
Rudolf Steiner School Christchurch

Lower school Annual plan 2011

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 (What is going to happen) | Performance indicator (What will we see when it is done?) | July review | Ed yr review |
|--|---|--|-------------|--------------|
| <p>1.All lessons in the school imbued with a background understanding of Steiner Education made explicit through lesson plans, background information or student's work</p> <p>3. Regular parent courses on Steiner education focussed on new parents understanding while maintaining a programme of inclusion of parents and students (where appropriate) in vision building.</p> | <p>Return to regular whole faculty meetings , with themes for the year set at the end of 2010 and the year's program builds on this beginning with two day in-service programme</p> <p>Restructuring Lower School meetings which will hold a regular component that works towards building a full understanding of the pedagogy e.g. child studies weekly, constitutional types study, senses etc.</p> <p>Support class teachers in their regular parent meetings. Develop clear guidelines for purpose of these meetings. Guest speakers/ presenters/ other colleagues invited to meetings.</p> <p>Work on expectations regarding meetings in newsletter and teachers promote expectations to own community.</p> | <p>A programme put in place and followed consistently.</p> <p>Meetings consistently and rhythmically include these components.</p> <p>Guidelines to be handed out to all parents.</p> <p>Higher attendance at parent meetings.</p> | | |

Learning Expectations

| Goal | Action What's going to happen | Performance indicator What will I see when its done | July review | End yr review |
|--|---|---|----------------|------------------|
| <p>All students enjoying a variety of learning experiences that lead to high levels of understanding and outcomes. <i>Notes: That hands on work is increased to assist the academic learning: that excellence in all endeavours is fostered</i></p> <p>More inquiry based learning throughout the school in a manner appropriate to student's consciousness and the Steiner approach with learning becoming less teacher directed.</p> <p>A review of assessment processes and the effective use of analysis into future learning programmes and open communication with parents and students.</p> | <p>Create a checklist which supports the teachers planning to ensure a variety of learning experiences are covered.</p> <p>Make room in meetings to share examples and/or ideas of the varieties of learning experiences happening in our class rooms.</p> <p>A minimum of two LS teachers to undertake PD on inquiry learning. Their findings will be reported back to colleagues and a workgroup will be formed with the goal to describe the applicability of inquiry learning to the Steiner curriculum and methodology.</p> <p>Gather feedback from parent community on end-of-year reports with the aim to improve communication with the parents regarding understanding the learning of their child(ren).</p> | <p>The completed checklist available for all teachers.</p> <p>Minutes of meetings will record the sharing of ideas.</p> <p>A written recommendation for LS if it is appropriate or not to implement inquiry learning within the Steiner curriculum.</p> <p>Collated information from questionnaire send out with end-of-year reports.</p> | | |

Social Inclusion

| Goal | Action What's going to happen | Performance indicator What will I see when its done | July Review | End yr review |
|--|--|--|----------------|------------------|
| <p>Educate parents and involve students throughout the school in promoting socially inclusive and non-disruptive behaviours at home</p> | <p>Continue the promotion and practice of NVC by offering further workshops and including NVC in at least one parent night a year in each class.</p> <p>Organising a parent night supporting parents how to deal with undesired behaviour at home or in social situations outside school (for example, a follow up from Mary Willows highly successful workshop)</p> <p>Practice affirmative language amongst teachers and supportive staff.</p> | <p>NVC scheduled in at least one parent night per class. School-wide workshop on NVC.</p> <p>Talk/ workshop supporting parents with children's behaviour issues outside school.</p> <p>Create a "moving board" where colleagues can support each other finding different expressions.</p> | | |
| <p>Identify and implement new and effective tools and methodologies for addressing behavioural concerns and issues of social inclusion appropriate to each age level and provide professional development as required.</p> | <p>Review behaviour management in classes 1-5 and develop new pathways.</p> | <p>New behaviour management plan for classes 1-5</p> | | |

Cultural diversity

| Goal | Action (What's going to happen) | Performance indicator (What will I see when its done) | July Review | End yr review |
|--|---|---|-------------|---------------|
| <p>. Further increase Te Reo and Tikanga Maori in all aspects of school life.</p> | <p>Develop a resource which contains daily blessings (good morning, goodbye, food blessing) for the different levels in the LS. Implement these blessings on a daily basis.</p> | <p>Completed resource available for all LS teachers- incl part-time and relieving staff.</p> | | |
| <p>continue to support the development of the Maori community relationship with the school</p> | <p>Appoint teacher who will bridge the gap between school and whanau community. This person will also be the support for LS teachers in bi-cultural matters.</p> | <p>Person appointed.</p> | | |
| <p>Ensure annual Te Tiriti workshops for staff and parents are held</p> | <p>Teachers will attend these workshops</p> | <p>50% of LS staff have attended Te Tiriti workshop or equivalent.</p> | | |

Curriculum enrichment

| Goal | Action (What's going to happen) | Performance indicator (What will I see when its done) | July Review | End yr review |
|--|--|---|----------------|------------------|
| Increased opportunities for engaging in music learning and tuition | Introduce the “string” programme in Class 3 and consecutive years, co-funded by parents and school. | By the end of class 3, each child plays a string instrument and can contribute to the “class orchestra”. | | |
| Increased and earlier foreign language learning. | Investigate funding and resources for consistent foreign language learning and a logical curriculum progression. | Evidence of investigation and the recommendation forthcoming from this. | | |

Sustainability

| Goal | Action (What's going to happen) | Performance indicator What will I see when its done | July Review | End yr review |
|--|--|--|----------------|------------------|
| A plan to reduce the school's environmental footprint developed, implemented and revised as necessary | <ol style="list-style-type: none"> 1. Revise care areas 2. School wide waste audit 3. Improve waste sorting systems by teaching all staff and students revised bin system 4. Increase student involvement 5. Raise awareness for waste reduction practices | <ol style="list-style-type: none"> 1. 50% decrease in amount of litter in care areas 2. 50% reduction in amount of waste 3. Reduce cross-contamination by 50% 4. Include LS children in Enviro group 5. Envirogroup and Mary share ideas with LS classes and US assemblies and school newsletter | | |
| <p>Regular engagement in local sustainability activities</p> <p>Lessons incorporating an awareness of sustainability issues where appropriate.</p> | <p>Sustainability co-ordinator and enviro group raise awareness of related events and assist with the organisation of these.</p> <p>Where possible (camp food, shared lunches, gardening, cooking etc) provide the opportunity for students to experience the differences and advantages of bio-dynamic or organic food.</p> | <p>Increase in number of local events which LS students participate in</p> <p>Collect anecdotal evidence of the reaction of students when growing, producing or using food from an organic or bio dynamic source.</p> | | |

NAG 2a

| Annual Goals (Objectives) 2011 | Evidence that the objective has been met / is in progress / will be found in | July Review | End yr review |
|---|--|----------------|------------------|
| By the end of 2011, 65 % of class 4 students work at the end of level 2 or above in Literacy. | Collected assessment data | | |
| By the end of 2011, 65 % of class 4 students work at the end of level 2 or above in Maths. | | | |
| By the end of 2011, 65 % of class 7 students work at level 4 in Literacy. | | | |
| By the end of 2011, 65 % of class 7 students work at level 4 in Maths | | | |