

This is the revised charter

Of the

Christchurch Rudolf Steiner school

2006

For the 2006 Charter refer to appendix 1
Mission statement

The purpose of the school is to practise Rudolf Steiner's Art of Education in which students can stand as free individuals in the world, balanced in their feelings; clear, creative and flexible in their thinking; practical and purposeful in their will.

The teaching practice addresses equally the physical, soul and spiritual needs of the child through balancing and interweaving the practical, artistic and intellectual aspirations of the human soul – School Charter.

***“In Thinking, Clarity; In Feeling, Inwardness; In Will, Perseverance”
- Rudolf Steiner***

Vision statement

OUR VISION

- ☉ That through rich learning experiences pupils have the opportunity to develop academic skills, become articulate, socially adaptable, creative and self-aware in order that they may take their place in a challenging and changing society.
- ☉ That our teaching staff work freely in a collegial way with the picture of human development outlined by Rudolf Steiner.
- ☉ That pupils, teachers, parents and the wider community experience a sense of community and develop new understandings of human development.

Values

WE VALUE

- ☉ The nature of the human being, as described by Rudolf Steiner is the basis of all endeavour in the school.
- ☉ The distinct needs of the main developmental stages of pupils in the Kindergarten, Lower School and Upper School.
- ☉ A comprehensive curriculum, which develops the potential (both apparent and hidden) of each child.
- ☉ Educating the whole child through love, authority and respect.
- ☉ Compassion and honesty for others and for the environment.
- ☉ Continual professional and personal development of all staff.
- ☉ Healthy and caring staff interactions.
- ☉ An effective, responsible, accountable and collaborative management system.

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Christchurch Rudolf Steiner School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture.

In recognising the unique position of the Maori culture, Christchurch Rudolf Steiner School will take all reasonable steps to provide instruction in Tikanga Maori and Te Reo Maori.

To achieve this the school will;

- Incorporate the use of Maori language (e.g. mihi) in formal school ceremonies (assemblies, graduation ceremonies).
- Address the issues of the Ngai Tahu memorandum of agreement in planning processes.
- Continue to develop the Kapa Haka group.
- Encourage visits to local marae.
- Use everyday greetings from the Maori language.
- Address bicultural issues in all curriculum schemes.
- Seek to achieve an ethnic balance when appointing staff.
- Ensure that new signage around the school displays both English and Maori languages.
- Support students learning Maori both on site and through the Correspondence School.
- Continue to develop closer relationships with local iwi.
- Co opt onto the BOT an adviser from the Maori community in order to facilitate consultation with the Maori community.

Christchurch Rudolf Steiner School also acknowledges its students with other ethnicities. Where possible cultural differences are shared in order to enhance learning. International students are regularly enrolled for all or part of a year in order to expand local students understanding of and empathy with different cultures.

Christchurch Rudolf Steiner School consults with its community, including its Maori community, regularly as part of its three year cycle of self review. Consultation includes all aspects of school management.

In addition to the above, the school's Maori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Maori as expressed in the school charter.

 **2006 – 2008 strategic plan**

 **anthroposophy**

	2006	2007	2008	2009/2010
Mission statement	Ensure the mission, vision &	Ensure the mission, vision &	Ensure the mission, vision &	Ensure the mission, vision &

	values statements are the fundamental element of all our endeavour	values statements are the fundamental element of all our endeavour	values statements are the fundamental element of all our endeavour	values statements are the fundamental element of all our endeavour
Continue development of Steiner curriculum	Implement level 2 NZRSSC	Ensure NZRSSC is fully operational at levels 2 & 3	Consolidate NZRSSC and legitimised in tertiary institutions	
	Ensure ML's throughout school are central focus of special character	Develop economics and business knowledge within overall US programme		
	Develop Bothmer gym throughout the school	Extend eurhythmy throughout school		Plant trees in Class One and follow growth over 12 years
	Maintain and develop festivals and celebrations.		Develop Pacific Island awareness	
	Deepen sponsor/student relationship. Review US sponsor structure –e.g. cl 8/9 combined.	Review effectiveness of new structures.		
	Further develop horticulture, food technology & café (economics)	Develop Work experience programme, esp. with biodynamics, practical activities;business experience		
	Increase focus on life skills from anthroposophical view point		Review life skills from an anthroposophical point of view	
Have all teachers qualified in Steiner Education	Support 4 teachers to Steiner Certificate course		Develop tertiary training in Waldorf education	
	Develop Steiner based teacher	Review effectiveness. Improve		

	aid programme	implementation		
	Develop internal Steiner training for all teachers from kind to cl 12			
Meet the increasing need for children and families wanting a Steiner Education (refer Environment section)	Develop plan for existing site whilst maintaining family feel & size of current school	Develop more Kindergartens in Christchurch	Develop scoping and feasibility plan for opening a new school	
		Explore a second lower school	Develop notion of a vocational stream	
Create more opportunities for professional development for teachers	Integrate Steiner certificate course into school professional devlpmnt.	Develop NZRSSC as umbrella qualification which includes NCEA Assist US with process	Review NZRSSC and NCEA teacher understanding	
	Investigate, deepen and diversify the art of teaching. Share enthusiasms of teaching	Assist development of 'best practise' techniques		
	Alternate teacher meetings into whole school and section groups			
	Run a successful national teachers conference	Assist teachers to section conferences	Assist teachers to attend national conference	
	Create more time to consider students at Thursday mtgs			
Develop collegial management system	Develop team building opportunities for staff	Review effectiveness of present management system	Combine team building gains into management structure	



Passion for Learning

	2006	2007	2008	2009/2010
Enhance student learning and achievement	Utilise assessment outcomes to improve learning opportunities for all students	Similar... create further refinements	Utilise assessment outcomes to improve learning opportunities for all students	

	July – review efficacy		July – review efficacy	
		Investigate ‘best practice’ evidence-based practice using research and literature		
	Investigate, review and trial new curriculum options <i>Each section develop plan</i>	Implement new curriculum options.		
	Engage students in self assessment	Reporting – review with view to single LS and US format	Review student input and process of all reporting to parents	
	Implement gifted and talented policies	Review and further develop Integrate		
Develop a vision of new teaching styles and approaches & learning for the 21st Century	By reflection on the changing needs of contemporary students, trial new teaching practice	Implement new ideas Review effectiveness of new teaching styles, refine and develop further		
	Critically evaluate IT in US technologies for teaching and research			
		Involve parents & adults more in education	Develop continuing education institute/college	
Ensure NAG 1 requirements fulfilled	Ensure NAG 1 requirements fulfilled	Ensure NAG 1 requirements fulfilled	Ensure NAG 1 requirements fulfilled	Ensure NAG 1 requirements fulfilled
Celebrate and honour	Maintain and develop annual school festivals to celebrate together		Develop archive of school history	
	Develop multicultural festivals.	Develop school as a cultural centre		
	Provide place where parents can meet			
Encourage innovative thinking and creativity	Support innovation thinking and creative ideas with all stakeholders- teachers, students, Board, parents, and Proprietors. Trial ideas	Review and further trial innovative ideas.	Include successful ideas into programmes	

🕒 Caring and Respect for one another

	2006	2007	2008	2009/2010
Look after and understand each other	Further develop students caring for each other.			
	Develop a staff care environment	Create regular relationship building days for teachers		
	Implement anti bullying policy for students and staff	Review effectiveness and refine		
	Mentor teachers visit classes			
Create long-term relationships with local community		Re develop relationships with old peoples homes	Develop Arts displays at local venues (shops/supermarket)	
Integrate & expand our relationship with Maori, Pacific Island cultures and understanding of Tikanga Maori	Continue developing the Maori community relationship to school. Have Whare wanaga operational	All courses should reflect and respect the multicultural nature of NZ.		
	Continue to develop Maori student achievement			
	Expand Tikanga & Te Reo Maori throughout all areas of the curriculum			
Ensure all statutory requirements of NAG 3 are completed	Ensure all statutory requirements of NAG 3 are completed	Ensure all statutory requirements of NAG 3 are completed	Ensure all statutory requirements of NAG 3 are completed	Ensure all statutory requirements of NAG 3 are completed
Respect and assist auxiliary staff to feel equal in school	Develop strategies to improve work conditions and sense of	Encourage auxiliary staff to attend meetings and feel		

development	belonging for all auxiliary staff	involved in decision making		
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🌐 Connection and Partnership

	2006	2007	2008	2009/2010
Continue to develop teacher/student/caregiver relationships	Use students reflections of schooling to improve soul / spiritual care	Review progress	Use reflection on students progress to improve teaching	
	Review effectiveness of sponsors role Trial other forms	review and further develop relationship programme 8-12.	Review effectiveness of sponsors role	review and further develop relationship programme 8-12.
	Maintain and develop care and relationships for international students			
Increase partnerships with other Steiner schools, nationally and internationally	Continue support for the Federation	Develop more links with other Steiner Schools.	Continue support for the Federation	Continue support for the Federation
Continue relationship of Steiner education to Ministry of Education	Continue relationship of Steiner education to MoE & other agencies			
	Support Federation initiatives e.g. NZRSSC, NZSTE			

