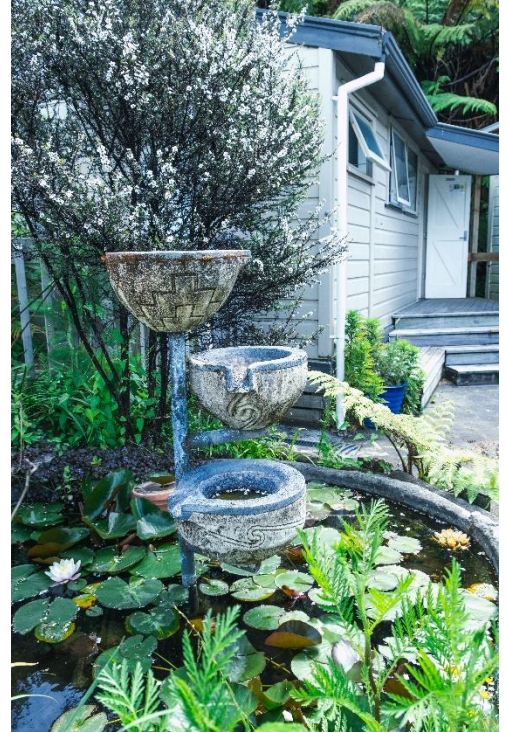
As we reflect on another memorable year at Raphael House Rudolf Steiner School, I want to extend heartfelt thanks to everyone who contributes to the spirit and strength of our community. To our dedicated staff, thank you for your unwavering commitment to fostering a nurturing and inspiring environment for our students. Your passion and professionalism continue to shape the lives of young people in profound ways, enhanced this year through your participation in various professional learning sessions, deepening both your knowledge and the special character of our school.

To our parents, thank you for your continued support and trust in our school's mission. Your partnership in this educational journey is invaluable, and together, we create a foundation for our students to thrive. And to our wonderful students, thank you for being such outstanding representatives of Raphael House. You make us proud every day with your achievements and the joy you bring to learning.

The year was rich in highlights, from the unforgettable camps and vibrant class plays to the exceptional achievements of our senior students in their qualifications. Special congratulations to the school hockey team, who won their division in the secondary school tournament for the second consecutive year! In addition, the Class 12 project presentations this year were really quite exceptional.

Our mission—to spark a lifelong passion for learning through a holistic curriculum—continues to develop and grow. This year, we have also introduced the "Collaborative Proactive Solutions" approach, supporting social skills and helping students solve interpersonal issues, and we look forward to sharing more on this in 2025.

As we close the year, I am reminded of Steiner's words: "Receive the children with reverence, educate them with love, and send them forth in freedom." May these words guide us all as we continue this journey together.



Board Summary

The Board is now into its second year of this election cycle. Things have been relatively plain sailing this year and we have enjoyed being able to make decisions that enable the school to continue to thrive.

The highlights for us this year are:

- The creation of a longer-term investment strategy
- Being able to invest further in school resources.
- Supporting Karyn to work more broadly with the leadership community across our schools to further develop leadership capability.
- In a joint initiative with the proprietor's trust, we hired a community coordinator/librarian to support special character education opportunities in our community. This role has grown from strength to strength, and we're delighted to have renewed this position for 2025.

We'd like to give a shout out to the staff and community for the amazing festivals and community events that have happened this year.

We say farewell to our Board student representative. We have enjoyed Max's input, and we wish him well with his future endeavours.

Proprietors Trust Summary

2024 was a year of consolidation as we focused on our core purpose of land and building improvements and our commitment to special character at Raphael House.

We also welcomed Thomas Heppleston-Tait as a new Trustee. Thomas has children in the kindergarten and brings a wealth of building industry knowledge to support the Trust with planning, and Brett in his mahi.

Property highlights this year include:

- Work to create a full school library in one building.
- New large handwork and art room in the Upper School building
- Driveway remedial work, starting with the most critical actions being prioritized.
- Acoustic improvements to address noise levels in a number of buildings.
- 'Great Wall of Steiner' built around the Zig Zag to keep our younger tamariki safe

Championing adult education and professional development in the community remains a priority for us.

We supported kaimahi by funding a number of opportunities including:

- Eurythmy training
- Teacher observations (at other Waldorf schools)
- International training opportunities (Canada)
- Taruna courses
- Local Waldorf professional development talks and workshops
- Kolisko conference 2025 (advance costs)



For adult education we, in a joint initiative with the school board, hired a community coordinator/librarian to support special character education opportunities in our community. This role has grown from strength to strength, and we're delighted to have renewed this position for 2025.

