

## Christchurch Rudolf Steiner School Revised Charter for 2009 / 2010 with Analysis of Variance

This document is the revised charter of the **Christchurch Rudolf Steiner School**.

It contains the Annual plans for the primary school and high school with end of year review for 2009, the goals and review for 2009. The review section contains the analysis of variance from the actual achievement against the aims in the goals

The next section contains the annual plans and goals for 2010.

Please note the inclusion of a National standards Goal included in Lower school section

The final section is a copy of the schools 1996 Charter which contains elements of the schools special character that we wish to remain in the charter document.

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## Full Strategic Plan

# Christchurch Rudolf Steiner School 2009 - 2013

### ***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.

## Themes

1. Steiner Foundation
2. Learning Expectations
3. Social Inclusion
4. Cultural Diversity
5. Curriculum Enrichment
6. Sustainability
7. Physical Assets

### **1. Steiner Foundations**

*“That the school educates our children and students with the spirit, heart and activity that excites and enlivens their imagination”.*

#### **1.1. Overview**

Steiner education exists through the striving of every teacher towards a full understanding of the pedagogy and the ability to weave this sensitively through the learning content. The objectives below embody the link of Steiner Education to student learning, professional development, parent education and the guiding values of our school.

#### **1.2. Objectives:**

Within the next five years we expect to see:

1. All lessons in the school imbued with a background understanding of Steiner educational made explicit through lesson plans, background information or student work.
2. All teachers having completed a refresher course in Steiner education with one of the Steiner Federation professional development providers. That staff PD requirements are reviewed and adequately met.
3. Regular parent courses on Steiner education focussed on new parents understanding while maintaining a programme of inclusion of parent and students (where appropriate) in vision building.
4. The Values outlined in the mission statement to be made explicit throughout the education and our interpersonal relationships.

## 2. Learning Expectations

*“That we strive towards high quality engagement, involvement and outcomes from all our students”.*

### 2.1. Overview

We wish to increasingly improve our student’s desire and will to understand the world, to respond and to record their learning in accordance with the intellectual, artistic and kinaesthetic aspirations of our education.

### 2.2. Objectives:

Within the next five years we expect to see:

1. All students enjoying a variety of learning experiences that lead to high levels of understanding and outcomes.

*Notes: that hands on work is increased to assist the academic learning; that excellence in all endeavour is fostered*

2. 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.  
*Note: alignment with the National Steiner curriculum work group; transparency to the parent community*
3. 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.
4. More enquiry based learning throughout the school in a manner appropriate to student's consciousness and the Steiner approach with learning becoming less teacher directed.
5. More teaching assistants in classes
6. Professional development enabling all teachers to make explicit the approaches of teaching, social interaction and assessments they use in the classroom

### **3. Social Inclusion**

*"Working towards an emotionally safe and socially inclusive classroom and community environment".*

#### **3.1. Overview:**

- Ensuring an emotionally safe and socially inclusive classroom and community is fundamental to the delivery of our special character education.
- Behavioural management, bullying and disruptive behaviour have been identified by the Parent Community as a top priority amongst their concerns.

### 3.2. Objectives:

Within the next five years we intend to:

1. 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.  
*Notes: i.e. a working group may be developed to look at programmes of other schools, both Steiner and others worldwide and to research current thinking worldwide*
2. Evaluate the potential for an expanded role of Sports and organized games in the LS specifically as an aid to behavioural management, social inclusion and physical well being.  
*Notes: i.e. a working group developed to research current thinking and identify sports and games which, for example, aid in impulse control, social perspective, and social inclusion in general; pursue funding options.*
3. 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.
4. Work towards reducing class sizes as an aid to behaviour management by:
  - a) Supporting Political efforts and the Nationwide campaign to reduce class size in integrated schools; including efforts of the PPTA
  - b) Pursuing new avenues of funding for an increased number of Teacher Aides
  - c) Investigating potential reallocations of resources to either reduce class size or increase the number of teacher aide hours available
5. Educate parents and involve students throughout the school in promoting socially inclusive and non-disruptive behaviours at home

## 4. Cultural Diversity

### 4.1. Overview

*The school strives to honour diversity in all forms, ethnic, religious, and cultural, while recognising the unique position of Maori culture in New Zealand the school will take all reasonable steps to integrate Maori culture into the fabric of school life.*

### 4.2. Objectives:

Within the next five years we expect to see:

#### 1. Further increase Te Reo and Tikanga Maori in all aspects of school life.

*Notes: To achieve this the school will strive to*

- *continue to monitor Maori student achievement;*
- *continue to support the development of the Maori community relationship with the school;*
- *support regular marae visits;*
- *increase frequency of Maori classes;*
- *build relationships with local Kura Kaupapa;*
- *offer certificate in Maori studies to upper school;*
- *fund a tutor for weekly Kapa Haka;*
- *give students the opportunity to participate in local cultural events;*
- *investigate funding visits of Maori artists for Wananga;*
- *Ensure annual Te Tiriti workshops for staff and parents are held*

## 5. Curriculum Enrichment

### 5.1. Overview

*That we strive to honour our vision and value statements by enriching students learning through an enriched learning programme*

## 5.2. Objectives

### 1. Increased opportunities for engaging in music learning and tuition.

*Notes: for example ; re-establish lower school orchestra; provide individual tuition as much as possible; in lower school and encourage music tuition within school hours; Investigate regular Suzuki violin teacher for younger classes*

### 1. Increased and earlier foreign language learning.

*Notes: for example, support correspondence courses in foreign languages in upper school; offer a greater variety of foreign languages; develop opportunities for the earlier learning of foreign languages. Strive towards foreign languages are being taught in every class with logical progression each year.*

### 3. 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

*Notes: Celebrate participation, enjoyment and team work which could include:*

- *Teaching specific skills consistently over time.*
- *Resourcing teacher time to appropriate level.*
- *Ensuring a higher level of event organisation is achieved.*
- *Further developing opportunities for school sport events with other schools.*
- *Ensuring school sports are well organised*
- *Investigate offering financial help to those representing the school.*
- *Helping address nationwide issue of obesity.*

## 6. Sustainability

### 6.1. Overview

*That we strive:*

- *Further raise awareness of sustainability/environmental issues and solutions amongst students (and the school community as a whole),*
- *Reduce the school's environmental footprint.*

## **6.2. Objectives**

Within the next five years we expect to see:

1. A sustainability policy developed, implemented and revised as necessary  
Notes: Guidance/policy on school purchasing, school trip destinations, transport and activities etc
2. A plan to reduce the school's environmental footprint developed, implemented and revised as necessary  
Notes: for example, Students identify opportunities for reducing environmental foot print, implement changes and monitor progress, investigate options for transport alternatives to and from school such as a web based car pooling initiative, ways to promote biking to school etc.
3. Regular engagement in local sustainability activities  
Notes: e.g. looking after a local part of the Heathcote River
4. Lessons incorporating an awareness of sustainability issues where appropriate.  
Notes:
  - Link gardening and cooking classes to teach product life cycle, food processing, commerce, waste generation etc, as well as healthy eating and lifestyle choices.
  - Illustrate main lessons with case studies/examples highlighting environmental issues.
5. identify and establish a sustainability champion amongst teaching staff identified and established  
Notes: To coordinate development and implementation of "Plan to reduce school's environmental footprint"

*To support other teachers with awareness raising of sustainability issues in unrelated lessons with information/teaching resources.  
To research availability of and seek external funding*

## **7. Physical Assets**

### **7.1. Overview**

*While requests from the community were for a wide range of specific new facilities, the most prominent of these, across all groups was for additional meeting and work spaces for each individual group.*

### **7.2. Objectives:**

1. Evaluation and prioritised provision of parent room, upper school students' common room, teachers' rooms, Whare building and gymnasium.

*Note: consider appropriate multi-use of spaces including use by the community association, craft groups and other groups.*

2. Work towards either a second school or a second stream of classes.

2009 Lower school Annual with Review

- incorporates 2010 annual plan with additional national standards section

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## Rudolf Steiner School Christchurch

### Lower school Annual plan 2009/ 2010

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- 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.

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- 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.

- ④ Educating the whole child through love, authority and respect.
- ④ Compassion and honesty for others and for the environment.
- ④ Continual professional and personal development of all staff.
- ④ Healthy and caring staff interactions.
- ④ An effective, responsible, accountable and collaborative management system.

## STEINER FOUNDATION

Goal	Action and What's going to happen Performance indicator and What will I see when its done	Review Dec 09	2010	Who will lead this?
All lessons in the school imbued with a background understanding of Steiner education made explicit through lesson plans, background information or student work.	<p><b>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.</b></p> <p><b>Stockmar curriculum to be added to reference shelf.</b></p> <p><b>Sharing and Professional Development the use of the yellow book with the Stockmar curriculum as a reference.</b></p> <p><b>Teacher Refresher Courses available during conference weeks, led by Taruna tutors at the school- colleague mentorship and peer observation from outside trained Steiner teachers.</b></p> <p><b>Teachers shall attend preparation week at Taruna prior to new school year</b></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	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..	NVC training for teachers and parents. Regular	LS Schoolwide working with RS Virtues monthly. (Neil to provide	

throughout the education and in our interpersonal relationships.	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	Newsletter articles on Values from Thomas. Parent NVC Practice Group meets fortnightly.	material to core group: Angela, Shirley, Thomas? Simone).	
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## Learning Expectations