🌐 Social responsibility and sustainability

	2006	2007	2008	2009/2010
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Build sustainable systems for the future	Develop zero waste scheme successfully through whole school	All areas of the school operation follow zero philosophy		
	Use renewable energy sources and technology where possible	Investigate renewable energy in capital development work		
		Improve range of technology offered in curriculum, e.g. practical use of solar, wind and water power for school		
	Expand an organic produce philosophy, including school café, staff room, fairs			
Become more connected with the local community		Review our role in community/society, e.g. visits to retirement homes, housebound people, work with the disabled	Implement changes	Review our role in community/society, e.g. visits to retirement homes, housebound people, work with the disabled
	Implement marketing plan for local and international students	Review success of plan	Implement changes for further marketing plan for international students	
	Students undertake work experience in the community related to special character			
	Increase Steiner profile locally and internationally			

@ environment, facilities and resources

	2006	2007	2008	2009/2010
Improve student facilities	Replace Red kindergarten	Redevelop hall toilet area for costumes and make up areas		Negotiate re students leaving school at lunch time

	Create a dedicated Whare Wananga / language room		Build 2 storey building for Lower school	Build gymnasium / make tiered seating for hall
		Bigger upper school common room.	Expand recreation opportunities, e.g. chess club, basketball court	Extend US facilities with double storey building
	Investigate creation of a media room (on stage?)	Develop more play and recreation spaces	Computers from the start of Class 8, in every classroom	
			Create open air classrooms	
Meet the increasing need for children and families wanting a Steiner Education (refer Environment section)	Develop plan for existing site whilst maintaining family feel & size of current school	Encourage development of more Kindergartens and daycare centres in Christchurch	Develop scoping and feasibility plan for opening a new school	
			Skateboard area	
Improve teacher facilities	Develop teacher workroom for Upper & Lower school. Ensure good work space for all teachers			
	Rehouse the server			
Improve parent facilities	Develop Parent/Community association meeting space		Develop more communal facilities	
Develop funding	Develop longer funding plan for Capital development projects and school sustainability	Implement funding plan ideas	Review and streamline	

Annual Plans are divided into four sections – Management , kindergarten, Lower school and High School

Annual school improvement goals are in two sections – Lower school and High School

ANNUAL PLANS 2006

management

@ Anthroposophy

Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
Develop internal Steiner training for all teachers from kind to cl 12	rearrange Thursday ped mtg to develop deeper teacher learning of Steiner & teaching practise	thurs plan of alternating meetings	Thomas	end term 1	nil but coordinated with PD
Review 1996 Charter	form group to review the 1996 charter to all ensure that elements are included in revised charter	review of charter to completed and integration with all revised charters is ongoing	Thomas	end of yr	
Integrate Steiner certificate course into school professional devlpmnt.	certificate course participants give teachings & readings on thurs ped. develop this thru section mtgs	cert. course knowledge disseminated through sections	Thomas / neil	end of year	nil
Alternate teacher meetings into whole school and section groups	as above (1)				
Run a successful national teachers conference	organise a successful national teachers conference	planning and review of conference	Thomas + college	sept 30	\$20 000
Support 4 teachers to Steiner Certificate course	4 teachers going to Certificate course	years completion of yr 1 & 2 to Taruna	Thomas + neil	end of year	\$6000 from Props
Develop Steiner based teacher aid programme	teacher aids meet special character teacher to discuss background of school – head, heart , hand	TA's having met at least 2x per year	thomas	end of year	nil
Further develop horticulture, food technology & café (economics)	find ways to enhance these in our teaching staff and coordination of technology elements	increased tech hours, new staff in cook and textiles. student satisfaction	CPG	end year	
Develop Bothmer gym throughout the school	bothmer gym developed in 2 classes in LS	successful implementation in 2 middle school classes gunther and neil	CPG brenda	end year	nil – use CRT or class swaps

@ Passion for Learning

Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
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Utilise assessment outcomes to improve learning opportunities for all students July – review efficacy	LS and US demonstrate how assessment has been used to develop further learning. Mid year learning assessment shows improvement	comparison of Feb assessments (is end of 2005) with July & end of year assessment shows positive change. teacher planning can demonstrate use of assessment material	LS – Neil US Charlie		
Ensure NAG 1 requirements fulfilled	NAG 1 fulfilled		CPG		
Engage students in self assessment	increasingly find ways for students to self assess – work through section coordinators	several age appropriate self /peer assessment models used through the school	CPG to LS neil. US charlie	end T1 review end year	-
Implement gifted and talented policies	Adopt and implement policies	gifted students identified and monitored for extensions	End T 3		
By reflection on the changing needs of contemporary students, trial new teaching practice	Needs of students identified in section mtgs. strategies identified. new teaching strategies trialled.	new strategies trialled -success review by students and teachers (Head/ Heart /Hand process?)	CPG to LS US section mtgs		
Support innovation thinking and creative ideas with all stakeholders- teachers, students, Board, parents, and Proprietors. Trial ideas	forums held through school on innovation and creative ideas for future of the school. ideas developed into course possibilities	Forums held in Terms 1 & 2; ideas collated & put in practical form trialled in late 2006 or 2007	CPG	end of year – build into 2007 annual plans	-
Critically evaluate IT in US technologies for teaching and research	IT use critically analysed	report on use and efficacy is completed. recommendations for the future	CPG to John Suggate	end Term, 3	



Caring and Respect for one another

Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
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Support Federation initiatives e.g. NZRSSC, NZSTE	ensure representatives attend these meetings. ensure reports and consultation with teachers is done	flow of feedback to teachers from NZRSSC & NZSTE	Thomas	end of year	
Continue relationship of Steiner education to MoE & other agencies	maintain contacts through local ministry, & national through gazette and national forums and principal meetings	ongoing			
Continue support for the Federation	continue to pay levies and send reps to fed mtgs				

@ Social responsibility and sustainability

Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
Develop zero waste scheme successfully through whole school	zero waste scheme to be fully operational by mid 2006	all waste products are able to be recycled	Bernard / gunther	end term 2	
Use renewable energy sources and technology where possible	investigate renewable resources for all future requirements of the school eg water heating	plan for sustainable energy replacement of present or future use	CPG / dideric	end of year	
Expand an organic produce philosophy, including school café, staff room, fairs	increase awareness of organics through school have a café and fair that produces and promotes organic food	café functional with organic food fair majority organic food increased understanding of organics amongst pupils and parents	CPG	end term 4	

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@ Caring and Respect for one another

Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
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Develop plan for expanding existing site whilst maintaining family feel & size of current school	long term planning for growing school	plan for addition student capacity in the school	CPG / properties grp	end term 2	\$2000
Develop teacher workroom for Upper & Lower school. Ensure good work space for all teachers	design and construct good workspaces for all teachers in the school	upgrade of staff workroom plan for future work area development	cpg / properties	end term 2	10000
Rehouse the server	rehouse server in more person friendly place	server rehoused in person friendly place	cpg	end term 1	-
Create a dedicated Whare Wananga / language room	refurbish and accommodate students in whare wananga for maori lessons	all done			
Replace Red kindergarten	create ideas, have plan drawn, and plan construction of new kindergarten	plans done, community consulted and building work contracted	cpg / properties/ proprietors	end of year	lots
Investigate creation of a media room (on stage?)	create learning space on stage separate from hall	curtain/wall system for separate work area	cp g/ properties	end term 2	5000
Develop Parent/Community association meeting space	investigate dual use of maori room for parents	community meetings held in whare wananga	cpg / CA	end term 1	-
Develop longer funding plan for Capital development projects and school sustainability	create group to investigate funding options for long term	group created and plans developed to put into effect	Thomas	end term 2	-

Kindergarten

@ Anthroposophy

Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
Ensure that the mission	See all points below		All		

statement is the fundamental element of all our endeavour			Kindergarten Staff		
Maintain and develop festivals and celebrations.	Continue with existing festival celebration traditions. Work toward creating an appropriate Festival for Matariki	A new festival. Resources for future years.	“		
Support innovation thinking and creative ideas . Trial ideas	Incorporate new ways of working introduced at Kindergarten Conference (Sept 05).	Possibly changes in activities, materials in Kindergarten groups.	“		
Investigate, deepen and diversify the art of teaching. Share enthusiasms of teaching	Enrich our co-working in meetings – more sharing ideas, innovations from our individual experience.	Sharing times at Kindergarten meeting specifically designated for this.	“		

