



## Taikura Rudolf Steiner School & Kindergartens

### 2024 Annual Implementation Plan

Strategic Goal				
Curriculum				
<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>				
Annual Goal/Target:				
<small>(This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan.)</small>				
Continue to review and develop our Kindergarten, Lower School and High School Curriculum documents as outlined in our Strategic Plan				
What do we expect to see by the end of the year?				
<small>(What expectations do we have for this target/goal for this year? What evidence will we see? This can flow on from the expectations listed in our strategic plan for the full 3 years.)</small>				
<ul style="list-style-type: none"> <li>● The inclusion of subject specific content into the developing national Steiner/Waldorf High School curriculum document.</li> <li>● Lower School Main Lesson Review Schedule Created – Main Lesson reviews completed – as per Main Lessons listed on 2024 schedule.</li> <li>● Consistent approach confirmed between both kindergarten centers</li> </ul>				
Actions <small>Detail the key actions we'll take this year to reach our annual target listed above</small>	Who is Responsible	Resources Required	Timeframe	How will we measure success? <small>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.</small>
Revisit Kindergarten curriculum expectations to ensure continuity between both centers including: <ul style="list-style-type: none"> <li>● Developing and confirming formal review process</li> <li>● Reviewing NZC Level 1 requirement</li> </ul>	KMM	Shared folder containing documents for review Maths/Pāngarau framework draft - document available to review and trial Review timetable - in doc - Annual Kindergarten plan	2024	Shared Curriculum Resource folder created and used with regular updates. Scheduled reviews confirmed for assessments, philosophy statement, whānau pages cycle Learning journey documents reference Level 1 NZC Mahi on Pāngarau/Maths assessment document
Collectively review the Lower School Taikura Steiner Waldorf Curriculum document. Localising to Aotearoa 2023. <ul style="list-style-type: none"> <li>● Create a foundation document which guides the approach of the Kaiako in their planning, preparation and use of curriculum documentation.</li> <li>● Imagination, Inspiration and Intuition for Innovative Planning</li> </ul>	Lower School Curriculum WSL	Time	2024	Foundation Document – re approach to planning - completed. More frequent use of the language – <i>Imagination, Inspiration and Intuition</i> by Kaiako in an Anthroposophical context during meetings, PGC and collegial discussion. Rationalisation of Main Lesson Content for Classes 1 – 7. Main Lesson Overview Schedule with adjustments completed. 2024 Trial adjusted schedule 2025.