Goal	Action What's going to happen	Performance indicator What will I see when its done	Review Dec 09	2010	Who?
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.	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.  Practical component obvious in each ML-		See LS Goals Summary	See LS Goals summary	See LS Goals summary
A review of assessment processes and the effective use of analysis including the integration of	We will review ABEL and possibly discontinue- and find a suitable replacement.		Decision to discontinue Abel	Replacement of a National checklist. 2	Thomas (for all

<p>analysis into future learning programmes and open communication with parents and students.</p> <p>Implement ( new) National Curriculum</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>Reviewed. To be refined in 2010</p>	<p>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>	<p>Steiner Schools).</p>
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### Social Inclusion

Goal	Action What's going to happen	Performance indicator What will I see when its done	Review Dec 09	2010	Who?
Focus efforts on the younger children and develop proactive approaches towards	<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."</p>		Ongoing		

<p>establishing healthy social behaviours with the younger children before bullying and disruptive behaviours can develop.</p>	<p>“ 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>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>	
<p>Educate parents and involve students throughout the school in promoting socially inclusive and non-disruptive behaviours at home</p>	<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.</p> <p>Parents shall be encouraged to attend this workshop and material will be shared in class meetings fostering a class community ethos in how we are working with behaviour at home and at school.</p> <p>Encouraged parent led meetings and dialogue.</p> <p>Guest speakers, counsellors such as David Garb, and other professionals to speak to staff and parents to continue developing this culture in the school.</p>	<p>As above. Added NVC books to the Library, available to parents and teachers.</p> <p>No. Unsatisfactory.</p>	<p>Parent meetings led by 2 teachers. Trial whanau Parent-Teacher interviews for families with multiple children in the school (where appropriate). Develop guidelines for Parent-Teacher meetings.</p>	

### Cultural diversity

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

### Curriculum enrichment

Goal	Action	Performance indicator	Review Dec 09	2010	Who?
What's going to happen		What will I see when its done			
Create an Integrated school wide programme to address the dimension of physical, and associated psychological, health of	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.		Yes.		
	A wide variety of games and challenges will be given to the students to promote		Yes.	Carry forward.	

<p>students through physical activity, including sports and games</p>	<p>social health and individual purpose in the whole. 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>No.</p>	<p>Carry forward Start meetings with a co-operative game to share with colleagues</p>	
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## Sustainability

<b>Goal</b>	<b>Action What's going to happen</b>	<b>Performance indicator What will I see when its done</b>	<b>Review Dec 09</b>	<b>2010</b>	<b>Who?</b>
<p>A plan to reduce the school's environmental footprint developed, implemented and revised as necessary</p>	<p>Audit resource use Devise plan to reduce resource consumption, and chart the reductions over a given time. 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 Reviewed Recycling scheme. Aligned colour scheme with CCC bin system. Café system reviewed.</p>	<p>Devised 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. Review designated Care</p>		

	Investment and implementation of wider Sustainability Programmes in Christchurch and in New Zealand. e.g. LEOTC.	Class 7 visited Council waste management system.	<p>Areas. Improve waste sorting systems.</p> <p>Café and Home waste-free lunches.</p> <p>Regular Staff, student and parent education on Sustainability issues.</p> <p>Sustainability Group to present staff with programmes in Chch and NZ.</p>
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>No. In Progress.</p> <p>Yes. Finance Group .</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.</p>

	Reduce Landfill – Increase Recycling – Increase compostable items  Curriculum Material to reduce carbon footprint.	No.  No.	Sustainability Group to bring ideas to Teachers.
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### NAG 2a National Standards

Annual Goals 2009	Objectives	Strategies	Evidence that the objective has been met / is in progress / will be found in	Budget	Person Responsible
<u>National Standards</u>	<ul style="list-style-type: none"> <li>Implement National Standards in a manner that does not compromise special character.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Classes 4-7 (Yrs5-8) will be monitored using a range of recognised assessment tools against the standards.</li> <li>Reporting of results to students will occur in a sensitive and age-appropriate manner and when it is useful for individual goal-setting</li> <li>Parents will be informed of the approach to assessment in Steiner Schools at dedicated parent evenings.</li> <li>Parents will receive midyear reports in face-to-face interviews where specific achievement is contextualised within the broad picture of their child's development.</li> <li>Assessment practice, policy and procedures to be amended to reflect national standards and new reporting requirements without compromising special character.</li> <li>Continue to liaise with Federation re development</li> </ul>	<ul style="list-style-type: none"> <li>The school meets requirements regarding National standards within the parameters of our special character</li> <li>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</li> </ul>		Terms 2 & 4

		of a national Steiner School position and dialogue with the MOE on the implementation of standards in Steiner Schools.			
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## 2009 Lower school Goals with Review