🌀 Passion for Learning

Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
Improve learning opportunities for all students	Learning stories continued, deepened. “Kei Tua o te pai” (exemplars for ECE) workshops attended (awaiting confirmation)	Learning stories for all children. Outcome of workshops shared.	All Kindergarten Staff		May need relievers for workshop times.
Investigate and trial new curriculum options	New hand gesture games incorporated.	New content.	“		
Engage students in self assessment	Anecdotal and child initiated responses to situations – engage with them in this process.	Child's voice aspect of learning stories more prominent.	Frances		
Implement “gifted and talented” policies	I.E.P's for identified gifted and talented children. We await a draft policy.	A policy for gifted and talented children in our Kindergarten. Procedures developed.	Ellen		
By reflection on the	Individual “story book” as	Some children will have their own	Anke		

changing needs of contemporary students, trial new teaching practice	appropriate. Group “story book”. Craft Project development.	stories written. Some group’s have a shared book. New craft projects trialled.			
Develop multicultural festivals.			Robin		

@ Caring and Respect for one another

Goal	Action What’s going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
Further develop student care for each other.	Positive Classroom relationship. Staff development. Develop policies and procedures to support this.	Written procedure for child/child relationships. Retention of mixed age groups.	Robin		
Mentor teachers visit classes	Peer appraisers visit classrooms.	Visits!	Anke		
Continue to monitor Maori student achievement	Gather list of Maori children in Kindergarten. Be aware of achievement and needs.	Record of Maori children in Kindergarten. Record of their progress.	Frances		
Expand Tikanga Maori throughout all areas of the curriculum	Increasing knowledge of Tikanga Maori and reflection on this and how it fits in each area.	Children becoming familiar with cultural practices as these become incorporated into Kindergarten life.	Annalie		
Develop a staff care environment	Ongoing support – in meetings, professionally and personally.	Extra time allocated in meeting times.	Robin		
Implement anti bullying policy for students and staff	Awaiting receipt of policy – to write procedures.	Written policy and procedures to which we can refer.	Frances		

@ Connection and Partnership

Use students reflections	Observing and listening to children.	Record (in child portfolio) of the	Frances		
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of schooling to improve soul /spiritual care	Gather feedback from parents to increase understanding of children. Provide warm, secure environment.	child's voice (in learning stories eg).			
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@ Social responsibility and sustainability

Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
Develop zero waste scheme successfully through whole school	Paper recycling bin. Composting.	Continuation and improvement of recycling programme.	Annalie		
Use renewable energy sources and technology where possible	In planning a new kindergarten building we will endeavour to use as many as possible.	New building incorporation solar panels, water conservation measures, passive solar heating etc.	Annalie		
Expand an organic produce philosophy, including school café, staff room, fairs	Request organic fruit for morning teas. Use organic flour etc.	Teacher/School initiated move to more fully sustainable products, packaging etc in Kindergarten.	Robin		

Lower school

@ Anthroposophy

Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
1.Ensure that the mission statement is the	<u>Regular sharing of each others class work-observations-regular meetings -</u>	<u>Evidence in teachers' journals, record of meetings.</u>	<u>Each teacher</u>	<u>ongoing</u>	<u>reliever time for MLclass</u>

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fundamental element of all our endeavour	<u>encouragement and discussion .</u>	<u>Evident in children's childrens' performances, written and art work</u>			<u>visits & follow up</u>
<u>2.Ensure ML's throughout school are central focus of special character</u>	<u>Timetable into LS meetings mini class studies rotating through the classes which demonstrate how the children are involved in Main Lessons. Also honour special character in the subject lessons</u>	<u>Exemplar collection commenced of Main Lesson work. 7 reworked Current Main Lesson plans on the intranet are being reworked.</u>	<u>Main Lesson and subject teachers Neil.</u>	<u>.....</u>	<u>7 hours to assemble MLexemplars \$150.\$ for colour p/c</u>
<u>3.Maintain and develop festivals and celebrations.</u>	<u>Continue current high standards and have designated person or group</u>	<u>A Festival record book is continued.commenced.</u>	<u>All -. Rachel</u>	<u>Dec 2007....</u>	<u>Festival budget</u>
<u>4 Develop Bothmer gym throughout the school</u>	<u>Neil and Gunther to investigate how Bothmar could be extended beyond their own classes.</u>	<u>A demonstration Bothmar gym featured in an assembly</u>	<u>Gunther, Neil</u>	<u>Unrealistic Re-evaluate end 2007</u>	<u>\$\$ for training, equipment</u>
<u>5. Support innovative thinking and creative ideas with all stakeholders- teachers, students, Board, parents, and Proprietors. Trial ideas</u>	<u>Share innovations at the annual special character meeting, class teacher and sponsor meetings, BOT meetings, Proprietors meetings- short reports from COT reps</u>	<u>Awareness of thoughtful, creative new ideas and constructive questioning of accepted ideas in discussions with "stakeholders".</u>	<u>All- Neil (Sp Ch) Gunther (staff rep BOT)</u>	<u>ongoing</u>	<u>As for 1</u>
<u>6 Investigate, deepen and diversify the art of teaching. Share enthusiasms of teaching</u>	<u>Same as 1 above</u>	<u>See 1. above</u>	<u>Each teacher</u>	<u>.....</u>	<u>As for 1.</u>



Passion for Learning

Goal	Action	Performance indicator	Responsible person	Completion Date	Budget etc. needed
	What's going to happen	What will I see when its done			
<u>1.Utilise assessment outcomes to improve learning opportunities for all students</u>	<u>Plan lessons with specific children's abilities in mind</u> <u>Eg grouping, multi level teaching</u>	<u>On task behaviour-</u> <u>Children with differing levels of ability engaged in different tasks</u>	<u>Each teacher</u>	<u>Review July & DecemberAnd</u>	<u>42 hours</u> <u>\$\$ as for 1.</u> <u>previous page</u>

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July – review efficacy		<u>childrens' needs being met</u>		<u>december</u>	<u>(le relievers)</u>
<u>2. Investigate and trial new curriculum options</u>	<u>Colleagues will be consulted before innovations trialed.</u>	<u>Recorded in Minutes of Meetings. Plans and exemplars available</u>	<u>Neil (plan & assessment)</u>	<u>End of 2007December</u>	<u>10 hours for exemplar compilationTime and \$ for records</u>
<u>3. Engage students in self assessment</u>	<u>Beginning in middle school, portfolios will be trialed</u>	<u>Portfolios assembled , self assessment forms available</u>	<u>Peter</u>	<u>December</u>	<u>p/c costs stat. bills</u>
<u>4. Implement gifted and talented policies</u>	<u>Procedure still being developed.Children will be identified and innovations recorded</u>	<u>Evidence of group working towards completion of ProcedureGAT children show positivity and their contributions acknowledged</u>	<u>All teachers & Mary</u>	<u>Review Dec 2006July 2007</u>	<u>Prof. dev time- Mary liaise with K,LS, USTeacher aides?</u>
<u>5. By reflection on the changing needs of contemporary students, trial new teaching pract.</u>	<u>See 2 above</u>	<u>See 2 above</u>	<u>See 2 above</u>	<u>As above</u>	<u>See 2.</u>
<u>6. Investigate, deepen and diversify the art of teaching. Share enthusiasms of teaching</u>	<u>See Anthroposophy under 1. Also study and share enthusiasm for-Anthroposophy in Meetings</u>	<u>See under 1. under Anthroposophy</u>	<u>all</u>	<u>See 1 under anthroposophy</u>	<u>See under 1. Previous page</u>
<u>7. Develop multicultural festivals.</u>	<u>Begin with Te Reo Maori- eg continue Matariki Festival in May Investigate other festivals</u>	<u>Records of Maori/eurythmy eg photos, newsletters-</u>	<u>Rachel, Simone...</u>	<u>Review december</u>	<u>Festival budget</u>

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Caring and Respect for one another

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Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
<u>1 Further develop student care for each other.</u>	<u>Peer Mediation Programme established</u>	<u>Continuing improvement in student relationships.</u>	<u>Peter</u>	<u>ongoing</u>	<u>LS general stationery,, p/c</u>

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	<u>Play leader system.</u>	<u>Records of conflict resolutions kept by Dean</u>			<u>Deans non contact hours</u>
<u>2</u> Mentor teachers visit classes	<u>Mentors will visit class rooms!</u>	<u>Written records, Perf.perf. App. forms, teachers' affirmation of benefits</u>	<u>All</u>	<u>October 06</u>	<u>See 1, Anthroposophy</u>
<u>3</u> Continue developing the Maori community relationship to school.	<u>RegularRegulr meetings of Maori community Te Awa Kurawai Treasure our new Whare Hui</u>	<u>Advertise the Maori community meeting times-open them to the whole school community Involve the senior students too</u>	<u>Shirley & Uekaha</u>	<u>ongoing</u>	<u>LS Maori budget</u>
<u>4</u> Continue to monitor Maori student achievement	<u>Records filled outour according to the Maori roll each year</u>	<u>Maori pupils responding well to affirmation and acknowledgement by teachers</u>	<u>All-Neil/CPG</u>	<u>Dec 06</u>	<u>=</u>
<u>5</u> Expand Tikanga Maori throughout all areas of the <u>curr.</u>	<u>Continue in eurythmy, Kapa Haka, Other curriculum areas.</u>	<u>Written records, Each teacher using=g some Te Reo Maori daily.</u>	<u>All-Shirley</u>	<u>ongoing</u>	
<u>6</u> Develop a staff care environment	<u>Make the Mentor system regular and keep records of meetings</u>	<u>Records of meetings LS teachers able to communicate</u>	<u>allPeter</u>	<u>ongoing</u>	<u>Se 1, Anthroposophy</u>
<u>7</u> Implement anti bullying policy for students and staff	<u>(Refer to CPG &US portion of the strategic plan- staff- misplaced in LS plan). Student aspect LS see 1 above</u>	<u>For student aspects refer 1 above</u>	<u>— Peter</u>	<u>—</u>	<u>—</u>