We could not fulfill our responsibilities on the Trust without the work and dedication put in by Brett and Gita. Thank you to both of you for your ongoing mahi in 2024 - managing our school grounds and buildings (Brett) and enrolments, attendance dues and financial assistance applications (Gita).

We also want to thank our colleagues on the School Board and Wellington Rudolf Steiner Kindergarten Trust. Working collaboratively with these bodies enables us to collectively achieve our goals and vision for Raphael House.

Finally, a thank you to Karyn and all the kaimahi, whānau and tamariki at Raphael House. Without your combined efforts and commitment, we wouldn't have our wonderful community.

He aha te mea nui o te ao? He tangata he tangata he tangata!

What is the most important thing in the world? It is people, it is people, it is people!

Annual Plan Goals and Variance

Strategic Theme: Waldorf Philosophy

We uphold the Rudolf Steiner education philosophy, in a contemporary context, recognising the spiritual, physical and emotional dimensions of education.

Goals	Outcomes
<ul style="list-style-type: none">• Main lesson content and links reviewed and updated.• All teaching staff participating in child studies each term.• Further development of staff elevator pitches• Participation in fellowship opportunities for curriculum review and development• Book Studies undertaken.• Festivals reviewed to connect with Te Ao Māori• Development of resource banks for LS curriculum	<ul style="list-style-type: none">• Main lessons are all updated and clearly belong to the wider school curriculum picture.• Child studies have been completed each term.• All staff can articulate clearly and concisely what a Steiner education involves.• Staff have participated in curriculum development within the Steiner school network.• Book studies completed.• Festivals aligned with Te Ao Māori• Resource banks for LS curriculum further enhanced.

Summary Statements, Variance and Next Steps

Main lesson reviews were strong in the first three terms but have tailored off a little. Ongoing reviews of both the content and pedagogy of Main Lessons would be good.

There is a wide variety of resources and literature for staff to engage with.

PLD opportunities have been financially supported.

We have engaged in a wide range of professional learning around brain science and pedagogies. It may now be time to breathe in and spend some time engaging with how our knowledge of the latest research on learning and the brain can integrate with our commitment to a Waldorf teaching philosophy.

Taking opportunities to do this on a collective and individual basis allowing kaimahi to dig deeper into connecting their daily practice with a Waldorf approach.

Child studies were completed in term 2. They are good to bring the school staff together but often not an effective use of time to have all staff there. There is a contrast to CPS when we do child studies without student voice. Going forward some work is needed on how to combine what we know about brain science and development, CPS and the spiritual side of a child study. We will need to look at the conscious and unconscious approaches within a child study.



Strategic Theme: Inclusivity

We are dedicated to understanding the individual needs of each ākonga. Our kaimahi establish strong relationships with ākonga, providing personal focus and support to nurture their diverse capabilities and develop their own identity.

Goals	Outcomes
<ul style="list-style-type: none">• Building school resources available on neuro diversity• Building staff knowledge and competence in catering for neurodiverse ākonga• Reviewing the PBS programme and sharing resources being used• Elective kapahaka working towards performance introduced.• Whānau group reestablished and thriving.• Integrating Te Reo across all subjects and classes• Te Reo development plan• Embedding school tikanga	<ul style="list-style-type: none">• There is a bigger staff book of resources on managing neuro diversity in classes.• There is growing confidence in managing neuro diversity in classrooms.• The PBS program is reviewed and its place in our curriculum clarified.• There is an elective kapahaka group operation.• Whānau group operating successfully.• Te Reo development plan for all teaching staff• School tikanga is clarified and documented.

Summary Statements, Variance and Next Steps

We have participated in a large amount of professional learning on neurodiversity with both external and internal presenters.

There has been significant movement in building a culture of inclusivity. There has been a significant Cultural and ideological shift in mindset as a result of CPS and neuro diversity. This process will be transformative over a longer period and will possibly take a number of years to embed. In staffrooms there is a lot more discussion and change in how we think and talk about neuro diverse ākonga

The introduction of Collaborative Proactive Solutions (CPS) as a tool for creating solutions to problems when they arise with student engagement and motivation has taken a lot of training, time, and energy but has been well received by staff and now needs time to be integrated into the other aspects of our curriculum and practices.

The ongoing theme of design for learning with CPS this year was an effective approach for including diverse learners.

Te Reo integration across different subjects sharing different resources was useful and effective. We are building a strong link between te Ao Māori and Festivals. There is a nice parallel between the journey of deepening Te Reo and an openness to anthroposophy. Our next step is to continue to work on what this looks like into the future.

Elective kapahaka was moderately successful. The Whanau Reo Group has been revitalised. They shared a hāngī experience at Matariki connecting and gaining excitement as a group.



Strategic Theme: Community

We uphold the Rudolf Steiner education philosophy, in a contemporary context, recognising the spiritual, physical and emotional dimensions of education.

