
Rudolf Steiner School Christchurch

Lower school Annual plan 2009/ 2010

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***

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.

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.

STEINER FOUNDATION

NB = not begun O = ongoing A= Achieved

Goal	Action and What's going to happen Performance indicator and What will I see when its done	Review Dec 09	2010	July review	Ed yr review
All lessons in the school imbued with a background understanding of Steiner education made explicit through lesson plans, background information or student work.	<p>Stream lining lesson planning formats by all Lower School teachers working from the Steiner curriculum (the yellow book)- resulting in a recommended lesson plan format used through out the Lower School.</p> <p>Stockmar curriculum to be added to reference shelf.</p> <p>Sharing and Professional Development the use of the yellow book with the Stockmar curriculum as a reference.</p> <p>Teacher Refresher Courses available during conference weeks, led by Taruna tutors at the school- colleague mentorship and peer observation from outside trained Steiner teachers.</p> <p>Teachers shall attend preparation week at Taruna prior to new school year</p>	<p>Yes</p> <p>Yes</p> <p>Carry forward</p> <p>Carry forward.</p> <p>No. No Preparation week available 2010.</p>			
The values outlined in the mission statement made obvious throughout the education and in our interpersonal relationships.	<p>Work with a value at the time in all layers of the community e.g. discussion and reflection in teacher meetings, BOT, CA, articles from different members of the community in news letter and Poplar Press, focus on a value each issue..</p> <p>Resulting in more cohesion and collaboration regarding values throughout the community shall be seen in example over time. *compassion and honesty for one another and the environment *healthy and caring staff interaction * educating the whole child through love, authority and respect</p>	<p>NVC training for teachers and parents. Regular Newsletter articles on Values from Thomas. Parent NVC Practice Group meets fortnightly.</p>	<p>LS Schoolwide working with RS Virtues monthly. (Neil to provide material to core group: Angela, Shirley, Thomas? Simone).</p>		

Learning Expectations

Goal	Action What's going to happen	Performance indicator What will I see when its done	Review Dec 09	2010	July review	End yr review
While allowing for individual differences, each class level describes benchmark achievements in all areas of learning that meet both the Steiner and New Zealand curriculum requirements.	<p>We will modify Te Ra Steiner School curriculum benchmarks (allowing for obvious exceptions e.g.: special ed. challenges or gifted ability) that incorporates Steiner and National achievement levels. A result will be a Christchurch Rudolf Steiner School version of bench marks for each class 1-7.</p> <p>Practical component obvious in each ML-</p>		See LS Goals Summary	See LS Goals summary		
<p>A review of assessment processes and the effective use of analysis including the integration of analysis into future learning programmes and open communication with parents and students.</p> <p>Implement (new) National Curriculum</p>	<p>We will review ABEL and possibly discontinue- and find a suitable replacement.</p> <p>We will analyse our selected assessment, e.g. NEALE records/ 9yr.net, PAT.</p> <p>The outcome to show how it affects future learning and to provide communication with parents and children.</p> <p>Comprehensive records will be kept.</p> <p>Streamlining the report writing throughout the lower school- this to result in a template which all lower school teacher can follow.</p>		<p>Decision to discontinue Abel</p> <p>Reviewed. To be refined in 2010</p>	<p>Replacement of a National checklist. 2 Checklists: 1.Steiner. (using Te Ra curric) 2. NZ National Curriculum achievement checklist (via Thomas from a National Steiner Working Group)</p> <p>Refine in 2010.</p>		

Social Inclusion

Goal	Action What's going to happen	Performance indicator What will I see when its done	Review Dec 09	2010	July Review	End yr review
Focus efforts on the younger children and develop proactive approaches towards establishing healthy social behaviours with the younger children before bullying and disruptive behaviours can develop.	<p>Create constructive examples and situations for children to succeed. Using affirmative language while setting clear expectations with positive reinforcement, give the children direction by role-modelling.</p> <p>E.g.: "John needs to play nicely. He will watch the others for awhile." "Katie will remember her polite manners."</p> <p>Pedagogical stories can be told to the younger children to reiterate lesson through an image.</p> <p>Regular meetings between Kindergarten and Lower School teachers to ensure a collaborative approach to social inclusion in both areas of the school.</p> <p>Adult education opportunities/workshops attended. Children imitate adult interaction using positive and restorative language.</p> <p>Motivated parent group driving educational opportunities. GAINS program</p>	<p>Ongoing</p> <p>Yes. Therapeutic stories all Lower School Classes. Middle School assemblies.</p> <p>Yes.</p> <p>4 opportunities for NVC workshops. Peer Mediation in playground. Heightened awareness of Active conflict resolution by Duty Teachers. Parent NVC Practice Group.</p>	<p>Ongoing</p> <p>Yes. Therapeutic stories all Lower School Classes. Middle School assemblies.</p> <p>Yes.</p> <p>4 opportunities for NVC workshops. Peer Mediation in playground. Heightened awareness of Active conflict resolution by Duty Teachers. Parent NVC Practice Group.</p>	<p>Carry over.</p> <p>TBC. Develop guidelines for Transition of Kindy to Class 1 parent meeting and teacher meeting.</p>		
Educate parents and involve students throughout the school in promoting	<p>John Cunningham to meet with Teachers from Kindy – Class 5 to promote Compassionate Communication in all dialogue in the school, with students, parents and as colleagues. Parents shall be encouraged to attend this workshop and material</p>	<p>As above. Added NVC books to the Library, available to parents and</p>	<p>As above. Added NVC books to the Library, available to parents and</p>	<p>Parent meetings led by 2 teachers. Trial whanau Parent-Teacher interviews for families with multiple children in the school (where appropriate).</p>		

socially inclusive and non-disruptive behaviours at home	will be shared in class meetings fostering a class community ethos in how we are working with behaviour at home and at school. Encouraged parent led meetings and dialogue. Guest speakers, counsellors such as David Garb, and other professionals to speak to staff and parents to continue developing this culture in the school.	teachers. No. Unsatisfactory.	Develop guidelines for Parent-Teacher meetings.		
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Cultural diversity