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connection and Partnership

<u>Goal</u>	<u>Action-what's going to happen</u>	<u>Performance Indicator What will I see when it's done?</u>	<u>Responsible person</u>	<u>Completion date</u>	<u>Budget needed</u>
<u>Use students reflections of schooling to improve soul /spiritual</u>	<u>Teachers will be conscious to listen to the children and be sensitive to the atmosphere of the classroom/learning space</u>	<u>Health and happiness of children</u>	<u>all</u>	<u>Review December</u>	<u>Non contact time/ CRT used for pastoral care</u>

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Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible person	Completion Date	Budget needed
Develop zero waste scheme successfully through whole school	<u>Increase staff training and student awareness</u>	<u>Recycling system is used by all staff and students</u> <u>School grounds, class rooms have differentiated recycling systems.</u>	<u>All Gunther</u>	<u>End 2007</u>	<u>\$\$ for equipment</u>
Use renewable energy sources and technology where possible	<u>Define goals and objectives of why we should use renewable resources</u>	<u>Written evidence of a clear time line for implementation</u>	<u>All staff Gunther</u>	<u>Review end 2007</u> <u>Aim for 2008?</u>	<u>CRT use?</u>
Expand an organic produce philosophy, including school café, staff room, fairs	<u>Continue to relate the philosophy practiced in our garden, food technology and café , fairs.</u>	<u>Items in the Newsletter</u> <u>Organic produce seen in these areas</u>	<u>All</u>	<u>Review end 2006</u>	<u>?</u>

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High school

@ Anthroposophy

Goal	Action	Performance indicator	Responsible	Completion	Budget
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	What's going to happen	What will I see when its done	person	Date	needed
Ensure that the mission statement is the fundamental element of all our endeavour	<u>Regular sharing of each others class work- observations-regular meetings - encouragement and discussion .</u>	<u>Evidence in teachers' journals, record of meetings. Evident in children's childrens' performances, written and art work</u>	<u>Lizzie B</u>		
Ensure ML's throughout school are central focus of special character	<u>Review how ML relates to students and to Year Theme, [Std dvlpmnt]</u>	<u>Teachers will know how what they do relates to year theme</u>	<u>Ashley John</u>	<u>June 30</u>	<u>Relief Budget?</u>
Maintain and develop festivals and celebrations.	<u>Maintaining celebrations in the US such as Holy Thursday, Easter, Whitsun, Winter Solstice, Peace Week, Christmas, ...Canvass to create a directory of R.S. friendly festivals significant to families in school community and people who can help with them</u>	<u>Increase students' participation and input in (nearly) every assembly and festivalDraw up a yearly schedule of these. Introduce these as appropriate to school students/ wider community</u>	<u>Martin Robin</u>	<u>Work in progress at this stage</u>	<u>Not sure as yet</u>
Deepen sponsor/student relationship. Review US sponsor structure –	<u>Develop list of expected actions that the sponsor teacher performs.Develop templates (booklets) for sponsor role for Class 8 and Class 12 for teacher support. Acknowledge the role further within meetings: ped focussed reports from sponsors?</u>	<u>ST's will know what their role and engagement with students ought to be.Incoming Class sponsors getting having some structural document with sponsor duties.</u>	<u>Richard Ashley</u>	<u>June 30End of term 4</u>	<u>nil</u>
Support innovation thinking and creative ideas with all stakeholders- Trial ideas	<u>See "passion for Learning"</u>		<u>Charlie Robin</u>		
Increase focus on life skills from anthroposophical view point	<u>Looking at ways we can improve/modify existing life/work/study skills programmes to more closely reflect anthroposophical principles. Survey the other Steiner schools in NZ</u>	<u>An infrastructure in place for programmes congruent with developmental stages in the adolescent</u>	<u>John Robin</u>	<u>Work in progress at this stage</u>	<u>To be advised later</u>

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Alternate teacher meetings into whole school and section groups	<u>Ensure dates are chosen. Ensure all section coordinators/staff get a copy.</u>	<u>Meetings being held and feedback from sections on view its anthroposophical value</u>	<u>Charlie</u>		
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Passion for Learning

Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible <u>Person</u>	Completion Date	Budget needed
Implement level 2 NZRSSC	<u>Training meetings to be held during 2006 (to be planned and held in co-operation with US Coordinator)</u>	<u>Teachers will be familiar with the requirements before the end of school year 2006 and able to implement level 2 in 2007.</u>	<u>Martin Charlie</u>		
Utilise assessment outcomes to improve learning opportunities for all students July – review efficacy	<u>Define alternative ways of assessment for students who are not coping well with the "test"- system; communicate those ideas to the US teaching community Create a generic form for recording student's learning outcomes and comments for evaluation (overall comment goes on Course Descriptor)</u>	<u>Reduced assessment anxiety; students willing to get their knowledge testified Form completed by each teacher and final evaluation completed on course descriptors at end of term 2 and 4)</u>	<u>Ekke Charlie</u>	<u>End of term 2 and term 4</u>	<u>NA</u>
Investigate and trial new curriculum options	A survey of all upper school staff will identify any desirable new curriculum options. Where appropriate and practicable these will be proposed for trial in 2007.	A report on the results of the survey, and any options identified for possible trial will be prepared for the US to consider	John	Early to Mid Term 3, to allow planning for implementation in 2007	May be necessary for implementation phase in 2007.
Engage students in self assessment	<u>Possibly...have a generic form which students fill in at the end of every term at sponsor time OR have a personal oral interview with sponsor during sponsor time at 5 min intervals</u>	<u>The forms could housed in a common file, perhaps kept by the sponsor teacher. OR the comments made during interviews would be put in common file or sent to everyone.</u>	<u>Jude</u>	<u>Termly</u>	<u>Nil</u>
Implement gifted and talented policies	<u>Define who is gifted and target those students with individualized learning plans; make use of opportunities provided</u>	<u>Students feel catered for and are happy in the school community; a substantial increase of students'</u>	<u>Robin Ekke</u>	<u>Ongoing</u>	<u>To be advised but not insignificant</u>

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	<u>by "outside"-providers (university, science alive, polytech etc.)Robin and Ekke to network other school programmes and attend prof. devp, gather info on whole staff p.d. in this area</u>	<u>knowledge can be attestedAcademic needs of GATE students beginning to be addressed in an ongoing, measurable and accountable programme</u>			
By reflection on the changing needs of contemporary students, trial new teaching practice			<u>Phil</u>		
Investigate, deepen and diversify the art of teaching. Share enthusiasms of teaching	<u>Keep journal entries on teaching and look to share at US meeting. Promote sharing of Mainlesson material at Upperschool Pedagogical meetings. Attempt to encourage "crossfertilisation" of Main Lesson and subject classes.</u>	<u>Teachers demonstrating wider understanding of developmental learning through thematic understanding of Main Lesson .</u>	<u>Richard</u>	<u>End of term 4</u>	<u>nil</u>
Develop multicultural festivals.	<u>Every year one culture (country) will be the focus of one week. This will impact on teaching, assemblies and extra events.Similar to goal 3 under Anthropolosophy above</u>	<u>More knowledge, understanding and appreciation for that particular culture.</u>	<u>Robin Martin</u>		
Critically evaluate IT in US technologies for teaching and research	<u>Run an evaluation of US teachers and aim to run a PD workshop issues raised.</u>	<u>Staff using equipment with confidence and independence. Less reliance on Richard/ John for technical help.</u>	<u>Richard</u>	<u>Evaluation completed Workshop by end of term 3.</u>	<u>nil</u>
Support innovation thinking and creative ideas with all stakeholders- teachers, students, Board, parents, and Proprietors. Trial ideas.	<u>Work exhibits to staff meeting and assembly, foyer etc</u>	<u>Regular exhibits</u>	<u>Charlie</u>	<u>Ongoing (Weekly)</u>	<u>NA</u>

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Caring and Respect for one another