## Four Lower School Improvement Goals for 2009

Goals	Action	Indicators	Responsible	Time Frame	Budget	Mid-year review	End of year review	Carry on to 2010
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.	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	The result will be a Christchurch Rudolf Steiner School version of bench marks for each class 1-7.	Neil assisted by all Class Teachers	2009-2010	Typist	In progress. Noel to North Island for meeting. Teachers using the Nat Curric for planning and centralising this information to devise a common format.	In progress. Review and modify Te Ra benchmarks. Key Competencies will show what we expect of the children by the end of the class year. (via the Green Folder)	Ratify Te Ra benchmarks and Key Competencies. Integrate Steiner and National benchmarks. Using the National Standards as benchmarks to the National Curriculum we will commence trialling them.
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	We will analyse our selected assessment, e.g. NEALE records/ 9yr.net, PAT.	The outcome to show how it affects future learning and to provide communication with parents and children.	Neil	End of term 3		PAT almost all done in classes 4-8 Analysis in progress. Neale analysis IP- Rachel Neale analysis over several years.	Neil visited NZCER and reviewed PAT assessment and set goals for next year. Process of reading support for Maths PAT was established. Sp Ed assessment tools reviewed. Involved nationally with other Steiner schools in trialling STAR and AssTLe at	Implement Staff training in the administration and moderation of Writing Exemplars.

students.							Years 5 and 8. Reviewed Writing Exemplars with other Steiner Schools. Maori achievements analysed and presented to the Community. Teachers use PATs Neale and Numeracy Writing Exemplars for planning future programmes and communicating with parents.
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.	A wide variety of games and challenges will be given to the students to promote social health and individual self control.	List of age appropriate pedagogical games will be collated by the end of the year.	Nicholas	Dec. 2009		Who has spoken to Nicholas? Who is assisting him with this?	Schoolwide information gathered and collated. School wide Programme In progress.

2009 Upper school Annual Plan with Review

## **Rudolf Steiner School Christchurch**

Annual plan 2009

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## STEINER FOUNDATION

Goal	Action & Performance indicator <b>What's going to happen and What will I see when its done</b>	Responsible person	Completion Date	Budget needed	End year 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>Develop Assessment Criteria to cover a range of disciplines. Content will includes a three fold component.</p> <p>Create Generic Template (from existing ) for lesson/ unit planning/ course descriptors</p> <p>Create database of References / Bibliography of Developmental Stages for planning aid.</p> <p>Create a list of Teaching Style/ Strategies/ that reflect the Steiner methodology</p> <p>Ensure attendance at Federation Curriculum Cluster Group</p>	<p>ALL</p> <p>Peer Appraisal</p> <p>JS</p> <p>Neil as specialist Teacher</p>	<p>Cluster Group beginning of Term 2</p> <p>Descriptors End of Term 2</p>	<p>Possible relief</p>	<p>Federation Curriculum Cluster Groups all attended – Health PE/ Science and Art Technology- Very valuable</p> <p>Templates for assessment rubrics and planning documents established and placed on Depts folder</p> <p>Descriptor writing workshops ran – very beneficial</p>
The Values outlined in the mission statement to be made explicit throughout the education and our interpersonal relationships.	<p>Inclusion of Key Competencies in planning: Thinking, Managing Self, Relating to Others, Participating and Contribution, Using Language symbols and Texts</p> <p>Use Developmental Qualities/ Values (THINKING FEELING WILLING- DEVELOPMENTAL CAPACITIES) in planning and student reflection</p>	<p>RB</p> <p>MG</p> <p>Jane Patterson</p> <p>ALL</p>			<p>We meet as a section on new curriculum for 6 meetings across the year. Positive gains. Group growing in confidence. Need more sectional time for Thursday meetings!!</p>

Ensure Professional Development for staff in values					Mid year survey showed improved feeling of professionalism at meetings
Effective Collaborative Management system. Feedback opportunities.					
Professionalism at meetings					
Assist Healthy and Caring Staff and students interactions					