Goals	Outcomes
<ul style="list-style-type: none">• Reimagining parent meetings• Exploring the concept of whānau afternoons• Further developing open days• Creating a parent directory of skills• Investigating an alumni programme• Exploring whānau grouping whole school events• Incorporating goals into learning posts and reporting processes	<ul style="list-style-type: none">• There is a schoolwide overview and plan in place for parent meetings.• Whānau afternoons happen in Term 2 and 3• Open days happen and are further developed each term.• An alumni programme is in place.• Hero posts include progress towards learning goals in all main learning areas.

Summary Statements, Variance and Next Steps

Some combined hui were held- e.g.: Class 2-5 on neurodiversity with resource recommendations- and these were very effective. This is perhaps, a grounding on which to base hapori whānau for 2025.

We need to ascertain what it is that the community needs and what is realistic for teachers to deliver. The needs and availability of parents has changed rather markedly over the last decade. We still have a responsibility to provide parent education and parents have an obligation to attend as part of their conditions of enrolment. Building an annual parent meeting overview with variety and interest to engage parents would be effective.

A new format for the fair was introduced with much greater student involvement. We need to consider how to progress this in future years and make it manageable for teacher overseeing it.

We have not progressed an alumni directory although there is strong interest in building one.

Different structures were introduced for partnership hui in both areas of the school. This can now be built on in further years.

Whānau groups are being used in the primary area of the school for festivals but are not currently being used in the high school. This may be an area to look at in the future.

Learning goals are being tagged and tracked within Hero. Goals and learning posts are effective in communication with the Parent community. Teachers feel the math learning steps are too complex and need revising.



Highlights of 2024

Festivals

Michaelmas:

Lower school students participate across classes in tuakana/teina groupings in courage games.

The Upper School celebrate Michaelmas with the Class 12 students organising games of courage for the rest of the students. For the Class 12 students it is an opportunity to step into leadership roles and to have their input in running the festival. For the other students it is an opportunity to work with students from across the high school and to face a range of challenges with support.

Easter.

A festival is held indoors for Lower and Upper School to recognise times of transformations.

In the Upper school, our Easter Festival this year saw us returning to celebrate in the Eurythmy room with beautiful contributions of eurythmy, singing and a story about transformation through challenge.

Pentecost:

This festival is an opportunity to celebrate the languages and cultures across our school.

Matariki:

Matariki is our yearly highlight as a whole school, when we gather around the bonfire to remember those who have passed, celebrate the present and put our wishes to Hiwaiterangi. This festival grows each year in depth and connection to Te Ao Māori.



Spring:

The emergence of spring is celebrated with dances and songs from each Lower School class.

The Upper School celebrate the coming of spring through a concert organised by senior students. Students from across the Upper School contribute items of music, poetry and eurythmy with themes from spring and renewal.

Advent:

Four weeks prior to Christmas, different elements (stones, plant, animals, people) are the focus of in-class stories. Lower School assemblies support the anticipation through the weeks leading up to Christmas.

International Students

What a busy year for international students at Raphael House!

This year we've had students span across the school, from Class 3 to Class 11. Some travelled with their families, while others ventured here on their own, some stayed for a term, others for two or more, some have returned after a few years, others are staying on next year.

What a privilege it has been to welcome people from around the world into our school community, each bringing their unique experiences and perspectives, enriching our lives in countless ways. A heartfelt thank you to everyone who supports our visitors and helps make their time at Raphael House truly unforgettable.

International Students at Raphael House 2024

Japan: Ryosuke (Class 10)

China: Raymond (Class 5), Hojun (Class 7), Terrence (Class 9)

Thailand: Paan and Pan (Class 10)

Austria: Mira (Class 10)

Germany: Flora (Class 3), Edith, Ruben (Class 6), Neele (Class 8), Jonas, Roccin, Marie (Class 9), Maja, Corinna, Carla (Class 10), Luisa (Class 11)



EOTC

Classes 3-12 have been involved with a range of camps as per the school EOTC programme and these remain a highlight for students and teachers alike each year.

Performances, Plays and Presentations.



Most classes in the primary area present a class play and class plays also happen annually at Class 10 and 12.

The annual Talent Show in Term 2 showcased the range of talents we have at school.

Throughout the year we have been treated to a range of excellent Eurythmy, music and performances.

Classes 8 and 12 develop and present to a wide audience their projects. The Class 12 project presentations this year were of an exceptional quality.

Plays

Sports

Students at school participate in a range of sports including but not limited to Basketball, Hockey, Netball and Soccer. One of our Class 12 students was titled as the Downhill Mountain bike World Champion for the second year in a row, which also resulted in her being named as College Sports Wellington Supreme Sportswoman of the year. Our senior hockey team participated in the secondary school national tournament for the third year bringing home the championship title for the second year.