Goal	Action	Performance indicator	Responsible	Completion Date	Budget
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	What's going to happen	What will I see when its done	<u>Person</u>		needed
Further develop student care for each other.	<u>Foster positive relationships and support for each other in health classes and work shops</u>	<u>Students will have more empathy for each other</u>	<u>Mareile David</u> <u>Ashley</u>	<u>On-going</u>	<u>Workshop room hire x7</u>
Mentor teachers visit classes	<u>Ensure all teachers have mentors. Get 2 dates per term where teachers will meet</u>	<u>Teachers email me when they have completed a visit</u>	<u>Charlie</u>	<u>X2 per term</u>	<u>NA</u>
Implement anti bullying policy for students and staff	<u>Present draft procedure to CPG for presentation to whole school staff, and parents.</u>	<u>Procedure ratified by school community.</u>	<u>Ashley Lizzie</u>	<u>April 30 / June 30.</u>	
Continue to monitor & develop Maori student achievement	Collate a school roll of Maori Students Inform staff of Maori Students enrolled at the school. Develop a folder specifically for assessment results of Maori students Set up a meeting of young Maori students in the Upper school and develop a peer support system for these students	A school roll of Maori students. Pass the Maori roll onto teachers at an US meeting. A folder with student assessment records which is available to staff. A group of Maori students meeting at regular period	<u>Maxine</u>		
Expand Tikanga Maori throughout all areas of the curriculum	Promote Maori perspectives throughout all lessons and subject areas Encourage participation in kapa haka group Teachers use Maori daily with students Ask each teacher to provide one lesson/term from their curriculum area which has a Tikanga Maori theme. Encourage teachers to use Elders or Maori Educators to come into the school for visiting lessons. Provide teachers with educational resources and educational programs Ngai Tahu have available for Schools	every teacher using Maori phrases All students familiar with and accepting of usage of Maori Books and lesson reflect aspects of Maori culture A folder of lesson plans from across the curriculum which focus on Tikanga Maori. List of resources from Ngai Tahu	<u>Maxine</u>		

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Develop a staff care environment	create non bullying procedure for whole school and knowledge of where to go for assistance Encourage our of school interaction emphasise caring and supporting of colleagues in meetings and within daily teaching	positive and open relationships between colleagues knowledge and confidence of what to do in a conflict situation care between all staff apparent	Lizzie		
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Connection and Partnership

Review effectiveness of sponsors role Trial other forms	Elicit developmental ideas from staff. Present to staff and seek ratification. Create evaluation form for sponsors and students.	New processes will be available to sponsor teachers. A reflective sponsor that is able to find forward towards development of the role	Ashley Richard	June 30. End of term 4	nil
Maintain and develop care and relationships for international students	Meetings of all people involved in care for international students to be held.	Increased activities for and with International students	Martin Jude		
Support Federation initiatives e.g. NZRSSC, NZSTE			Martin		
Use students reflections of schooling to improve soul /spiritual care	Encouraging students to share values and to look out for each others well being. Teachers reflect on their role modelling	Hopefully increased sensibility for each others need and well being. US staff will positively respond to the feed back and	Mareile	On-going	

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	<u>good practice in relation with each other. Feed back from health classes or counselling sessions are communicated to US meetings; feedback from teacher class reviews presented to staff.</u>	<u>improve care and practice if need be.</u>	<u>Martin Ashley</u>		
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Social responsibility and sustainability

Goal	Action What's going to happen	Performance indicator What will I see when its done	Responsible Person	Completion Date	Budget needed
Develop zero waste scheme successfully through whole school			<u>Maxine</u>		
Use renewable energy sources and technology where possible	<u>Define areas where saving energy is possible; educate teaching community about alternatives/ changes in behaviour towards energy consumption; use solar energy for hot water production</u>	<u>Decreased energy bill of the school; solar panels visibly installed and working</u>	<u>Ekke Gunther</u>		
Expand an organic produce philosophy, including school café, staff room, fairs	A policy/procedure will be prepared with the aim of promoting the use of products produced organically in all areas of school life as far as is practicable.	Policy/procedure will be adopted by the school, and promulgated to all relevant parties.	John Maxine Mary?	Early to Mid Term 3, to allow planning for implementation in term 4.	. Will impact on various budget areas as it is progressively

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Student Achievement targets & Review 2005

Lower school

L.S. GOALS (From NAG 1)	From “where we were at in Feb. 2005” to”where did we want to be by December 2005?”	“How were we going to get there by Dec. 2005?”	“How would we have known by Dec. 2005?”	Comments, evaluations and directions for the Lower School, 2006
NAG 1.1 Correlation to 7 learning areas: Numeracy	Change from individual teacher approach to Numeracy to: having a precise knowledge of each student’s ability level. Improved strategies and programmes to teach to individual needs. Staff displaying competence and confidence in Numeracy ass&pract.	For all LS staff to participate in NDP in 2005 and 2006. All students assessed twice per year. All data logged on to Ministry website. All classes actively implementing NDP.	Evidence of multi-level teaching in all classes. General student improvement in second NDP interview. Mary, Neil	Numeracy programme well attended by LS staff, all data bar 10 logged to website,all classes actively using NDP. Much more multi level teaching , the difference between the April and October Numeracy testing has still to be analyzed.
NAG 1.1 (continued) Correlation of 7 learning areas: other 6 learning areas.	From being committed just to Numeracy in 2005/6 to: Having all 7 learning reviewed and updated by the end of 2007.	Distribute responsibility for curriculum areas between LS staff. Prioritise curriculum areas to be reviewed. Create a manageable timeline for each area. Staff member responsible receives agreement from colleagues for amendments to existing curriculum plans.	Curriculum documents will be revised and ratified by LS staff- Mary-Numeracy Neil- general curr. assess. planning Mary-literacy Peter-Science Rachel- Art Brenda-?, Shirley-Maori and Health - Kathie-?	Only certain curriculum areas distributed- requires more time allocation. Work done on teacher only days in 2003 on curriculum not yet utilized-instead, lesson plans on the intranet to be updated NDP needs to be in use for at least three years before we can correlate it with RS curriculum and fully assess.

			Gunther- PE	
<p>NAG 1.2</p> <p>Develop assessment practices,</p> <p>And</p> <p>NAG 1.3</p> <p>Analysis of assessment</p>	<p>From: teacher aide conducting Neal assessment of 9 year net;, Assessment coordinator marking analyzing all PATS , Astels and ABells to Teachers conducting and analysing all assessments.</p>	<p>Staff implement NDP assessments and analyse results.</p> <p>Staff training in reading assessments, and PAT analysis.</p> <p>Continue P.D. to design Asttle tests specific to the class (Classes 6/7). and Asstle testing.</p> <p>Staff modify Abell records.</p>	<p>Class teacher records will show evidence of regular assessments and analysis of these. Teacher planning will be based upon the analysis of assessments.</p> <p>Some electronic recording will be evident.</p>	<p>LS teachers were able to conduct April and October NDP tests (each child taking about 30 mins.) This was seen as a very positive “window “ to each child’s thinking and numeracy tactics- In PATS some teachers marked the tests for the first time, but Neil still analysed</p> <p>No Astells and Abells still require consistent criteria .</p> <p>For 2006, teachers will continue Numeracy testing but Neil will take responsibility for the 9 year net and analyze Dunedin spelling and Abell.</p> <p>Neil will coordinate Astell class 6/7/8/9/10</p>
<p>NAG 1.4</p> <p>Enhance student achievement</p>	<p>Continue identifying sp ed students and holding a sp. Edn register.</p> <p>From some individual planning based on analysis of assessment to: Focusing on increased Numeracy achievement in 2005.</p> <p>Pre-testing and post-testing Special Ed. students when embarking on a specific learning programme.</p> <p>Ensure IEPs exist for all students in the Sp. Ed. Register</p> <p>Collegially sharing our methods of linking assessment to intervention and planning.</p> <p>Identifying and catering for GATE</p>	<p>Implementing NDP assessment, analysis and planning methods. More hours provided for Sp. Ed. co-ordinator to facilitate IEPs, and train Teacher Aides in Sp. Ed. assessments.</p> <p>Meeting time allocated for sharing assessment and intervention records, and develop LS wide methods.</p>	<p>Summarised student records.</p> <p>Written evidence of improved student performance.</p>	<p>All goals were achieved except the SEdn co-ord did not receive more hours. For 2006:: continue to collegially share the links between planning, assess. , analysis then intervention and further planning- devising a LS wide recording system-</p> <p>An innovation was to let teachers keep their Abell folders and summarize all class wide assessments in a green folder, available for</p>

	students.			CPG, EROs
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High school Targets 2005

Special Education Department

Upper school	<p>Where are we at?</p> <ul style="list-style-type: none"> • No special students undertaking parallel programmes eg correspondence school • IEP's completed for 15% students on special ed register 	<p>Where do we want to be?</p> <ul style="list-style-type: none"> • Individualised age appropriate programmes tailored for students operating at more than 2 year below chronological age • Increase students on spec ed register to 40% in year 1 starting with those most at risk. Aim for 75% in year 2 	<p>How do we get there?</p> <ul style="list-style-type: none"> • Research and network for available programmes eg correspondence school. Focussing teacher aid time to assist the implementation. • Employ teacher aids who have quals and experience in secondary education to assist process. 	<p>How do we know?</p> <ul style="list-style-type: none"> • when students are undertaking appropriate programmes • when we have 40% on IEP's being followed through with reviews twice per year. 	<p>Person in charge and associates Robin McElrea</p>
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School wide student improvement 2005