## Learning Expectations

Goal	Action & Performance indicator What's going to happen and What will I see when its done	Responsible Person	Completion Date	Budget needed	End year review
All students enjoying a variety of learning experiences that lead to high levels of understanding and outcomes.	Find opportunities for External Visits for students Bring Visitors into school, guest speakers Continue to develop Different components in teaching- academic, practical, artistic or creative, AIM strategy for language teaching Camps, Workshops, Immersion weekend, Dramas Exhibitions, Festivals, Work experience, Fund Raising, Fair	All US Coordinator	Ongoing	Recoverables	WDI Workshops extremely successful  Camp Wainui Dramas Wizard of Oz  Excellent Spiral Festival organised by Nicholas-Template documented  Student run assemblies have become an expected culture
More enquiry based learning throughout the school in a manner appropriate to student's consciousness and the Steiner approach with	Sharing enquiry based learning, mini projects, Team Teaching , Observations,  Critical development of computer	All  Cluster Meetings	Ongoing		Pecha Kucha sharing of artistic/ creative ideas was featured in US sectional meetings

learning becoming less teacher directed.	resources. Branching away from Wikipedia, You Tube, Google keywords looking for independent web resources.  Find a Partner school – for student exchanges via internet. Teacher visit Work with John Hattie research – enquiry based learning Develop connection to “Unlimited” for resources with enquiry learning	MS  Phil –			Some sharing of teaching methods at US Meetings: AIM strategy – Marie Eve
Increase student engagement in learning that includes group learning focus [6.1]	<ul style="list-style-type: none"> <li><input type="checkbox"/> MAINTAIN the following:</li> <li><input type="checkbox"/> Group work in lessons and Plan varied &amp; interesting programmes.</li> <li><input type="checkbox"/> Consistent monitoring of students ensures that all work is completed (Minimum Acceptable Performance, MAP)</li> <li><input type="checkbox"/> Consistent checking of homework</li> <li><input type="checkbox"/> Peer Appraisal process will look for evidence of group work and project work in planning, teaching (and assessing)</li> </ul>	All  KLR	Ongoing		Peer appraisal  A clear and marked increase in group work.  Stronger acknowledgment through new curriculum “Participating and contributing  Rubric Assessment reflects this
Plan & teach to the range of achievement levels in classes; [ 6.1 6.2 and 6.3]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintaining IEP/ LSP</li> <li><input type="checkbox"/> Ensure a range of teaching styles are planned to meet all needs</li> <li><input type="checkbox"/> College of Ed &amp; RTLB Prof Dev assistance on teaching styles</li> <li><input type="checkbox"/> teachers observe one another and reflect on observations</li> <li><input type="checkbox"/> project work</li> <li><input type="checkbox"/> Special Ed register in Deps folder</li> </ul>	RMC	Ongoing		Well established data-base of SLD and IEP on depts folder  Regular Special Needs spot for US meetings



				keeping to this 10-day policy. Need to address marking schedules to ease marking load.
Improve results in NCEA and NZRSSC	<ul style="list-style-type: none"> <li>❑ Continue to analyse outcomes of NCEA &amp; NZRSSC, inform CPG and US college</li> <li>❑ Use analysis to vary and refine 2009 programmes</li> <li>❑ Analyse progress of individual students for Numeracy and literacy achievements</li> </ul>	MUS JS MG		<p>Regular NCEA predictions and progress reports for 2009 were completed. Borderline students identified and assisted where possible.</p> <p>51.72 % pass L2. Low pass rate will be explained in departmental analysis (available 1<sup>st</sup> March) . Focus needs to continue in 2010. Good L3 result 72.7% UE 64.3% On Course for achieving 100% Literacy and Numeracy. Correspondence English Literacy offered to the few that are borderline</p> <p>Lower end students were given opportunities through various star courses and Gateway which was introduced for the first time in 2009.</p> <p>Further analysis is to be made to explain lower</p>

					Merit and Excellence endorsed certificates. Discussions have started. John PN has suggested at least 14 credits from each subject must come from AS
Review opportunities for C11 students to gain qualifications at Level 1	Students will be identified in class 10 (year 11) as potentially needing level 1 in class 11	RMC HOD's			Not achieved. Still more leadership required here.
Provide timely course and achievement information to students	<input type="checkbox"/> Database information current and constantly reviewed. <input type="checkbox"/> Dates for Information evenings (for parents and students) clear <input type="checkbox"/> Study guides provide clarity	JS Angelika All teachers			Satisfied

### Social Inclusion

Goal	Action & Performance indicator <b>What's going to happen and What will I see when its done</b>	Responsible Person	Completion Date	Budget needed	End year review
Identify and implement new and effective tools and methodologies for addressing behavioural concerns and issues of social inclusion appropriate to each age	John Cunningham non violent communication Workshop for Staff and Students  Surveys done on bullying and safety in classes  Communication with Parents re	MS  AC  RB	May 13-16  Mid Year		Very positive initiative  Class 8 shown huge improvements  Met

level and provide professional development as required.	emotional and physical safety  Communication with other schools – Curriculum Day.  See above John Hattie research re the above				
Work towards reducing class sizes as an aid to behaviour management	Aim for 15-17 students in class  Increase number of split Main Lessons	Unclear on this!!!!			Unclear on this!!!! Not entirely sure what the long term plan is for this.