Student Leadership

The student leadership team had an eventful and valuable year of growth.

With the aim of involving the younger classes of the Upper School such as Classes 9 and 10, we were able to get as many as 20 people on board and participating in our weekly meetings, many of which were from the enthusiastic Class 10. Using initiatives built up by previous leadership groups, the group was able to assist Class 11 with a successful Talent Show!

Many of our discussions were focused on learning and figuring out how much freedom the student body holds, and the possibilities of exercising that freedom to achieve certain goals, such as acquiring specialized sports equipment for a sport e.g. a Rock-climbing wall.

Going into 2025, the Student Leadership Group will be full of clever, eager and confident leaders who are full of awesome ideas.

Student Clubs

A range of clubs operate at lunchtimes and/or after school to support student interests- Book club, art club and geek club are just some of these.

Progress and Achievement

Classes 1-4

Sunshine Set Levels End of Year (Structured Literacy)

Key: Shaded area marks desired level of achievement

		Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7
Class 1	<i>mastered</i>	86%	50%	21%				
	<i>working towards</i>	14%	36%	29%	21%			
Class 2	<i>mastered</i>	100%	74%	42%	32%			
	<i>working towards</i>		26%	32%	11%	32%		
Class 3	<i>mastered</i>	100%	100%	96%	79%	57%	18%	
	<i>working towards</i>			4%	18%	21%	39%	18%
Class 4	<i>mastered</i>	100%	100%	100%	100%	100%	100%	85%
	<i>working towards</i>							15%

Raphael House End of Year Writing Learning Steps

Key points for each class:

- Class 1: 100% of students are working towards mastering Concepts of Print, Spelling Encoding, Punctuation, and Content.
- Class 2: 100% of students are working towards mastering all listed skills.
- Class 3: Majority have mastered most skills, with high percentages in Content (96%) and Language (89%).
- Class 4: Mixed progress with significant mastery in Punctuation, Grammar, Content, Language, and Structure.
- Class 5: High mastery in Content and Language, with notable progress in Spelling Encoding and Punctuation.
- Class 6: Varied progress with some students at a lower level, but significant mastery in Content and Language.

Classes 5-9

PAT

Stanine Means

	Class 5	Class 6	Class 7	Class 8	Class 9
Listening Comp	7.1	6.2	6.0		
Reading Comp	6.5	6.4	5.7	5.5	5.4
Math	6.6	6.3	5.6	3.6	4.8

Stanine Analysis

Listening Comprehension: Overall, the school's classes exhibit a generally strong performance, with Class 5 significantly outperforming the others.

Reading Comprehension: Based on the mean stanine results, the classes in the school generally perform well, with mean stanines ranging from 5.4 to 6.5. Classes 6 and 8 exhibit the highest performance with mean stanines of 6.4 and 6.3 respectively, while Class 9 shows the lowest performance with a mean stanine of 5.4. However, Class 8 also has four students who complete the test at lower levels, so the class stanine is a little skewed. Overall, the school demonstrates a solid performance across its classes, albeit with some variability in individual class scores.

Math: Based on the mean stanine results, the classes in the school demonstrate a range of performance levels. Classes 5 and 6 perform above the average range with mean stanines of 6.7 and 6.4 respectively, while Class 7 falls within the

average to low-average range with a mean stanines of 5.6. Class 8 and 9 achieve as a mean significantly low at 3.6 and 4.8 respectively with a number of students achieving very low as well as above average. This suggests a mixed performance across the classes, with some performing notably better than others.

Classes 10-12

NZCSE

Qualification Offered

Class 10, 11 and 12 took part in the NZ Certificate of Steiner Education (NZCSE) in 2024. Amelia Minogue returned from three terms' leave in January to take up the role of NZCSE Coordinator for a final year, before handing the CSE Coordinating over to Megan Grant, who will be taking over from January 2025. Students maintained excellent rates of achievement, thanks to a settled and experienced team of teachers running the programmes.

Class	Qual Level	Not Achieved			Achieved	Achieved Highly Commended	Achieved with Distinction	Total students achieved	Total students entered (Inc NA)
		NA	NA-Exch*	NA#	A	HC	D		
Class 10	Level 1 % of total L1	0 0%	0 0%	0 0%	1 4%	13 46%	14 50%	28 100%	28
Class 11	Level 2 % of total L2	1 11%	0 0%	1 11%	1 11%	6 67%	1 11%	8 89%	9
Class 12	Level 3 % of total L3	0 0%	0 0%	0 0%	1 5%	5 28%	12 67%	18 100%	18
Total students overall		1	0	1	3	24	27	54	
Total percentages overall		2%	0%	2%	5%	44%	49%	98%	55
Total students with Level 2 qualification or above		1 4%	0 0%	1 4%	2 7%	11 41%	13 48%	26 96%	27
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</u> in 2024.									
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 2024, the 1 student who did not achieve their certificate had left partway through the school year.									