The Arts

	Where are we at?	Where do we want to be?	HOW DO WE GET THERE ?	Resources	Person 'in charge' & associates
Upper Schools	<p>No senior drama students partic in NCEA</p> <p>Limited Boys Dance activity in Junior US</p>	<ul style="list-style-type: none"> ❖ Senior offer a range of standards from media and drama focussing on project participation ❖ 45 % drama/media students to achieve pass rates at level 2 and 3 ❖ minimum of 10 junior boys 'selecting' dance option with Performance Carousel 	<ul style="list-style-type: none"> ❖ Offer senior drama in US Initiate class 10 "middle drama" to meet transition into MCEA ❖ Termly reports/ NCEA final analysis Jan 2006 End of year review of dance ❖ 	<p>digital video camera</p> <p>media studies computer</p> <p>school entitlement to offer teaching hours for both courses.</p>	Richard Bullock

High school review 2005

Annual goals 2005 THE ARTS-REVIEW OF RESULTS

where do we want to be

- **Senior offer a range of standards from media and drama focussing on project participation**

18 students from years' 12,13 selected senior drama/media full course for 2005

- **45 % drama/media students to achieve pass rates at level 2 and 3**

STATISTICS:

*LEVEL2: 7 students from class 11 were part of the senior Drama class. 2 standards were offered in Drama and 2 in Media Studies. Only one student achieved one Media Studies Standard. **PERCENTAGE 14%***

*LEVEL 3: 11 Class 12 students were in the senior Drama class, with Reece Fisher leaving the school at the beginning of term 3. He was clear from the outset the he would no be producing written work and was not interested in the standards. As such I will address the Class 12 numbers as 10. 4 from 10 students achieved all four standards offered. They were Sam, Ana, Mira and Wendelien. **PERCENTAGE 40%***

- **minimum of 10 junior boys 'selecting' dance option with Performance Carousel**

9 Boys joined the class but didn't stick out the full term. Further development needed to "re-design" or "re-market" boy's dance in the school.

resources

digital video camera – *acquired 1 x digital camera*

media studies computer – *acquired 1x lower spec computer*

school entitlement to offer teaching hours for both courses- *Offering full time senior drama and class 10 middle US transition Drama*

Upper School Review of Special Ed student Improvement Goals - December 2005

Where do we want to be?

- ④ Individualised age appropriate programmes tailored for students operating at more than 2 year below chronological age

Result

- One year 10 student successfully completed correspondence school programme in maths and English.
- System established so that future students can access similar programmes
- aim to have a second student on programme for 2006.

- ④ Increase students on spec ed register to 40% in year 1 starting with those most at risk. Aim for 75% in year 2

Result

Student numbers have increased from 15% to 35% overall during 2005. For students in years 9 and 10 the increase has been 45% .
We didn't achieve our target because of the length of the process (parent and student interviewing etc) and the amount of allocation for special ed and teacher aids.
We are looking towards a streamlined process for 2006.

Student Achievement targets for 2006

Lower school

LS GOALS (from NAG 1)	Where are we at? March 2006	Where do we want to be? By December 2006	How do we get there?	How shall we know?	Those in charge
NAG 1.1 Correlation of 7 Learning Areas	<p>Numeracy Development Programme is being implemented in classes 1-7 at differing levels.</p> <p>Main Lesson Maths is taught according to Steiner's curriculum, but multi-level, NDP strategies are applied where appropriate.</p> <p>We are committed by written contract to focus on Numeracy still for 2006. However, there is draft work going on with the other learning areas.</p> <p>Some learning areas still do not have a definite assigned person.</p>	<p>A developed sustainable LS Maths plan including NDP and Rudolf Steiner's curriculum.</p> <p>All seven learning areas to be reviewed and updated by end of 2007</p>	<p>Allocate Professional Development time to Numeracy discussions in which we can begin to evaluate and discuss the integration of NDP and Steiner's curriculum.</p> <p>Decide on a fair distribution of responsibility to each learning area amongst the LS staff. Decide on a procedural method of amending learning areas curriculum documents.</p> <p>Set a time line for this work.</p>	<p>There would be documented LS Maths Scheme. Class teachers would show evidence of this scheme.</p> <p>We would see the drafts and beginnings of curriculum revisions and ratifications.</p>	<p>All LS teachers Mary F Neil C</p> <p>Others to be confirmed.</p>
NAG 1.2 Develop Assessment Practices	<p>Current practices are the "9 year reading net"</p> <p>For class three- PAT reading and maths</p> <p>Classes 4-7</p> <p>Asstle maths class 6</p>	<p>To continue the current assessments</p> <p>For the Astel to become a useful tool where</p>	<p>Neil continue with coordinating General Assessments class wide.</p> <p>Mary continue with</p>	<p>Results of class wide assessments will be readily available and visible.</p> <p>They will be seen to be</p>	<p>Neil</p> <p>Mary</p>

	Abels class 1-7 under revision. Dunedin spelling classes 5-7. The special education department also has specific assessments for individual pupils	appropriate for any teacher	Sp.Ed. assessments on individual basis. Neil to assist individual teachers where appropriate with Astell and other assessments.	correlated to future planning By teachers.	
NAG 1.3 Analysis of assessment	PATS – have been fully analysed over 10 years and a professional paper published. Refer to CPG room for copy. Numeracy results are on the web, as yet not analyzed school wide. Abel and all other records require consistent marking scheme All teachers have records of planning , assessments but no overall analysis yet	To have overview , written documents clearly showing LS wide assessment comparisons	Summaries of LS wide assessments filed in the new green folders.	Sharing at middle and end of year the analysis.	All colleagues Neil Mary
NAG 1.4 Enhance student achievement	Continue Sp Ed students being identified , including GATE (gifted,talented) and holding a register. Pre post testing of Sp Ed students, IEP's for each student Recognizing individual gifts and abilities Excellent beginning made to the Numeracy Programme Continue sharing collegially the relation between curriculum,planning,assessment and future planning	To have allocated meeting time , With records taken, for sharing our curriculum /students achievements ,assessments with colleagues.	Have a beginning record of student exemplars Have written evidence of improved student achievement	By reviewing together the evidence Exemplars, Planming documents etc.	All LS colleagues, Neil Mary

Upper school

Student Involvement and development in **Science** in the Upper School

Where we are at	Where we want to be	How do we get there	Resources	Person in charge and associates.
<p>* Limited written resources in Junior Science and Biology</p> <p>*All students participating in hands on science</p> <p>* Small number of visiting science professionals</p> <p>* Limited number of visits EOTC</p> <p>* Limited resource bank of non-consumable hardware</p>	<p>Update science texts in class 9 and 10 ; (yr 10 + 11)</p> <p>Expand text book range for year 12 Biology</p> <p>Maintain high level of student involvement in practical science.</p> <p>Minimum of 35% student involved in senior science subjects.</p> <p>Expand the number of visits to school</p> <p>Liaise with CCC</p> <p>Have an adequate and useable range of equipment for all students and classes.</p>	<p>Analyse and review available texts</p> <p>Consult colleges outside school, and Science Advisory officer</p> <p>Ongoing support encouragement, positive feedback on marked work. Continued and developing use of ARB resources.</p> <p>Consult outside science providers</p> <p>Continue liaison with CU University outreach program</p> <p>Review UC Outreach Program</p> <p>Draw a priority list of science laboratory hardware and equipment</p>	<p>Consult colleges outside school, and Science Advisory officer.</p> <p>Plan to purchase minimum of three Microscopes per year</p> <p>Order additional dissecting trays</p> <p>Plan to purchase data-logger and motion detector</p> <p>Plan for light and temperature detector as part of above integrated real time system</p>	<p>Ashley Conland, Maxine Ude Shankar,</p>

Lab-assistant with limited hours prevents adequate assistance in setting up of experimental work	To have assistance in the setting up of equipment in junior and senior sciences	Apply for more hours from management group		
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Technology

Where are we at?	Where do we want to be?	How do we get there?	How do we know?	Resources	Person in charge and associates
No female students in Level 2/3 NCEA programme Number of senior students taking technology is very low	Students see technology as a true opportunity to gain life skills Both sexes are equally well represented in senior classes 60% technology students achieve maximum number (18) of credits Technology is being taught in a wider sense rather than just "woodwork"	Projects chosen reflect the ambitions/interests of the students Equipment / facilities are created that allow for widespread activities in metalwork/engineering Students who show talent in the technology area are actively targeted in order to have them participating in NCEA courses	When the student number in NCEA courses has risen considerably (up to 8) When female students are part of the senior group	Mobile power tools Fixed machinery Range of hand tools	Ekkehard Unger

Procedural section

Timeline Review of curriculum for 2006

Jan - setting of Improvement Goals for 2006.

June - initial view of Goals

- US Science
- US technology
- LS - Numeracy
- LS -

Sept - mid year review of curriculum areas, suggestions towards 2007 improvement

Nov - final review of curriculum area and review of improvement goals with recommendations for 2007

- goals related to examination results will be reviewed early in 2007.