Goal	Action & Performance indicator What's going to happen and What will I see when its done	Review Dec 09	2010	July Review	End yr review
Further increase Te Reo and Tikanga Maori in all aspects of school life.	Teachers to remain with class during Maori lessons. Teachers will be encouraged to use new phrases and words and to review and repeat lessons from the Maori teacher during regular classroom time. Assemblies and special events will include Maori reverence and recognition.	Mostly apart from, when Jacky preferred sole-charge. Yes. Exceeded. Kapa Haka teacher with a strong Vision for the School.	Include other cultures from within the school (eg. Japanese, Indian). Festivals from other cultures etc. Cultural Festival with Eurythmy/KapaHaka. Incorporate Te Reo and Tikanga Maori into other areas of classroom curriculum. Add a Bi-cultural aspect to planning template for the LS.		

Curriculum enrichment

Goal	Action What's going to happen	Performance indicator What will I see when its done	Review Dec 09	2010	July Review	End yr review
Create an Integrated school wide programme to address the dimension of physical, and associated psychological, health of students through physical activity, including sports and games	<p>In class and during outside movement, teachers will foster a sense of inclusion while teaching games that require cooperation, non-competitiveness and positive social collaboration in vertical class groups.</p> <p>A wide variety of games and challenges will be given to the students to promote social health and individual purpose in the whole.</p> <p>Professional development will be provided to learn new games. These can be brought to community gatherings, festivals, circus arts, and in whole school activities.</p>		<p>Yes.</p> <p>Yes.</p> <p>No.</p>	<p>Carry forward.</p> <p>Carry forward Start meetings with a co-operative game to share with colleagues</p>		

Sustainability

Goal	Action What's going to happen	Performance indicator What will I see when its done	Review Dec 09	2010	July Review	End yr review
A plan to reduce the school's environmental footprint developed, implemented and revised as necessary	<p>Audit resource use</p> <p>Devise plan to reduce resource consumption, and chart the reductions over a given time.</p> <p>Classes shall monitor inputs and outputs for their respective classrooms which will create an awareness and responsibility in students and teachers to track consumption and reduce waste- eventually to foster an awareness of wider community issues and responsibilities.</p>		<p>In Progress</p> <p>Reviewed</p> <p>Recycling scheme.</p> <p>Aligned colour scheme with CCC bin system.</p> <p>Café system reviewed.</p>	<p>Devise school wide plan for transport (including school trips), food (lunches, camps, Cooking classes), energy consumption, care of the Environment and relate to Global issues where appropriate.</p> <p>Review designated Care Areas.</p> <p>Improve waste sorting systems.</p> <p>Café and Home waste-free lunches.</p> <p>Regular Staff, student and parent education on</p>		

	Investment and implementation of wider Sustainability Programmes in Christchurch and in New Zealand. e.g. LEOTC.	Class 7 visited Council waste management system.	Sustainability issues. Sustainability Group to present staff with programmes in Chch and NZ.		
Lessons incorporating an awareness of sustainability issues where appropriate.	<p>Audit usage of quality of existing facilities. Prioritization/ provision by LS Section Liaise with CPG- CPG liaise with proprietors.</p> <p>Audit use of : electricity photocopy paper, general paper use, heating, lighting, hot water, supples...etc...</p> <p>Lunch box audit: recyclables wrapping, reusable containers, compostable items</p> <p>Reduce Landfill – Increase Recycling – Increase compostable items</p> <p>Curriculum Material to reduce carbon footprint.</p>	<p>No. In Progress.</p> <p>Yes. Finance Group .</p> <p>No.</p> <p>No.</p> <p>No.</p>	<p>Differentiate figures from power consumption into the various areas of usage. Carry over (quality and quantity) Carry over. See above Carry over. Sustainability Group to bring ideas to Teachers.</p>		

NAG 2a

Annual Goals 2009	Objectives	Strategies	Evidence that the objective has been met / is in progress / will be found in	Budget	July Review	End yr review
<p>National Standards</p>	<ul style="list-style-type: none"> • Implement National Standards in a manner that does not compromise special character. • Develop National Standards reporting procedures to students, parents and BOT that complement already well-established and comprehensive reporting practices and are within the parameters of our special character 	<ul style="list-style-type: none"> • Classes 1-3 (yrs 2-4) will be monitored using progressions and formative assessment. All assessment, especially in these years will be conducted without pressure or feedback that could promote anxiety or a sense of failure. • Classes 4-7 (Yrs5-8) will be monitored using a range of recognised assessment tools against the standards. • Reporting of results to students will occur in a sensitive and age-appropriate manner and when it is useful for individual goal-setting • Parents will be informed of the approach to assessment in Steiner Schools at dedicated parent evenings. • Parents will receive midyear reports in face-to-face interviews where specific achievement is contextualised within the broad picture of their child's development. • Assessment practice, policy and procedures to be amended to reflect national standards and new reporting requirements without compromising special character. • Continue to liaise with Federation re development of a national Steiner School position and dialogue with the MOE on the implementation of standards in Steiner Schools. 	<ul style="list-style-type: none"> • The school meets requirements regarding National standards within the parameters of our special character • Parents are well-informed of the school's expectations regarding achievement and assessment particularly in the early years and understand that unhurried and anxiety-free learning within the spectrum of a broad, rounded curriculum is fundamental to our special character 			