Taikura Rudolf Steiner School & Kindergartens

2026 Annual Implementation Plan

Strategic Goal				
He Reo Ora *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.*				
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.)				
Te reo is spoken confidently, correctly and often in all domains of the school by increasing student and staff understanding of Te Ao Māori and the usage of Te Reo Māori.				
Actions	**Who is Responsible**	**Resources Required**	**Timeframe**	**How will we measure success?**
Expectations developed around the use of instructional Te Reo	He Reo Ora group Management All Staff	Write up expectation in the PGC documents around the use of instructional Te Reo Create 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.	By the end of 2026	Expectations around the use of instructional Te Reo added to PGC documents or our Quality Practice documents or specific procedure developed.
From communication procedure - Confirm list of kupu for use in all school and kindergarten communication – written and verbal or just written?	He Reo Ora group	Time to gather information from staff – would like to gather a list from staff around what kupu people are comfortable speaking already in te reo Māori to ensure we make a list and then develop a strategy with what people are comfortable with and what we can learn in the future.	By the end of 2026	List of kupu developed and added to communication procedure.
Embed newly translated student verses for staff and students.	All staff	Want clarification around how this will be administered?	By the end of 2026	Staff and students able to confidently speak Te Reo translation of the morning verse.
Embed the use of Te Reo names for spaces around kura for staff and students.	Clayton	Time at morning briefing – to incorporate phrase – I work in ….	By the end of 2026	Staff and students able to confidently use Te Reo names for classrooms and areas around Taikura.
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.)				
Te ao Māori is evident in all school festivals; consideration is given to te ao Māori when planning all school activities by developing expectations for the celebration of Matariki and Te Wiki o Te Reo				
Actions	**Who is Responsible**	**Resources Required**	**Timeframe**	**How will we measure success?**
Develop a procedure for the celebration of Matariki across our kindergartens and kura and consult with staff and our community.	He Reo Ora group Management Festival Group	Utilising MOE resources A team drive that has resources Pedagogical meeting times • 1st – He Reo Ora group only – to prepare plan • 2nd – Feedback with staff – share review Share video clip from Doctor Rangi Sharing of ideas, craft, whetu, weaving, fry bread, karakia, waiata. Unveiling of Matariki Stars	Matariki - beginning of Term Two, two pedagogical meetings	Procedure for annual celebration developed.
Develop a procedure for the celebration of Te Wiki o Te Reo across our kindergartens and kura and consult with staff and our community.		Utilising MOE resources A team drive that has resources Pedagogical meeting times for planning Share video clip from Doctor Rangi Sharing of ideas, craft, whetu, weaving, fry bread, karakia, waiata	This will be dependent on completion of the action above.	Procedure for annual celebration developed.

Strategic Goal				
Curriculum *To have a responsive and inclusive special character curriculum that meets the needs of all ākonga through increasing kaiako knowledge, capacity and capability.*				
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.)				
To have a responsive and inclusive special character curriculum that meets the needs of all ākonga through increasing kaiako knowledge, capacity and capability by supporting ākonga towards school readiness.				
Actions	**Who is Responsible**	**Resources Required**	**Timeframe**	**How will we measure success?**
Work in consultation with Class 1 kaiako and create a list of ideal skills for tamariki entering class 1 each year.	Kindergarten kaiako Senior Teacher	Team with Class 1 kaiako and Senior teacher	Term 2	Most ticked on the list (for tuakana) 80% - compare in Term 2 and Term 4.
Review areas of our kindergarten curriculum that can support these skills through play and imitation.	Kaiako	Kowhiti whakapae – MoE document	By end of Term 4	Curriculum document will be updated by the end of 2026
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.)				
To have a responsive and inclusive special character curriculum that meets the needs of all ākonga through increasing kaiako knowledge, capacity and capability by continuing to update the Primary School Main Lesson curriculum and our alignment with NZC				
Actions	**Who is Responsible**	**Resources Required**	**Timeframe**	**How will we measure success?**
Continue to review Main Lessons - And trials of revised Main Lessons - to ensure localisation and relevance for contemporary Taikura akonga.	Curriculum MU Holder Class teachers	Time – MU Holder Faculty Meeting Time Expert Guest Speakers	2026 onwards	Revised Main Lessons, trails, and reviews of trials documented. Notes from debriefs; identified improvements and next-step actions. Collegial discussion shows increased understanding of Steiner pedagogy and a coherence between the pedagogy and contemporary Taikura akonga.
Develop a standardized Long Term Practice Lesson Teaching Plan for each Year level in the NZ Maths and Statistics Curriculum to ensure curriculum coverage.	Deputy Principal	Ministry Funded PLD - Engage in PLD on the refreshed Maths & Stats curriculum Faculty Meeting Time / Release days Access Curriculum Leads - Hawke's Bay	2026	A standardised Long Term Practice Lesson Plan is completed for every year level (Years 1–8). Plans are stored in a shared, accessible location and follow a consistent format.
Professional Learning and Development. Engage in PLD on the refreshed Maths & Stats curriculum	Deputy Principal	Ministry Funded PLD - Engage in PLD on the refreshed Maths & Stats curriculum Faculty Meeting Time Access Curriculum Leads - Hawke's Bay	2026	Practice lesson units and long-term year plans align with the refreshed NZ Math & Stats curriculum AND with Steiner developmental stages as outlined in the SEANZ NZ Steiner Curriculum. **Teachers demonstrate increased confidence** (measured via short survey or reflection tool), with an improvement from Term 1 baseline to Term 4.
Embed updated NZC maths curriculum.	Deputy Principal	PLD, Standardised Long Term Practice Lesson Plans for Years 1 – 8.	2026/7 onwards	Practice Lesson Units of Learning Completed and linked to refreshed progressions.
Develop a graduated gardening curriculum document with a simple plan for each year level (Classes 1–7)	Curriculum goal group	Curriculum Goal Group time Planning templates; Steiner & NZC curriculum documents Funds for PLD - Biodynamics, permaculture Expert Advisors	2026	Children will have hands on gardening experiences from classes 1-7. A simple, coherent gardening curriculum document exists, linking each year level.