Appendix 1 1996 (Original) school charter

This is the Charter of

THE CHRISTCHURCH RUDOLF STEINER SCHOOL

December 1996

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MISSION STATEMENT

Through Rudolf Steiner's Art of Education the pupil shall become free and responsible.

"In Thinking, Clarity;

In Feeling, Inwardness;

In Will, Perseverance".

Rudolf Steiner (1861 - 1925)

TYPE OF SCHOOL

The School is a Rudolf Steiner School, Integrated into the State System of Education under the Private Schools Conditional Integration Act 1975 (see Deed of Agreement) as an urban Area School for boys and girls from five to nineteen years of age in which Rudolf Steiner's Art of Education is practised.

The School Proprietor, the Rudolf Steiner School Trust (Christchurch), is responsible for the operation of a Pre-School on the same premises as the School. As is generally the case in a Rudolf Steiner School, the children in the Pre-School and Junior classes (up to the seventh year) are kept together in mixed age groups and together comprise the Rudolf Steiner School Kindergarten.

The School is organised in the following manner:

- i) The Kindergarten - for children up until the seventh year (i.e. until the end of the year in which they turn six).

- ii) The Lower School - Class 1 to class 7/8, for children from the seventh to the fifteenth year. Also called the class teacher period.

- iii) The Upper School - Class 8/9 to class 12, for pupils from the fifteenth year.

DESCRIPTION OF THE SCHOOL

HISTORY

The School's educational principles are based on the insights Dr. Rudolf Steiner (1861 - 1925) gave on the development of the human being (see references, p 17).

The School stands within the wider international movement for Waldorf Education (a synonym for Rudolf Steiner Education), comprising over 600 schools world-wide and with an unbroken contribution to education since 1919. The first Steiner School was started with Rudolf Steiner's help, by an industrialist in Germany on the urging of families of workers in the 'Waldorf-Astoria' cigarette factory, who wished for an education for their children which would reassert the dignity of the individual. Closed in Germany by the National Socialists for being too individualistic, the movement presently enjoys a period of strong growth world-wide. Each school is completely autonomous, and founded out of the free initiative of those who see a need for it, generally groups of parents and teachers.

MANAGEMENT AND PEDAGOGY

Within a Steiner school management and pedagogy are taken on by teachers. In the Christchurch Rudolf School these tasks are taken care of as follows:

MANAGEMENT

The College of Teachers (see Deed of Agreement Schedule Four - College of Teachers) is the body of those teachers who wish to share the responsibility for ensuring the health and wholeness of the development of the school in a way which maintains the Special Character of the School, ensuring that the educational impulse given by Rudolf Steiner is maintained as the underlying basis of all activity in the School and is further developed where necessary to reflect the needs of present day pupils in New Zealand.

The management structure of the School is one in which the various tasks are shared by a group of teachers working collegially.

1. In the Steiner/Waldorf school culture it is understood that the College is responsible for all aspects of the school management. Day to day management is carried out as described in the School's quality management statement.
2. Legally the Board of Trustees, in its governance role, is responsible for overseeing the management of the School but delegates the management task to the Principal, who works within the structure of the College.

PEDAGOGY

It is a fundamental principle of a Rudolf Steiner School that the teachers take responsibility through their individual initiative for the development of the education. These individual initiatives of teachers are co-ordinated through the coming together of the staff in the regular weekly pedagogical meetings. This active participation in forming the educational philosophy, in caring for the pupils' welfare and progress, and in developing the curriculum, gives all teachers the possibility of a real sense of belonging and of contributing fully to the life of the school. Both of these lead to the development of a strong body of dedicated teachers.

The staff of the school are selected for their capacity to foster and contribute to this educational impulse, both in the general life of the school, and specifically for the needs of the pupils in the area of the school where they will be working.

The development of the human being and its needs, as described by Rudolf Steiner, from the age of about 4 years to about 18 years, forms the basis for the educational philosophy of the School, curriculum development, organisation of the School, teacher training, educational aspects of the buildings and of the environment. For the curriculum this implies that certain areas are approached differently or are taught at other ages than is customary in non-Steiner schools.

The curriculum of the School, which is in accordance with the curricula of Rudolf Steiner Schools throughout the world, is an integrated curriculum from kindergarten to class 12, and is adapted to the New Zealand environment and culture and the National Educational Guidelines, which form part of this charter.

It is fundamental to the education that the child in the lower school experience education as a holistic and seamlessly integrated, developmental whole. This is done by providing a "class teacher" for each class. To this end, the teacher taking on the responsibility and care of children in their seventh year aims to carry that responsibility right through the lower school, nurturing the child and managing the curriculum delivery through a succession of developmental stages, thus getting to know each child in a deeper manner than is otherwise possible. There can be some overlapping of responsibilities during the last two or three years of the class teacher period.

This approach demands a commitment to the task of care and education beyond that usually demanded, but also brings greater rewards, both for the teacher and the pupil. The class teachers are supported in their role by various specialists (eg foreign languages teacher, eurythmy teacher, handwork teacher, remedial therapists etc) and class teachers themselves may take on particular tasks with other teachers' classes.

This period of the School, often called the 'class teacher period' or lower school, is also characterised as a period where the natural authority of the class teacher (and of course also of the subject teacher) is central to the development of the pupil, and also to teaching and learning. This may be contrasted with the natural tendency of the pupil in the kindergarten to imitate what is offered.

The students in the upper school, classes (8/9 to 12) are more inclined to develop their own independence, which will express itself in their ability to think for themselves and make their own judgments.

Similarly it is fundamental to the education that the younger children in the kindergarten up to the seventh year are in mixed age

groups, with one central care-giver, who aims to provide a homely environment without yet beginning formal education in the 'basics' of reading, writing, and mathematics (see Deed of Agreement, Schedule Five).

This provision of a central care-giver in the kindergarten and of a class teacher in the lower school is maintained in the upper school by a sponsor teacher for each class.

The kindergarten care-giver/class teacher/ sponsor teacher, provides the focus for the communication between the School and the parents, and the basis for that mutual support from home and school for the child's development that is important for every child. Such parental involvement is fostered through regular (usually termly) class meetings, through home visits from teachers (especially in early years), and interviews between class teacher and parent to discuss the individual child's progress. Parents are also involved in the general life of the School through the Community Association whose committee meets monthly.

A special feature of the School is the celebration of the major festivals of the year, (especially Easter and Advent), the seasonal festivals (Mid-winter, Spring, Autumn), the School's birthday and others. These provide opportunity for parents, child, and teacher to get together, as do the annual open day, harvest market, Christmas Fair, and regular end of term assemblies. In these and other ways the School aims to be a community school with strong links between parents and teachers, and teachers and children, despite the geographic spread of homes throughout the city and environs.

Special features of the curriculum include the introduction from class 1 onwards of foreign language lessons, eurythmy (an art of movement linked to the sounds of speech and music initiated by Rudolf Steiner), religion and handwork (knitting, stitching, sewing, making soft toys, clothing) for all children. Gardening, always implicit in the curriculum, is given specific lessons from class six on.

The delivery of the curriculum in an artistic way, is intrinsic to Steiner/Waldorf education.

PEDAGOGICAL MATTERS

There are some further points that need clarification, and these are:

- a. The teaching of reading and writing is approached differently, but in general pupils will be able to read competently at the end of class three/four.
- b. working with electronic media, learning how they function, and using them as a learning aid will be deferred until the upper school.
- c. it needs to be emphasised that the approach to science is different from that in a non-Steiner school. In the first few years there is a strong emphasis on experiencing and on observational skills, while only later a more theoretical and quantitative approach is taken. Many of the so called fundamental concepts of modern physics are dealt with in classes 11 and 12.
- d. recognising that it is part of the special character of a Rudolf Steiner school not to over extend the younger child, the Principal shall in terms of Section 25 B(b) of the Education Act 1989, not withhold permission for any child under the age of eight years to leave after four hours of attendance on any day that the school is open.

In general, new subjects and different ways of looking at the world are introduced at an appropriate age in light of the College of Teachers' interpretation of Rudolf Steiner's indications and his developmental theory.

The school day is structured to allow flexibility and depth in the approach to the curriculum. This is achieved by devoting the first one and three quarter hours of the day to the so-called Main lesson. This is a major area of content, developed each day for three to four weeks. Examples are: writing (from class 1), Old Testament Stories (class 3), Norse Mythology (class 4), Mathematics (all classes), Physics (class 6), Renaissance Culture and History (class 7), Art History and Aesthetic Appreciation (class 9), Poetics (class 10), Projective Geometry (class 11 and 12), Astronomy (class 12). After the Main Lesson the rest of the day is structured into periods in the usual way which include practical and outdoor activities. It is through the Main Lessons that the broad general

knowledge of the children is particularly nurtured. This approach is carried right on through to the end of class 12. It is one of the aims of this Steiner school to offer a curriculum as universal as possible, within the constraints of time and other requirements. Some subject specialisation occurs when qualifications are sought from class 10.