#### Cultural diversity and Cultural enrichment

Goal	Action & Performance indicator  What's going to happen and What will I see when its done	Responsible Person	Completion Date	Budget needed	End year review
Further increase Te Reo and Tikanga Maori in all aspects of school life. Multicultural approach	-Increase use of Te Reo and Maori cultural practices in assemblies, festivals and graduations -Extend Maori beyond one period of Maori for Class 9 -Include Maori content wherever possible	RB  TP  JC	Ongoing  End of 2009	-Ongoing	Jackie had very successful Treaty of Waitangi ML with connection with Ruth. She will continue Long term plan is to bring Te Reo through to US with a class competent in it from LS – rather than top down placement.

#### Sustainability

Goal	Action & Performance indicator	Responsible	Completion Date	Budget needed	End year review
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	<b>What's going to happen and What will I see when its done</b>	<b>Person</b>			
A sustainability policy developed, implemented and revised as necessary	Appoint Sustainability Coordinator-	CPG		Not yet Met	Not Yet Met Sustainability Coordinator needs to drive leadership.
<p>Include a focus on sustainability in different learning areas</p> <p>Students undertake work experience in the community related to special character</p>	<p>Where practical and appropriate sustainability introduced in the curriculum and in any class projects that focus on technology</p> <p>Encourage and support student initiatives towards sustainability</p> <p>Ensure rubbish recycling is maintained</p> <p>CI 10 will prepare and evaluate their related work experience in health classes</p>	<p>GD All teachers</p> <p>MS</p> <p>RM</p>	3 weeks after Work Ex concludes	Photo development and car allowance reimbursement	<p>Class 10 presentation from work w. experience very successful.</p> <p>Look to reintroduce "clean up the world day"</p>

2009 Upper school Goals with Review ( analysis of Variance )

## Goals for 2009

Goals	Action	Indicators	Responsible	Final Report/Review
Improve results in NCEA and NZRSSC	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and Perform a longitudinal analysis of NCEA/ NSC for year cohorts 11 / 12. Looking at rates of achievement</li> <li><input type="checkbox"/> Use analysis to vary and refine 2009 programmes</li> <li><input type="checkbox"/> Analyse progress of individual students for Numeracy and Literacy achievements</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Achieve to comparative National Standards for year group within standard distribution (with a mean) cf. 2008 60%</li> <li><input type="checkbox"/> Lower achievers (lower 20%) targeted to attain 80% level qualifications by graduation</li> <li><input type="checkbox"/> Identified top 20% Higher achiever group to gain credits at merit or excellence.</li> </ul>	MU JS RB	<p>Regular NCEA predictions and progress reports for 2009 were completed. Borderline students identified and assisted where possible.</p> <p>51.72 % pass L2. Low pass rate will be explained in departmental analysis (available 1<sup>st</sup> March) . Focus needs to continue in 2010. Good L3 result 72.7% UE 64.3% On Course for achieving 100% Literacy and Numeracy. Correspondence English Literacy offered to the few that are borderline</p> <p>Lower end students were given opportunities through various star courses and Gateway which was introduced for the first time in 2009.</p> <p>Further analysis is to be made to explain lower Merit and Excellence endorsed certificates. Discussions have started. John PN has suggested at least 14 credits from each subject must come from AS</p>
All Students complete All work by end of year	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain Database (spreadsheets) record assessment results and students' achievement</li> <li><input type="checkbox"/> Develop clear</li> </ul>	Databases are up and in use and bi monthly dedicated sponsor classes for completions	RB MU SPONSORS	<p>Classes 8,9,10 and 12 were all complete across all Main Lessons and subjects across whole year.</p> <p>Class 11 Had a number of outstanding incompletions – 10 students in total. A final letter had been sent to parents about this. Reminding of our policy to hold back a year if incomplete. At beginning of week 3 only two students still</p>