<ul style="list-style-type: none"> <li>Using <i>whakaaro wairua</i> as a guiding principle in our education.</li> <li>WSL to consult with current and past Waldorf Teachers - to rationalize volume of Main Lesson Curriculum presently.</li> <li>Confirm which whakatauki - <i>2018 Taikura Localisation</i> or <i>2021 SEANZ mandated curriculum</i> - will be used in the reviewed Taikura Curriculum Document.</li> </ul>				Completed review and Main Lesson Descriptors as per schedule presented in Faculty meetings for ratification of final changes. Localised Main Lesson Curriculum Document completed. .Whakatauki confirmed.
Consult on and draft subject specific documentation for High School curriculum document.	Management Fellowship	Consultation and drafting will happen initially at our Across School Zoom hui. Release time to be offered to individual teachers in some subject areas to complete this work.	Term 1 and 3	Subject statements which align with the year theme, pedagogical aims and key capacities for each year level will be added to the developing High School curriculum document.
<b>Annual Goal/Target:</b>				
(This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan.)				
<b>Across cohort engagement through activity which enlivens our curriculum.</b>				
<b>What do we expect to see by the end of the year?</b>				
(What expectations do we have for this target/goal for this year? What evidence will we see? This can flow on from the expectations listed in our strategic plan for the full 3 years.)				
<ul style="list-style-type: none"> <li>Increased engagement across cohorts within one week curriculum based event.</li> <li>Strategy developed with clear rationale for any planned change for teacher specialisation to enhance curriculum delivery. Note – this strategy needs to accommodate changes to release time for teachers in years 0 – 6 re 2023 award. The impacts to this to current timetable of the Lower School’s junior classes could be significant to curriculum delivery.</li> </ul>				
<b>Actions</b> Detail the key actions we’ll take this year to reach our annual target listed above	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will we measure success?</b> 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.
Investigate options for enhancing the delivery of our Steiner Waldorf curriculum within the structure of the timetable and between/across subjects <ul style="list-style-type: none"> <li>Investigate the research pertaining to impacts of length of period on student learning.</li> <li>Visit Kura with varying organisation of their school day. Work to ascertain the best model for our kura.</li> <li>Establish impact of the new release time for teachers of <i>years 0 – 6</i> on curriculum delivery.</li> <li>Rationalise the tension of <i>release for teacher well-being</i> and our ideal re curriculum of rhythm routine and specialist subjects.</li> <li>Establish what is the best way to organise the release time for both subject/timetable delivery and teacher well-being.</li> <li>Establish - based on evidence the optimum length of time for a school period.</li> <li>Develop possible scenarios for organisation or release time.</li> </ul>	Lower School Curriculum group	In the area of Curriculum the biggest resource is time – time to do the research, collate findings and construct plans forward.	2024 -2025	Draft Guidelines written re best practice when timetabling teacher release within the framework of our Special Character and the delivery of our Curriculum.
Investigate options for enhancing learning opportunities within our Steiner Waldorf curriculum through mixing of cohorts/class groupings <ul style="list-style-type: none"> <li>KG transition to school visits</li> <li>Event Week/Reading Challenge</li> <li>Data gathered on existing mixed cohort events.</li> </ul>	CWG		2024 Event Week (But not week 10) Term 3 or 4	Potential new mixed cohort events are identified and trialed where applicable. Survey of students completed. Measure library resource usage. Analyse participation.
Implement regular group singing/items across the high school.	High School Staff	Music, lyrics, instruments and rehearsals.	Fortnightly	Student engagement across vertical groupings. End of term sharing of pieces.
Continue to strengthen consistency of working together across our two kindergartens including: <ul style="list-style-type: none"> <li>staff to meet more often to work on Child studies</li> </ul>	KMM	Face to face hui (T1 – 2x a term, by T3 every fortnight)	2024	Internal evaluation process reviewed and updated. Opportunities created to discuss and create/feedback A shared folder created on docs.

<ul style="list-style-type: none"> <li>peer conversations/observations,</li> <li>work towards tuakana groups in T3 and T4 in both kindergartens.</li> </ul>				Increased opportunities for KG child studies created (at least 2x a term - 1 from each KG)
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**Strategic Goal**

**Communication**  
*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.*

**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.)

Review, update and develop policy and procedure documents around assessment, special character and communication for kindergarten and school.

Actions <small>Detail the key actions we'll take this year to reach our annual target listed above</small>	Who is Responsible	Resources Required	Timeframe	How will we measure success? <small>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.</small>
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.	Management & Governance KMM		By the end of 2024	Assessment policy and procedure ratified. Special Character and Communication procedure ratified.

**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.)

Develop an annual parent education plan which bridges life for our students between home, our kindergarten and school.

Actions <small>Detail the key actions we'll take this year to reach our annual target listed above</small>	Who is Responsible	Resources Required	Timeframe	How will we measure success? <small>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.</small>
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.	Comms working group	Time for meeting	End of Term 3	Procedure developed and ratified.

**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.)

Implementation of formative assessment approach in alignment with our Kahui Ako roadmap.

Actions <small>Detail the key actions we'll take this year to reach our annual target listed above</small>	Who is Responsible	Resources Required	Timeframe	How will we measure success? <small>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.</small>
PAT tests Parents of classes taking PAT's are informed of the value of the assessment. Announcement and description in our grapevine. Detailed information in class meetings. Parent evenings of Classes 6 –7 are attended by Specialist teacher. Parents invited to discuss in depth their concerns with Sponsors and class teachers.	Teacher's classes 5-9  Assessment coordinators High school and Lower school		Term 1 2024 PAT's weeks 3-4 feedback by week 7	Parents are involved in the assessment. Students are supported by informed parents, and they are attended to in case of anxiety or insecurities. This is valued and repeats in 2025. Parents seek information from teachers after Pat's 2024. Parents are able to seek help and ask questions related to the student performance in those test in a timely manner 2024. Teachers know how to use NZCER website.

