

ANNUAL PLAN – UPPER SCHOOL 2011

GOAL	Specific Goal/ Action	Indicators/ How do we know we're there?	People
<p>All lessons in the school imbued with a background understanding of Steiner education made explicit through lesson plans, background information or student work.</p>	<p>Extend Professional Development for Steiner/ Waldorf teaching</p> <p>Sharing techniques/ teachings/ practises / information at meetings. Increase Class Studies and Child Studies on Thursday meetings. Bothmer Gym – Dan Freeman</p> <p>US involvement in Ped Meetings. Leadership and involvement to the wider College. CPG BOT sharing knowledge of wider group.</p>	<p>Teachers using new material that relates to Waldorf developmental stages and can use with confidence. Reflected in staff survey.</p>	<p>All</p>
<p>The Values outlined in the mission statement to be made explicit throughout the education and our interpersonal relationships.</p>	<p>Staff Interpersonal relationships Communication. Strategies for dealing with one another. Effective communication BOT and CPG minutes – sharing and posting Job descriptions attached to the "Who's Who" More clarity on Management Units- CPG Improve collegial responsibility at meetings. Attendance to meetings. Ring a bell – 5 minutes before Group strengthens position- losing culture of "oh it's OK that you late" Earlier agenda posted. Revise previous action. Prioritise-No other meetings within this time Taking attendance record.</p>	<p>Sense of mutual respect and healthy professional relations would be reflected in mid year staff survey.</p>	<p>All</p>

	Physical lay-out- attention. No other work/ Cell phones on silent mode. Leave room. Secretary duty.		
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Learning Expectations

GOAL	Specific Goal/ Action	Indicators/ How do we know we're there?	People
All students enjoying a variety of learning experiences that lead to high levels of understanding and outcomes.	Develop EOTC Restructuring Camp format – for 2012 start. Camp task team EOTC Teacher in charge to develop programme. Oversee all Camps and trips Initiate new programmes: Edinburgh, Spirit of Adventure, Tracks and Tide Programme, Kiwi rec., Tiromoana	New initiatives can be established and reviewed	
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.	Revising descriptors/ assessment to include movement, physical, NON BOOK WORK Reduced ML Books Enhance IT.	New initiatives can be established and reviewed- either anecdotally or through surveys showing positive shift in course content	ALL
Increase student engagement in learning that includes group learning	Revising descriptors/ assessment to include movement, physical,	New initiatives established and reviewed- either anecdotally, feedback or through	ALL

<p>focus [6.1]</p>	<p>NON BOOK WORK</p> <p>Reduced ML Books</p> <p>Establish alternative achievement pathways Duke of Edinburgh, Spirit of Adventure, Tracks and Tide Programme. Teacher in charge. Flow of information. Spokesperson.</p> <p>Daily rhythm, movement work at Main Lesson</p> <p>Easier access to trips – School Van? Leasing?</p> <p>Alternative assessment tools: Ppt, Video, Voice recording, Presentations, Research Display boards, Posters, Creative responses- song, dance, drama, art - fresco, baking, webquests, poem, recitation, role plays, experiments and dissections, modelling, monologues, radio plays, DNA origami, Leadership, Coaching, Teaching other groups eg: Peers, Younger Kids, Debates, Speeches, Discussion, Interaction within Groups, Create</p>	<p>surveys showing positive shift in course content</p>	
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	<p>a space – eg: restaurant, Board games – playing and creating, Mind mapping, Field trips, Response to. Practical applications – real life applications: letter to editor, CV writing, Running assemblies, Organisation of festivals,</p> <p>External connectors: eg: Sponsor a dolphin, Clean Up the Beach, Animals- Llama’s</p> <p>Colleagues open to internal cover.</p> <p>Advance planning</p> <p>Sponsors keeping current contacts for parent body. Group email lists- Angelika</p> <p>Review student ratios relative to RISK – High and low risk.</p>		
<p>Plan & teach to the range of achievement levels in classes; [6.1 6.2 and 6.3]</p>	<p>Improve NCEA outcomes from Gateway Programme</p> <p>Analysis of outcomes. Awareness for students of possibilities.</p> <p>Differentiated TEACHING and</p>	<p>Analysis of outcomes shows a lower proportion of students not “falling through the gaps”</p>	