	<p>procedure for Completions involving sponsors, subject teachers and homework group coordinator</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 10 – Day Marking Policy *</li> <li><input type="checkbox"/> Dates for Information evenings (for parents and students) are reviewed</li> <li><input type="checkbox"/> Study guides provide clarity about course content and assessment tasks</li> <li><input type="checkbox"/> Booklets (study guides) and oral information given to be improved (where a lack of clarity has been identified) to clarify processes and enable students to make informed course choices.</li> </ul>	<p>Start of new term each students has completed outstanding work</p> <p>Information meetings, Course descriptors, study guides, recording and reporting are all done in a conscientious, fair and timely manner.</p>	Angelika	<p>outstanding.</p> <p>Vision: Look to develop refined marking systems Peer Marking, Rubrics, Develop alternatives to ML Book. Maxine and Phil working as leaders for assessment design.</p> <p>Aim to Decreasing Teaching marking by 20% of book related marking load to improve timeliness. Through peer appraisal, self appraisal, group process marking.</p>
Implementation of New NZ Curriculum	<p>Curriculum Support Day May 21<sup>st</sup></p> <p>One document from each descriptor before Jumbo Day</p> <p>Curriculum Cluster group formed.</p> <p>HOD identify changes</p>	<p>Attain integration of new curriculum in descriptors and planning documents by end of year</p>	RB US Cluster group NC, TP	<p>All new planning is now working with new curriculum.</p>

Building of Interpersonal Relationships within the school	Develop effective collaborative management system . eg360* feedback system/ surveys  Healthy and caring staff interactions  Professional Development - John Cunningham Workshop/	Surveys show a general positive position on feedback.	RB AC	Overall feedback from staff survey positive.  Still unresolved issues within small percentage of US staff
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**Summary of NCEA Participation Based Results 2005-2009**

	UE%pass		L3 % Pass		L2 % Pass	
	School	National	School	National	School	National
2005	27.3	50	31.8	55.5	13.3	64.3
2006	11.1	51.8	11.1	55.6	36.7	67.1
2007	61.1	53.5	61.1	60.5	55.6	72.2
2008	68.2	56.8	63.6	60.2	52.2	73.2
2009	64.3	66.4	71.4	70.6	53.3	79.7

**2010 Annual Plans and Goals**

Lower school ( see 2009 review section )

Lower school Goals

### Four Lower School Improvement Goals for 2010

Goals	Action	Indicators	Responsible	Time Frame	Budget	Mid-year review	End year review
<u>Learning Expectations</u> 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.	Finalise Year level Student Benchmarks eg. Te Ra Curriculum and Key Competencies. Inform parents twice in the year, of student improvement in Literacy and Numeracy.	Benchmark Folder completed.	Neil (Rachel assisting). Brenda.	Dec 2010	5 hours Non-contact time (morning). Budget: Entitlement		
<u>Learning Expectations</u> 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.	Implement Staff training in the administration and moderation of Writing Exemplars. Develop teacher, self and peer appraisal of learning and Key Competencies.	Effective Analysis Folder system created. (eg. Green Folder).		Dec 2012			
<u>Social Inclusion</u> Educate parents and involve students, in promoting socially inclusive and non-disruptive behaviours (both at home and at school).	Organise parent talk to educate and define bullying vs normal developmental behaviour expected at each age by a Health Professional (school-wide in class/parent meetings) Refresh teachers in use of No-Blame Approach and Pedagogical Stories.	Improvement in Trust from parents regarding the school's approach.	Shirley, Deirdre, Thomas. Class teachers. Peter (No	Dec 2010.			

<p><u>Sustainability</u></p> <p>a) A plan to reduce the school's ecological footprint developed, implemented and revised as necessary.</p> <p>b) Lessons incorporating an awareness of sustainability issues where appropriate.</p>	<p>All teachers to include frequent use of co-operative games, and weekly sharing of game resources in staff meeting. Create opportunities daily to hear and resolve class issues.</p> <p>Draft Sustainability Plan devised.</p> <p>Improve operation of the school's 3 bin waste-sorting system (from child to classroom to whole school environment).</p> <p>Care of the Environment and relate to Local and Global issues where appropriate. Investigate Enviroschools Class areas of responsibility for clean-up.</p>	<p>Healthy class interactions.</p> <p>Document ready for critique. Waste correctly sorted.</p> <p>Reduced level of rubbish in school grounds. Discussions of Sustainability lessons in LS meetings. Parent feedback in parent meetings.</p>	<p>Blame bullying), Deirdre (Pedagogical Stories). Unit holder. All teachers.</p> <p>Unit Holder All teachers Children.</p> <p>Unit Holder. All teachers. Parents.</p>	<p>Dec 2010.</p> <p>Dec 2010</p>	<p>Replacement and upgrades of cleaning equipment and bins.</p>	
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## Upper school Annual Plan