Class and subject teachers are able to give feedback to students in a timely manner. Classers 5-9 Teachers know how to access the data, are able to read trends and student progress in time. School management supports and facilitates the implementation of feedback to students.				Sponsors and relevant subject teachers are seeking assistance from assessment coordinators to support their understanding of the test results and how best communicate their outcomes to students. Anecdotal evidence by teachers will be collected and followed to see if the feedback was pivotal in their engagement. Teachers who have never used the website will take up the longstanding offer to look into the students' results and learn how to use the resource to feedback to students and parents.
PLD Lower school teachers have PLD on Formative assessment best practice. Exploration of research based effective formative practices. Teachers share current use of FA and trial previously unused methods. Explore HEAD, HEART, HANDS as an umbrella structure for ongoing FA in the lower school. Lower School teachers are aware of feedback techniques they can implement to improve their practice. This includes other subject teachers (Language, technology, movement) Google drive to store, quality formative assessment research for teachers to use when in search of curated best evidence research. Teachers are surveyed on their use of FA practices	Teacher's classes 1-7 WSL FA	Copies of 'Clarity in the Classroom', available for teachers in the teachers library.	Term 1-4 2024	Students feel valued and see that their participation is key for their future learning. Students are active and productive stakeholders in their learning Teachers are informed of key issues in the delivery of their formative assessment related programmes and seek to improve formative practices within their lessons. teachers share and increase their use of FA practices. Google drive is accessed and populated with ideas by other teachers.  Survey results show increase in use of FA strategies.
STUDENT VOICE Classes 5 -6 -7 School Survey conducted in term 3 . Its results are communicated to all..  Class 6-7 will have a special focus on feedback, teacher and WST will work collaboratively to improve the vocabulary and expectations around peer feedback.	WSL FA all teachers		Term 3 week one week 5	Teachers use the Google Drive top keep abreast of pedagogies that enhance engagement. Pilot survey gives indications of areas of work as well as a refinement of questionnaire to be given in subsequent years.  Kahui Ako goals are aligned with school goals.

Strategic Goal				
He Reo Ora				
<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>				
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.)				
Implementation strategies for 2024 are completed.				
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.
Individual goal for staff to improve confidence, correct pronunciation and or regularity of use of spoken language.  In order to support te reo development in the school, termly phrases are practised in meetings.  He Reo Puāwai - implement plan to ensure all aspects are embedded into everyday classroom teaching.	He Reo Ora working group	Variety of phrase resources	Term One, 2024          Term Two, 2024	Te Reo Document – termly phrases, TKI to be printed and distributed, Teacher read docs <a href="#">Link</a> Phrases to be practised in staff daily morning circle, faculty meetings, agenda Hearing phrases used in the classroom and around the school grounds Kindergarten to practise phrases at weekly meetings Integrate into peer observation sheets and peer reviews / PGC A refresher for staff of how to integrate He Reo Puāwai in faculty staff meetings

				Follow up in subsequent meetings by each staff member bringing an example of integration to generate discussion/share ideas
Consistently enforce tikanga expectations at community events by developing a procedure document for applying tikanga at festivals consistently	He Reo Ora working group	Meeting time allowance	Term Two	Procedure is developed and ratified
Ratify written language expectations as part of communication procedure document to ensure consistent use of written te reo in school wide communication.	He Reo Ora working group	Time at meetings		Language is present in formal written communication with greetings and sign offs
Will review the Spring Festival. The school will explore the relationships between Te Ao Māori and the Anthroposophical nature of the spring festival.	He Reo Ora working group	Release time / meeting time		Research and discussion will occur and evidence will be seen in the minutes of the festival committee and staff review.