	learning. <i>Add as essential to descriptors/ planning</i>		
Maintain patterns of timeliness to class	Monitor and feedback of class start times Teachers in class 5 mins before bell. Regular routines of handshake/ greet. Tidy before exit. Locking doors. Equipment .(return if applicable).	Clearer start finish pattern. Perceived sense of structure.	ALL
Address student distraction, disrespect and low levels of concentration	Revise Detention system Policy established by Deans Time frame and follow up from withdrawals and absences	Upper school staff feeling more supported by BM system. Reflected in staff survey.	
Return work within a reasonable time frame	Maintain current departmental policies Calendar structure and reminders from HOD's and US Coordinator	Lower numbers within the completion group. Students feeling supported by marking structure – reflected in student surveys.	ALL
Improve results in NCEA and NZRSSC	Tracking/ Alternative programmes. Bringing an awareness of Univ Entry. Guidance and information	All students leave with Level 1 (and or meet or exceed Nat Average for Uni Entrance	ALL

	<p>around subject choice- identifying pathways. Future Indicative or similar (Portfolio) established.</p> <p>Tracking/ Alternative programmes(eg multi level NCEA teaching). Literacy Programmes esp. 8,9,10</p> <p>Revise the number of Ach. Standards (eg 20/21 credits offered- push for AS's). Identification of students that could be extended</p> <p>Improve Tracking, AC Dean, Sponsor informing students. Clarity of how attain.</p> <p>Class 8-12 Raise the CSC achievement levels (requires analysis of previous years). Class 8-12 Raise the CSC achievement levels (requires analysis of previous years)</p>	<p>More students achieve Lit / Numeracy at UE level.</p> <p>Increased NCEA Merit Endorsement rates to the Nat. Average</p>	
<p>Review opportunities for C11 students to gain qualifications at Level</p>	<p>Tracking/ Alternative programmes. Bringing an</p>	<p>All students leave with Level 1 (and or meet or exceed Nat Average for Uni Entrance</p>	<p>MUS BN</p>

1	<p>awareness of Univ Entry. Guidance and information around subject choice-identifying pathways. Future Indicative or similar (Portfolio) established.</p> <p>Analysis of outcomes. Awareness for students of possibilities.</p> <p>Improve NCEA outcomes from Gateway Programme</p>		
Provide timely course and achievement information to students	<p>Maintain current departmental policies</p> <p>Clear calendar dates set band reminded from HOD's and US Coordinator</p> <p>Reports move to full database system.</p>	Information organisation reflected in positive response through student surveys	

Social Inclusion

GOAL	Specific Goal/ Action	Indicators/ How do we know we're there?	People
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>Goal setting. Peer Support, Celebrating success, Sponsor Guidance. Revisit funding / alternative solutions for EOTC eg: newsletter, assemblies, Sponsor</p> <p>Revise Detention system Policy established by Deans Time frame and follow up from withdrawals and absences</p>	Upper school staff and students feeling more supported by BM system and curriculum planning. Reflected in staff and student survey.	ALL
Work towards reducing class sizes as an aid to behaviour management	Create clarity with Upper school design for buildings	Design reflects needs for US	

Cultural diversity and Cultural enrichment

GOAL	Specific Goal/ Action	Indicators/ How do we know we're there?	People
<p>Further increase Te Reo and Tikanga Maori in all aspects of school life. Multicultural approach</p>	<p>Waiata in Assembly – learnt by Staff Te Reo Language week Mihi Incorporation in class Maori Art, Treaty ML, NZ History ML, Drama ML, Kapa Haka – Jason Northover (incorp into US) Francis Fasso- consultation Consultation with Maori Community WDI 2012 – Bone Carving. Taiaha-carving Simone to talk to US Students Staff notice board – phrases. Maori Proverbs/ art in classroom. Staycey Smith– flax weaving</p>	<p>US Staff using Te Reo more in classroom. Reflected in Staff surveys.</p>	<p>ALL</p>

Sustainability

GOAL	Specific Goal/ Action	Indicators/ How do we know we're there?	People
A sustainability policy developed, implemented and revised as necessary	Revise care areas School wide waste audit Improve waste sorting systems by teaching all staff and students revised bin system Increase student involvement. Strengthening of Student body in sustainability. Sustainability co-ordinator and enviro group raise awareness of related events and assist with the organisation of these. Raise awareness for waste reduction practices	Growth in Enviro profile in school Increased number of activities related to enviro Greater awareness shown in students. Seen through engagement in activities, lesser rubbish	
Include a focus on sustainability in different learning areas	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.	Food for larger US activities has a hands on sustainable approach: cheaper, better use of students in planning and preparation.	
Students undertake work experience in the community related to special character	Class 10 work ex- community focussed	Student awareness of "community". Reflected in student surveys.	

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