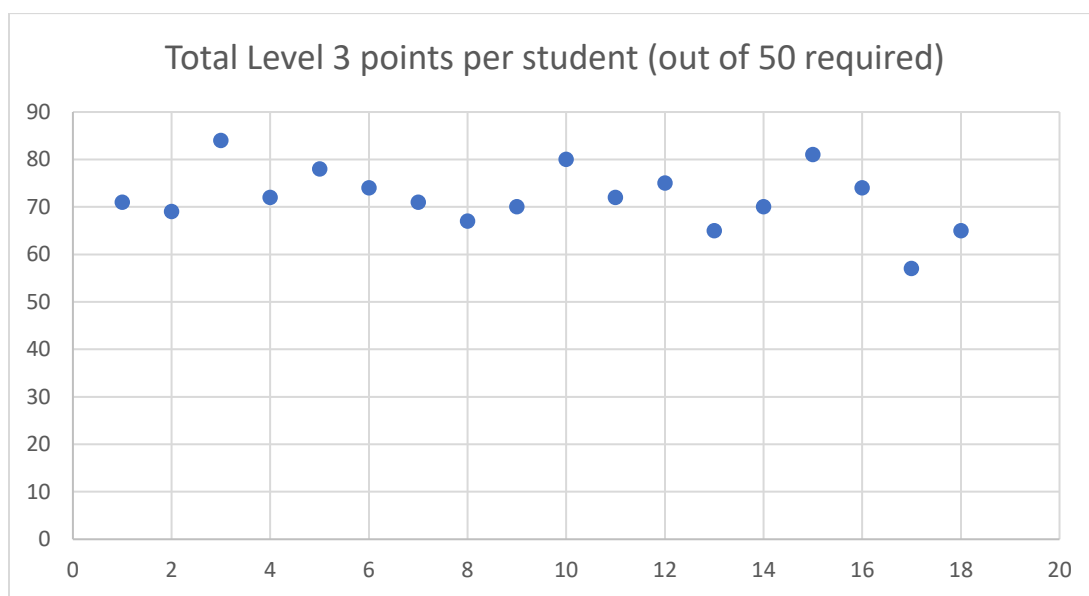
Comments on 2024 results

This commentary includes one student who left partway through 2024, which is why one Level 2 student did not gain their certificate. All other students passed the year.

NZCSE Level 3 (Class 12)

- 96% of students achieved at Highly Commended or With Distinction, which is 20% higher than 2023.
- 4% of students gained the Certificate at the Achieved Level.
- 0% No students failed to gain the Certificate.

The increase in students achieving at Highly Commended or With Distinction is largely due to the fact that this cohort was an exceptional group in terms of their overall work ethic, as well as possessing significant academic capability. There was a 100% pass rate in students achieving their Level 3 certificates, which continues the trend from the last three 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 2025. 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 'block' timetable. A high percentage of applications for extensions were received by the NZCSE Coordinator this year, however not quite as many as in previous years. This continues to be an ongoing challenge for us to manage, as illness reporting and staying home is much higher post-covid.

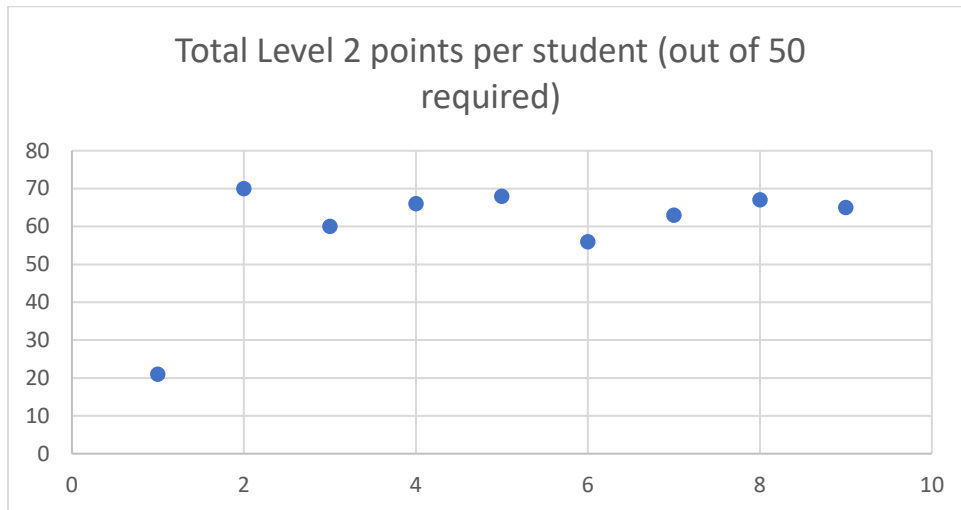


NZCSE Level 2 (Class 11)

- 78% of students achieved at Highly Commended or With Distinction.

