



Taikura Rudolf Steiner School & Kindergartens

2025 Annual Implementation Plan

Strategic Goal		
<p style="text-align: center;">He Reo Ora</p> <p style="text-align: center;"><i>To improve outcomes of all ākonga by weaving into the everyday life of Taikura Rudolf Steiner, the five key focus areas of the He Reo Ora Language Strategy by 2025.</i></p>		
2023 Strategies	2024 Strategies	2025 Strategies
<p>Define what confident, correctly and often looks like so all have shared understanding.</p> <p>Identify gaps in the implementation of He Reo Puāwai-and develop a plan to address these.</p>	<p>Individual goal for staff to improve confidence, correct pronunciation and or regularity of use of spoken language.</p> <p>Look at opportunities to support school wide improvement.</p> <p>He Reo Puāwai - implement plan to ensure all aspects are embedded into everyday classroom teaching.</p>	<p>Te reo me ōna tikanga Language and principles</p> <p>Te reo is spoken confidently, correctly and often in all domains of the school;</p> <p>He Reo Puāwai (the national Steiner School Māori curriculum) is embedded into everyday classroom teaching.</p>
<p>Share tikanga expectations with our community.</p>	<p>Consistently enforce tikanga expectations at community events by developing a procedure document for applying tikanga at festivals consistently.</p>	<p>Te hāpori Community</p> <p>The community is engaged in upholding te reo me ōna tikanga in the school.</p>
<p>Ratify written language expectations as part of communication strategy/procedure document.</p> <p>Define what our expectations are in regard to embedding into our administrative structures and develop an implementation plan.</p>	<p>Ratify written language expectations as part of communication procedure document to ensure consistent use of written re reo in school wide communication.</p>	<p>Kaiwhakahaere Administrative/communication</p> <p>He Reo Ora Language Strategy is embedded into all administrative structures of Taikura</p>
<p>Review/plan /consult on how environment should reflect and celebrate te ao Māori.</p>	<p>Implement plan on how environment could reflect and celebrate te ao Māori.</p>	<p>Te taiao Physical environment</p> <p>The physical school environment reflects and celebrates te ao Māori.</p>
<p>Review/plan how school festivals and activities ensure Te ao Māori is evident.</p> <p>Consult on plan and share with our community.</p>	<p>Will review the Spring Festival. The school will explore the relationships between Te Ao Māori and the Anthroposophical nature of the spring festival.</p>	<p>Hui ahurei-a-kura School festivals and activities.</p> <p>Te ao Māori is evident in all school festivals; consideration is given to te ao Māori when planning all school activities.</p>

Annual Goal/Target: (This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan.)				
<p><i>Hui ahurei-a-kura School festivals and activities.</i> Te ao Māori is evident in all school festivals; consideration is given to te ao Māori when planning all school activities.</p> <p><i>Te reo me ōna tikanga Language and principles</i> Te reo is spoken confidently, correctly and often in all domains of the school; <i>He Reo Puāwai</i> (the national Steiner School Māori curriculum) is embedded into everyday classroom teaching.</p> <p><i>Te hāpori Community</i> The community is engaged in upholding te reo me ōna tikanga in the school.</p> <p><i>Te taiao Physical environment</i> The physical school environment reflects and celebrates te ao Māori.</p>				
Actions Detail the key actions we'll take this year to reach our annual target listed above	Who is Responsible	Resources Required	Timeframe	How will we measure success? What we expect to see at the end of the year and detail the measurements we'll use to check on our progress. We need to reference the success measures from our strategic plan template.
Increase Te Reo Māori usage (linked to 2024 Individual goal for staff to improve confidence, correct pronunciation and/or regularity of use of spoken language)	He Reo Ora group Management All Staff	Write up expectation in the PGC documents around the use of instructional Te Reo Created a list for instructional Te Reo, with Formulaic phrases and the expectations for the use of these phrases by Teachers, students. Adapt the Peer observations form to reflect the use of these phrases.	From the beginning of the year Before next PGC begins <	