Explore partnership opportunities with Marae to develop a culturally responsive gardening programme		Library Resources Gardening resources – biodynamics, growing vegetables and plant propagation. Gardening Group Summarised notes and RAW notes HERE	2026 onwards	Demonstrates clear links between gardening programme, Waldorf principles & NZC strands. Localised curriculum connections are embedded, including authentic engagement with Marae Partnerships begin to form with local whenua (e.g., Waimārama planting, Kererū Station projects)
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.)				
To have a responsive and inclusive special character curriculum that meets the needs of all ākonga through increasing kaiako knowledge, capacity and capability by deepening High School kaiako knowledge of developmental stages of ākonga/the Waldorf pedagogical impulse for each year.				
Actions	**Who is Responsible**	**Resources Required**	**Timeframe**	**How will we measure success?**
Main Lesson surveys to be implemented, and results analysed.	High School Teachers Management	Faculty meeting time Ensure surveys are available for all teachers in 2026. Surveys to occur before and after ML, including reflection and evaluation after. Teachers to complete surveys for their professional development and apply their reflections to ML review when it occurs in Term 3.	End of 2026	Survey's completed and collated – kaiako & akonga Impact of surveys on teaching practice will be measured through self-reflection by teachers on whether the reviews affected their teaching practice.
A Main Lesson review completed with particular focus on Trig Camp and Art of Language	All High School staff Class 10 Teacher Class 10 English teacher	The Trig Camp and Art of Language will be held for the first time, and it will be important to discuss whether these were successful in meeting the pedagogical aims for the ākonga. The review to occur mid Term 3 before planning of the timetable begins for the next year. Time in faculty meetings to be scheduled for discussion and in a format similar to 2025.	Before end of Term 3	Annual review becomes BAU from 2027 onwards.
Continue review of HS key capacities to raise Kaiko consciousness and understanding of these.	HS teachers	Key capacities for each year group. Schedule time in HS faculty hui.	End of 2026	Review is completed.

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.)				
Create guidelines for parent evenings for each year level and email communication.				
Actions	**Who is Responsible**	**Resources Required**	**Timeframe**	**How will we measure success?**
Begin implementing suggestions to the draft template and set up Teams folder.	Communication goal group KW to start.	Check teams for info already available and other resources as needed/available. Digital drive with templates for staff to individuals completed with parent evening suggested materials.	Completed by the end of Term 2	Resources are available and accessible to all who need them.
Collate and compile feedback into digital drive folders for each class level.	Communication goal group KW to start.	Check teams for info already available and other resources as needed/available. Feedback from sponsors and class teachers on parent evening guidelines for each term.	Shared start of Term 3. Completed end of Term 3	Resources are available and accessible to all who need them.
Develop a LS and HS Survey that administration could share with families online regarding parent hui.	Communication goal group EF to start	Access Kindy one for group to adapt if needed Ped hui time – to share with all staff?	Completed by the end of Term 3	Decision from staff about implementation – will be made?
From communication procedure – develop agreed expectations for email signatures in regard to use of logo and titles etc	Communication goal group BB to share	Look at what everyone is already doing and collate.	Completed by the end of Term 4	Standardised electronic signatures across staff – are implemented and ready to use from the start of 2027.