- 11% of students gained the Certificate at the Achieved Level.
- 11% of students (one student) failed to gain the Certificate due to leaving part way through the year.

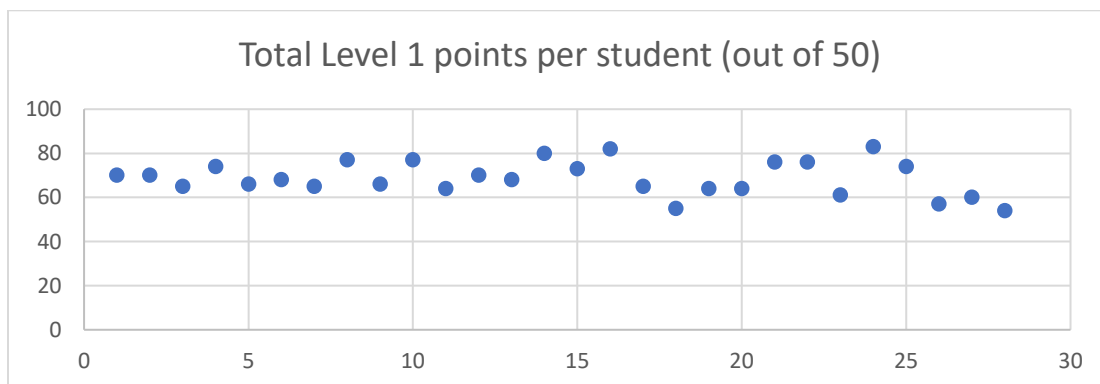
Students' achievement at Highly Commended or With Distinction for Level 2 was 14% lower than in 2023, when 92% of students achieved at Highly Commended or Distinction. Overall achievement was slightly lower, percentage-wise at 89% compared to 96% in 2023, however these percentages represent a much smaller cohort (only 9 students in total) than the previous year, as the 11% represents one student who left part way through the year, therefore not gaining their certificate.



NZCSE Level 1 (Class 10)

- 96% of students achieved at Highly Commended or With Distinction.
- 4% of students gained the Certificate at the Achieved Level.
- 0% of students failed to gain the Certificate.

The Level 1 results for 2024 are much higher than in the previous two years, which is partly because of the exceptional work ethic and academic capability of this cohort. 27 of the 28 students gained their certificates at Highly Commended or Distinction (96%). The remaining student Achieved their certificate (4%). 2024 also marked the offering of our first Te Reo Māori Learning Outcome at Level 1, with Irene Cheung guiding students towards achievement, in partnership with Charlotte Goddard at Waikato Waldorf School as our moderator.



2023 Qualification Results

Class	Qual Level	Not Achieved			Achieved	Achieved Highly Commended	Achieved with Distinction	Total students achieved	Total students entered (incl NA)
		NA	NA-Exch*	NA#					
Class 10	Level 1 % of total L1	0 0%	0 0%	0 0%	4 37%	5 45%	2 18%	11 100%	11
Class 11	Level 2 % of total L2	1 4%	0 0%	1 4%	1 4%	8 37%	12 55%	21 96%	22
Class 12	Level 3 % of total L3	0 0%	0 0%	0 0%	4 24%	6 35%	7 41%	17 100%	17
Total students overall		1 2%	0 0%	1 2%	9 18%	19 38%	21 42%	49 98%	50
Total students with Level 2 qualification or above		1 2.5%	0 0%	1 2.5%	5 13%	14 36%	19 49%	38 97.5%	39
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.									

Comparison of 2024 with 2023 Results

In 2023 98% of the students entered for their respective NZCSE level achieved that certificate level. This percentage INCLUDED students who were present for the year, who had chronic health conditions, or who left the school.

In 2024 98% of the students entered for their respective NZCSE level achieved that certificate level. The 2% who didn't gain their certificates was 1 student who enrolled, but left the school half way through the year, as discussed in detail earlier in this document.

Overall comparison between 2024 and 2023 Results:

- The percentage of students who gained Not Achieved has remained consistent (both students who left).
- The percentage of students who gained Achieved has decreased from 18% to 5%
- The percentage of students who gained Achieved Highly Commended has increased from 38% to 44%
- The percentage of students who gained Achieved with Distinction has increased from 42% to 49%.