Strategic Goal		
<p style="text-align: center;">Curriculum</p> <p style="text-align: center;"><i>To have a responsive and inclusive special character curriculum that meets the needs of all ākonga through increasing kaiako knowledge, capacity and capability.</i></p>		
2023 Strategies	2024 Strategies	2025 Strategies
Kindergarten curriculum – ensure continuity between both centres – revisit expectations to ensure consistency. Formal review process developed and confirmed. Revisit Level 1 NZC requirement.	Revisit Kindergarten curriculum expectations to ensure continuity between both centers including: Developing and confirming formal review process Reviewing NZC Level 1 requirement	Continue collaborative mahi on Kindergarten curriculum expectations to ensure continuity between both centers including: Continue and confirm formal review process Reviewing NZC Level 1 requirements
Collectively review the Lower School Taikura Steiner Waldorf Curriculum document. Localising to Aotearoa 2023.	Collectively review the Lower School Taikura Steiner Waldorf Curriculum document. Localising to Aotearoa 2023.	Develop a skills curriculum which aligns with NZC, our Steiner Waldorf Curriculum and He Reo Pūawai. LS Curriculum document updated with alignment between New Zealand Curriculum refresh documents our Steiner Waldorf Curriculum and He Reo Pūawai. Curriculum expectations and non-negotiables completed and included in updated curriculum documents.
Develop draft document of national Steiner Waldorf High School Curriculum.	Consult and gather feedback gathered on draft national document.	HS Curriculum document developed, and which has alignment between New Zealand Curriculum refresh documents our Steiner Waldorf Curriculum and He Reo Pūawai. Curriculum expectations and non-negotiables completed and included in updated curriculum documents.
Investigate options for enhancing the delivery of our Steiner Waldorf curriculum within the structure of the timetable and between/across subjects KG options	Investigate options for enhancing the delivery of our Steiner Waldorf curriculum within the structure of the timetable and between/across subjects	A plan confirmed, communicated and in place regarding collaboration between subjects and maximising timetable opportunities.
Investigate options for enhancing learning opportunities within our Steiner Waldorf curriculum through mixing of cohorts/class groupings. HS implementation of vertical sponsor groups in 2023. Review HS vertical sponsor groups – decide on plan for 2024.	Investigate options for enhancing learning opportunities within our Steiner Waldorf curriculum through mixing of cohorts/class groupings <ul style="list-style-type: none"> • KG transition to school visits • Event Week/Reading Challenge • Data gathered on existing mixed cohort events. Implement regular group singing/items across the high school. Continue to strengthen consistency of working together across our two kindergartens including: <ul style="list-style-type: none"> • staff to meet more often to work on Child studies • peer conversations/observations, • work towards tuakana groups in T3 and T4 in both kindergartens 	Strategy in place regarding mixing of class groups for activities and learning.

Annual Goal/Target:				
(This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan.)				
<i>To have a responsive and inclusive special character curriculum that meets the needs of all ākonga through increasing kaiako knowledge, capacity and capability.</i>				
Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Detail the key actions we'll take this year to reach our annual target listed above				What we expect to see at the end of the year and detail the measurements we'll use to check on our progress. We need to reference the success measures from our strategic plan template.
Lower School Within School Leader (WSL) to continue consultation with Lower School kaiako regarding Main Lesson reviews. Confirm and Implement changes to Main Lesson curriculum document.	WSL Lower School Workplan	Faculty meeting time	Ongoing	Revised Main Lesson documentation will be trialled in planning with the appropriate class teacher 2025/2026. The class teacher will be interviewed/asked to provide feedback on how the changes affected their knowledge, capacity and capability and how they met the needs of ākonga.
High School Deepen teachers knowledge through a review of Main lessons with a focus on how each meets the of ākonga. Review alignment via teacher presentation of planning with the developmental stages of ākonga/the Waldorf pedagogical impulse for each year. Revisit Main Lessons and planning after teaching and learning has occurred.	Lower School Teachers Management	Faculty meeting time	Ongoing	Assess how knowledge, capacity and capability of kaiako develops through survey/questionnaire. Discussion held prior to teaching ML and after to assess the impact of conversations and impact on kaiako knowledge and capacity, and ākonga learning
Kindergarten Support ākonga towards school readiness (with the focus on pencil grip). Develop a tool (form) to record and measure progression.	Kindergarten kaiako Senior Teacher	Create a template – record 3x observations per year Painting, drawings, photos Variety of opportunities to practice and use different materials Variety of scaffolding activities – focus from gross to fine motor skills	T1, T2, T3/T4 Ongoing	After comparing initial data (T1) with last collected (T3/T4) - 80% of tuakana tamariki would have made progress. 90+% of ākonga will have correct pencil grip by the end of the year.

Strategic Goal				
Communication <i>To develop communication that meets the needs of all ākonga by ensuring it is consistent, and adds value to our special character, learning relationships and individual understanding.</i>				
2023 Strategies		2024 Strategies		2025 Strategies
Develop Assessment policy and procedure which articulates our approach and rationality based on our special character. Share drafted special character and communication strategy/procedure documents with staff, governance and our community.		Develop Assessment policy and procedure which articulates our approach and rationality based on our special character. Develop special character and communication policy and procedure documents.		Ensuring policy and procedure documentation reflects accurately our practice and daily activity.
Develop an annual parent education plan which bridges life for our students between home our kindergarten and school.		Consult with staff to develop an annual communication/parent education procedure to ensure consistency throughout the school and kindergarten and which includes SC talks, panui, parent and festival evenings, sharing of marking.		Develop a sustainable annual parent education programme which articulates our special character and the developmental stages ākonga progress through and the way in which the curriculum supports this and how home can work in partnership on this.
Develop kaiako knowledge of Formative assessment within the context of our special character and in alignment with our Kahui Ako.		Implementation of formative assessment approach in alignment with our Kahui Ako roadmap.		Implementation of formative assessment approach in alignment with our Kahui Ako roadmap.
Annual Goal/Target:				
<i>To implement a trial communication plan that reflects special character with regular feedback from staff to create consistency.</i>				
Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Detail the key actions we'll take this year to reach our annual target listed above				What we expect to see at the end of the year and detail the measurements we'll use to check on our progress. We need to reference the success measures from our strategic plan template.
Create initial termly newsletter templates in the school team drive that collates relevant information for specific classes, developmental stages and termly events.	TH, KW, ER, AJ, NF and JK.	Past and current newsletters from sponsor and class teachers.	By the end of Term three, 2025.	Feedback from teachers and parents in the form of a survey.
Create guidelines for parent evenings for each year level.	Communication group	Current information.	End of Term Three	PED meeting term one to collate information for templates and survey in term four for teachers. Parents will be surveyed in Term 3 2026.