A strong element of environmental awareness runs through the curriculum of the School. The interdependence of all of nature and of the human being in nature expresses itself in manifold ways, for example, in the Fairy Stories of kindergarten, the farming Main Lesson in class 3, zoological studies starting in class 4, plant studies in class 5 and so on through to the Botanical, Zoological, Demographical, Astronomical studies of Class 12.

The parental community reflects the international interest in Rudolf Steiner Education with a higher proportion of immigrants, particularly from Europe, than is usual in New Zealand schools.

DESCRIPTION OF THE SCHOOL'S COMMUNITY

The schools in New Zealand have formed the Federation of Rudolf Steiner/Waldorf Schools in New Zealand to which the Christchurch school belongs. This Federation has the task of fostering communication between the schools, and furthering their common interest. It maintains links with other such national organisations overseas. The Federation includes both independent and integrated schools.

The School Community comprises those parents of Christchurch and its environs who want a Rudolf Steiner Education for their children, and who have formed a general or particular connection with the special character of the school, (see Deed of Agreement, Section 10 - Preference Pupils), together with those other persons (teachers and other professionals, members of the Proprietor's Trust, friends of the School, members of the Anthroposophical Society in New Zealand, etc), who wish to assist in the provision of such an education.

The School aims to provide an education for pupils of a wide range of background and ability. Apart from the requirement of the preference clause, the School is open to pupils of either sex from all ethnic, religious, social and economic backgrounds.

Many parents choose the School for their children from the beginning of their education. Ideally this group would be the majority to gain the full benefit of the unified curriculum. Others bring their children because of various reasons, e.g. relocation, difficulties experienced elsewhere.

The School has a school doctor who is familiar with the special character of the School. She/he is involved with the special needs group and also participates in child studies. After consultation with the parents, teachers may refer pupils/students to the school doctor; most referrals are because of learning and/or developmental difficulties.

The school doctor will then often be able to offer advice, to parents and/or to teachers, on how to approach the pupil. The School has connections with the Felicia and Novalis House Medical Centres.

The School has an arrangement with the Christchurch City Council to use Hansens Park (adjacent to the school) for sports and recreation.

SPECIAL CHARACTER GOALS

GOAL A

To fulfil the Intent of the Special Character statement in the Integration Agreement.

GOAL B

To enhance children's learning by providing religious education in accordance with the provisions of the Private Schools Integration Act 1975 and the Integration Agreement for the School.

GOAL C

To ensure that a balance between the academic/intellectual and the practical/will poles of the child's development is achieved through sufficient emphasis on the artistic/emotional development.

GOAL D

To recognise the right of the Proprietor to supervise the maintenance and preservation of the Special Character of the School as provided in the Private Schools Conditional Integration Act 1975 and the Integration Agreement for the School.

BOARD OF TRUSTEES

The School Board of Trustees is abiding by all legislation relating to the School.

The Board of Trustees agrees to adhere to the following code of conduct:

Each Board of Trustees is charged with governance of its school. Effective governance is a successful blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained. This code of conduct shall be standard for all Board

of Trustees throughout New Zealand and apply to all members.

The Board of Trustees accepts the following:

1. The Principal is the professional leader of the School and is responsible to the Board of Trustees. The responsibilities of the Principal will be stated in another document held by the school and available for public inspection.
2. To recognise, in its property policies and programmes, such rights of the Proprietor as owner of the School premises, as provided in the Private Schools Conditional Integration Act 1975 and the Integration Agreement for the School.

REVIEW AND/OR AMENDMENT OF THE CHARTER

The Board of Trustees will consider all formal written requests to amend the Charter. The Board of Trustees will then decide either to begin the amendment process or to decline to proceed. In either case the Board of Trustees will notify the school community of its decision.

No amendment shall jeopardise or over-ride the Integration Agreement pursuant to the Private Schools Conditional Integration Act 1975.

If the Board of Trustees decides to amend its charter, it will take the following steps:

1. consult with the school community, including the Proprietor's Trust, on the proposed amendment;
2. alter the proposed amendment as it considers necessary;
3. inform the School community of any alterations to the proposed amendment;
4. submit the proposal to the Ministry and interested parties for its consideration and approval;

CHARTER AGREEMENT

1. This charter is an agreement between the Board of Trustees of the RUDOLF STEINER SCHOOL (Christchurch) and the Minister of Education.
2. The operation of the School and its progress in meeting its charter objectives will be reviewed regularly by the Education Review Office.
3. The charter contains: a description of the school and its community, the paramount principles, Mission Statement, other guiding principles, National Educational Guidelines.
4. This document is to be subject in every respect to the Private Schools Conditional Integration Act 1975 and any Integration Agreement in respect to this School.

5. This charter will remain in force until such time as it is amended in accordance with the specified procedure, or is withdrawn by the Minister of Education.
6. The RUDOLF STEINER SCHOOL (Christchurch) Board of Trustees agrees to administer the school so as to ensure that the school's operations take into account all the National Guidelines and reflect both the content and the spirit of this charter.
7. The Board of Trustees of this School accepts the obligation to adhere to all relevant Acts of Parliament, national guidelines for education, Integration agreement, industrial awards and agreements, and regulations as they relate to the School.
8. The Minister of Education upon approving this Charter undertakes to provide services and funding to a formula to be determined by the Minister from time to time, to enable the Board of Trustees to meet the requirements of this charter.

Date:

Date:

Signed:

Signed:

(Chairperson, Board of Trustees)

(Minister of Education)

DEFINITION OF TERMS

CURRICULUM

Is all the intended activities, events and experiences that take place in the School and includes provision for the personal welfare of students. This also includes all activities arranged by the School out of class and/or out of School time.

ENROLLED STUDENTS

These are students who have enrolled at the School on the basis of eligibility in terms of the legislation, or in terms of any enrolment policy agreed to between the Board of Trustees and the Ministry of Education.

EQUITY

This is the application of the principles of fairness. In schools it involves the provision of unequal resources to students so that fairer outcomes can be achieved.

GOALS

Goals are statements of intended outcomes. They are broad aims or long-term statements of intent.

GOVERNANCE

This is "the directing, guiding, or regulating" of actions and affairs. It is different from managing which is to do with the "running, conducting or actioning."

INTEGRATED SCHOOLS

These are schools which have deeds of agreement under the Private Schools Conditional Integration Act 1975.

MAXIMUM ROLL

This is the maximum number of students a school may enrol as agreed by the Ministry of Education.

MISSION STATEMENT

This is a school's main statement of purpose which also embraces its philosophy.

NATIONAL GUIDELINES

Are the compulsory National Education Guidelines specified by the Minister of Education in the New Zealand Gazette, which are deemed by section 61 of the Education Act 1989 to be contained in the charter.

NEW ZEALAND CURRICULUM OBJECTIVES

These are official objectives issued from time to time by the Ministry of Education.

POLICIES

These are broad guidelines on how objectives are to be achieved. Approval of policies is the responsibility of Boards of Trustees. They may delegate the task of developing policies to groups of staff, trustees and other members of the School community.

Policies are not part of the charter and do not have to be submitted for approval.

PRIORITIES

These are the order in which schools list their goals and will determine how they allocate resources.

PROGRAMMES

These are the detailed plans of how objectives are to be achieved.

THE SCHOOL

This is the Christchurch Rudolf Steiner School, an integrated urban area school under the provisions of the Private Schools Conditional Integration Act 1975

APPENDIX:

NATIONAL EDUCATION GUIDELINES

NATIONAL EDUCATION GOALS

The School will pursue the following goals:

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

NATIONAL ADMINISTRATION GUIDELINES

1. The Board of Trustees will foster student achievement by providing a balanced curriculum in accordance with the national curriculum statements (ie the New Zealand Curriculum Framework and other documents based upon it). In order to provide a balanced programme, the Board, through the Management of the School, will:
 - i. implement learning programmes based upon the underlying principles, stated essential learning areas and skills, and the national achievement objectives; and
 - ii. monitor student progress against the national achievement objectives; and
 - iii. analyse barriers to learning and achievement; and
 - iv. develop and implement strategies which address identified learning needs in order to overcome these barriers; and
 - v. assess student achievement, maintain individual records and report on student progress.
 - vi. provide appropriate career information and guidance for all students, with a particular emphasis on specific career guidance for those students who, nearing the end of their schooling, are at risk of becoming unemployed.
2. The Board of Trustees will:

- i. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
 - ii. (a) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.
 - iii. (b) appoint teaching and non-teaching staff so that the School will reflect in its teaching and conduct the Special Character of the School.
3. According to legislation the Board of Trustees will:
 - i. allocate funds to reflect the school's priorities as stated in the charter;
 - ii. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
 - iii. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.
4. The Board of Trustees will:
 - i. document how the national education guidelines are being implemented;
 - ii. maintain an ongoing programme of self-review.
5. The Board of Trustees will:
 - i. provide a safe physical and emotional environment for students;
 - ii. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.
6. The Board of Trustees will comply with all general legislation concerning requirements such as attendance, the length of the school days, and the length of the school year.