These figures suggest that there is ongoing stability in overall academic performance this year, with an increase in higher bands of achievement; however, as previously noted, the data sample is extremely small, and this must be taken into account. It is important to note that all of the students who remained at the school for the entire academic year engaged in NZCSE and gained their certificates, with a consistent number gaining theirs at Highly Commended and Distinction. It should also be noted that several Class 10 students completed successful exchange placements in addition to achieving

their Level 1 certificates. Where students have not gained their certificates in the past two years, it is because they left partway through the academic year.

Intervention from the NZCSE Coordinator, working closely with the Kaiarataki for each class and the Senco has resulted in individual academic progress tracking for a number of students on IEPs and is proving to be very successful. This will continue to improve the connection between school and home with supporting academic achievement. The NZCSE coordinator will also continue to work with the Senco to identify students needing to complete their Level 1 and 2 certificates over two years where needed, in order to meet their individual learning needs and ensure they leave with a qualification. In IEP cases, this is actively managed through regular meetings with parents and students throughout the year. This is also managed in relation to students going away on exchange, in conjunction with the International Students' Coordinator. In 2024, one Class 12 student completed their Level 3 certificate in mid-2024. This 'fast tracked' pathway has meant that the student was able to leave school earlier with full qualifications, when otherwise they may have left at the end of Class 11.

2024 Māori & Pasifika* Achievement

Level 3 had one Māori student, who gained Level 3 with Distinction and got UE.

Level 2 had one Māori student who gained Level 2 with Achieved, and one Pasifika student who gained Level 2 with Distinction.

Level 1 had three Māori students, two of whom 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.

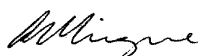
Summary

In summary, the overall qualification results are pleasing, with 98% of students achieving the qualification level offered, 44% achieving at Highly Commended and 49% 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. Gita Pillai continues to be a real asset to our small NZCSE administration team, supporting both the NZCSE Coordinator, teachers and students with their needs.

Of the 27 students enrolled in Class 11 and 12, one student did not gain a Level 2 qualification. This totals 4% of the eligible student body, indicating that 96% 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 2024, however it should be noted that this figure is actually 6 students in total, according to ethnicities listed on Hero.

There is not yet data available from SEDT to report on how Raphael House students' achievement compares with national achievement rates for NZCSE. Karen Brice completed a QAR (Quality Assurance Review) on behalf of SEDT at Raphael House in October 2024, with favourable findings, having interviewed a range of stakeholders at our school. We continue to review the delivery of NZCSE courses across all three levels, inviting feedback from all stakeholders.

In 2025, Megan Grant will be taking over the role as NZCSE Coordinator, and I will support her in the transition period and beyond. I look forward to seeing our students and staff continue to maintain excellent results in both assessment and educational achievement under Megan's leadership.



Amelia Minogue, outgoing NZCSE Coordinator, 4 March 2025

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 2024 we have:

- Initiated Kapa Haka Iti for akomanga tuatoru, tuarua and tuatahi. We learned the waiata-a-ringa from Kura Ahurea which reinforce the pūrākau of Rangi and Papa, The 3 Kete of Tāne, The Atua and Hineahuone (poi). Akomanga tuatoru would bring their buddy up to the eurythmy room each week and teach them the actions and words, supported by Whaea Claire and Karen.
- We also had kapa haka for akomanga tuawhā, tuarima, tuaono and tuawhitu with Whaea Irene and Matua Phil (and Kōkā Chelani at the beginning of the year). This rōpu formed the backbone of any Māori waiata in mihi whakatau and festivals.
- A successful Mihi whakatau was held at the beginning of the year.
- We continued to be part of the Kura Ahurea contract, with our staff attending and learning local stories and waiata, and then bringing these back to school.
- This year saw our Whānau Māori rōpū grow from strength to strength. In the warmth of the eurythmy foyer with the voices of our tamariki flowing in and out, they came together regularly over kapū tī for whakawhanaungatanga, kōrero, celebrations and of course...kai! This space has provided an opportunity for them to build on and nourish their sense of identity and belonging as whānau Māori, as well as to support our kaiako and contribute to kaupapa Māori within our kura community.

Words from this group:

- *The highlight of the year was without a doubt the hāngī we lay in June in honour of the end of the Māori year; where rangatahi and pakeke alike mucked in together (literally!), to dig and prepare the hāngī pit and kai. We wove, we sang, we laughed and shared many magical moments surrounded by the delicious aroma and steam emanating from Papatūānuku; and were very grateful the Atua were on our side and gave us a beautiful rangi mokopuna (sunny Winter's day).*
- *Mahuru Māori and Te Wiki o te Reo Māori were also very significant events for us, as whānau all leaned in to embrace and revitalize our reo, through different games and activities; some of which were created by our own tauira.*
- *Our intention is to continue lifting and celebrating the wairua Māori of our kura, by holding steadfast to our culture and reo, thus strengthening connections between us all.*



Employment Policy

The Rapahel 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.