## US Annual Plan for 2010

From Annual Plan	Action	Budget needed	People
The Values outlined in Mission statement to be made explicit throughout the education and our interpersonal relationships	Supporting each other  Active involvement in meetings: Constructive. Transparent  Mission Statement to be more visible in school  Continue/ Expand on NVC work	Colour printing budget for art work and lamination <b>\$100</b>  PD – guest speaker on NVC <b>\$250</b>	MS MET RH
Plan and teach to the range of achievement levels in classes esp to NCEA/ CSC	Focus on extension as well as special needs  Clear guidelines for IEP's / expectations  Remedial Correspondence programme - Literacy/ Numeracy  Practical PD workshops for staff working with dyspraxics, asperger's etc...  STAR courses for extension  Progression of CSC	nil	MG RMc
Teachers designing assessment to manage new curriculum and mark according to timelines	Peer Marking  Accurate Assessment Schedules	nil	MUS GD JT PJ

	<p>Rubrics</p> <p>Termly Completions</p> <p>Develop alternatives to ML Book</p>		
<p>Implement effective tools and methodologies for addressing behavioural concerns and issues of social inclusion to each age level and provide professional development as required</p>	<p>Devise a more efficient detention system</p> <p>Classes 8/9 cleaner/ quicker consequences</p> <p>Review small rules and adhere to them</p> <p>Agree to set the same boundaries</p> <p>Higher levels of communication from Dean/ Det Coordinator</p>	<p>nil</p>	<p>JS RB EB MW</p>
<p>Increase student engagement in learning that includes group learning focus [6.1]</p>	<p>EOTC</p> <p>Will oriented tasks</p> <p>Vertical form interaction</p> <p><b>KEY COMPETENCY GOAL: SELF MANAGEMENT</b></p> <p>Continue to Increase group work in lessons</p> <p>Plan varied &amp; interesting programmes.</p> <p>Consistent checking of homework</p> <p>Peer Appraisal process will look for evidence of group work and project work in planning, teaching (and assessing)</p>	<p>nil</p>	<p>NW CC RB</p>

Return work within a reasonable time frame	10- day marking policy – all departments. This was not met by all staff for 2009. Aim for more vigilance on this.  HOD and CPG support with late teacher marking	nil	Angelika RB JS CPG
Students undertake work experience in the community related to special character	Build on Class 10 in-class presentations – Pecha Kucha style presentations form Community based work experience. Have selected students present to full school assembly  Re-introduce “clean up the world”	Nil  Rubbish collection materials \$50	RMc MS MET

## Upper school Goals

## US Goals for 2010

Goals	Action	Indicators	Responsible
Improve results in NCEA and NZRSSC	<p>Continue to Track academic cohorts 11 / 12. Looking to improve on rates of achievement from 2009</p> <p>Departments offer at least 14 credits from each subject must come from Achievement Standards – to allow for Merit and Excellence.</p> <p>Continue to Analyse progress of individual students for Numeracy and Literacy achievements and Use analysis to vary and refine 2010 programmes</p>	<p>Maintain (as baseline) comparative National Standards for year group within standard distribution (with a mean) as seen in</p> <p>Identified top 20% Higher achiever group to gain credits at merit or excellence.</p> <p>See an increase in the percentages of merit and excellence for Achievement Standards</p> <p>Lower achievers (lower 20%) targeted to attain 80% level qualifications by graduation</p>	<p>MU</p> <p>JS</p> <p>RB</p> <p>HODs</p>
Teachers designing assessment to manage new curriculum and mark according to timelines. Reduce Teachers Marking load	<p>Peer Marking/ Self assessment/ Group work</p> <p>Timely and Accurate Assessment Schedules</p> <p>Rubrics</p> <p>Termly Completions</p>	<p>A reduction in teachers marking load by 15%. Quantifiable through staff survey.</p>	<p>MU</p> <p>PJ</p>

	Developing presentation alternatives to ML Book		
Implementation of New NZ Curriculum	All descriptors written with new curriculum integration and accessible through departmental folders.	Attain full integration of new curriculum in descriptors and planning documents  Strong awareness of key competancies when designing and refining units of work.	RB US Cluster group NC, TP
The Values outlined in Mission statement to be made explicit throughout the education and our interpersonal relationships	Develop and build on NVC communication – especially related to inter-staff dialogue around difficult issues.  Active involvement in meetings: Constructive. Transparent  Professional support for each other  Mission Statement to be more visible in school  Continue/ Expand on NVC work	An increase in locally resolved issues- not requiring management intervention.  Staff <b>survey</b> shows an increase (from 2009 survey) in feeling of support and safety.  Each Room is installed with visual art work of an showing element of the mission statement	MS MET
Development of WILL. Our highlighted KEY COMPETANCY for 2010	EOTC  Will oriented tasks  Vertical form interaction  <b>KEY COMPETENCY GOAL: SELF MANAGEMENT</b>	Better sense of engagement from students  Pride and belonging to the school  An increase in multi age integration – positive role modelling/ mentoring/	NW PJ

## 1996 Charter

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