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 and external counselling sessions through EAP.
- Responded immediately to hazards raised through the risk procedures.
- Provided regular coaching of all teaching staff.
- Provided catering for all staff development sessions.

We also recognised the incredible and enduring efforts of all staff with a special wellbeing voucher at the end of Term 2.

Professional Learning 2024

Staff have participated in internal professional learning programmes all year. External professional learning has included structured literacy training, CPS training, Taruna courses for specific Waldorf training, NZEALS conference for leadership, Steiner schools leadership workgroup, curriculum workgroups with other Steiner schools, Executive functioning, English teachers conference.

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.

Closing

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
Max Letifov	Student Representative

Staff Members

Amelia Minogue	0.8	Teaching Staff (High School English, Drama), HOD, Wider Leadership team
Angelique Jury		Teaching Staff (Primary School Class Teacher) Terms 2-4
Barry Pringle		Teaching Staff (High School Science) HOD
Brett Whincup		Property Manager
Bridget Coghlan		Learning Support Assistant Terms 3-4
Caroline Heath		Kaihāpai Terms 3-4
Chaucey Ellis		Payroll Officer
Claire Folster		Teaching Staff (Primary School Class Teacher)
Dorothea Pienaar	0.6	Teaching Staff (Primary School Teacher-Music)
Emily Blyth	0.4	Teaching Staff (SENCO)
Fiona Rawdon		Learning Support Assistant
Gabrielle Edmonds		Teaching Staff (High School Art), HOD
Geoff Heath		Teaching Staff (Primary School Class Teacher), Wider Leadership team
Gita Pillai		Executive Officer
Grant Rossiter		Teaching Staff, Deputy Principal, Wider Leadership Team
Holly Pullan		Learning Support Assistant
Irene Cheung		Teaching Staff, Deputy Principal, Wider Leadership team
Irja Haeffliger	0.8	Teaching Staff (High School German Internationals), Wider Leadership team
Jenn Causer		Teaching Staff (Primary School Class Teacher)
Karen Gault	0.6	Teaching Staff (Primary School Teacher-Te Reo)
Kathleen Russell		Receptionist
Katie Brakenridge		Teaching Staff (Primary School Teacher-Handwork, Literacy Support)
Katie Rustleund	0.8	Teaching Staff (High School English, Drama), HOD, Wider Leadership team
Karyn Gray		Teaching Staff, Principal
Kristine Harrison		Teaching Staff (Primary School Class Teacher) Term 1
Line Schlebusch		Learning Support Assistant
Louise Galpin	0.8	Teaching Staff (Primary School Class Teacher)
Lyn Vigrass		Librarian
Marcelly Ribeiro		Receptionist

Mario Gude		Teaching Staff (High School Woodwork PE), Pastoral, Wider Leadership team
Megan Grant	0.76	Teaching Staff (High School English)
Merlin Fuhrhop		Teaching Staff (High School Math, Science,)
Nancy Fulford	0.6	Teaching Staff (Across school Drama)
Nina Gude	0.6	Teaching Staff (Across School Eurythmy)
Purdy Biddle		Teaching Staff (Primary School Class Teacher)
Sarah Grandison	0.6	Teaching Staff (High School handwork), HOD
Sharon Patete		Learning Support Assistant
Simon Burrow		LAT- Woodwork, Art, OC; Learning Support Assistant
Sue Pegler	0.4	Teaching Staff (High School Eurythmy)
Tanya Zanetti		Teaching Staff (Primary School Class Teacher)
Ragini Vandrey		Sports Coordinator
Rose McIlhone		Teaching Staff (Primary School Class Teacher)
Tim Angus	0.8	Teaching Staff (High School Math, Science), HOD
Vanya Kress-Howell	0.6	Teaching Staff (High School Music), Pastoral

In Closing

As I conclude this annual report, I reflect on the vibrant and meaningful year that has unfolded at Raphael House Rudolf Steiner School. Our vision of sparking a lifelong passion for learning through a holistic curriculum journey continues to guide and inspire us.



Through the dedication of our staff, the enthusiasm of our students, and the support of our community, we have nurtured a rich tapestry of experiences that cultivate the intellect, nurture the heart, and empower the will. Together, we celebrate the growth and achievements of each student, recognizing their unique journeys and contributions.

We wish our current Class 12 students all the best as they journey out into the world beyond school.

Looking ahead, we remain committed to deepening our special character and creating an environment where each individual feels valued and inspired to realize their full potential.

