

Te Rā School

Waldorf Education on the Kāpiti Coast

89 Poplar Ave, Raumati South
www.tera.school.nz

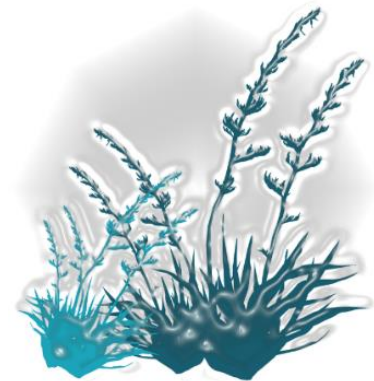
2023 Annual Plan

Whāngaia te wairua o te tamaiti

Hāpainga te mana tangata

Poipoia te mauri

*Education that nourishes the soul of each child,
upholds their dignity and nurtures their life force.*



2023 Annual Goal:

*Formative
assessment for
equitable outcomes*

2023 Annual Goal:

*Student Agency &
Leadership*

2023 Annual Goal:

*Sense of Cultural
Belonging*

**Kahui Ako Achievement
Challenges:**

Lower School Curriculum
Cultural Responsiveness
Formative Assessment

2022-23 ERO

Evaluation Focus:

Using assessment systems and
practices effectively to improve
outcomes in mathematics

Our Strategic Aims 2022 - 2024:

He Whānau Manaaki: EQUITABLE PRACTICE

He Waka Hourua: AUTHENTIC BICULTURAL WALDORF EDUCATION

Waiho i te toipoto: CONNECTED COMMUNITY

**7 National
Education and
Learning Priorities**

Te Rā School
Waldorf Education on the Kāpiti Coast

Our Strategic Aims 2022-2024 for Te Rā School in detail:

He Whānau Manaaki: STRENGTHENING EQUITABLE PRACTICES

Ongoing review and renewal of Waldorf educational practice ensures that teaching and learning at Te Rā is inclusive of the diverse needs and backgrounds of our students. *NELP 1–4, NELP 6 & 7*

He Waka Hourua: AUTHENTIC BICULTURAL EDUCATION

Tamariki Māori experience their culture & language being valued by all. All children at our school receive a rich experience of Māori culture & understand their own relationships as Tiriti o Waitangi partners. This is reflected in learning environments, learning contexts and curriculum content.

NELP 4 & 5

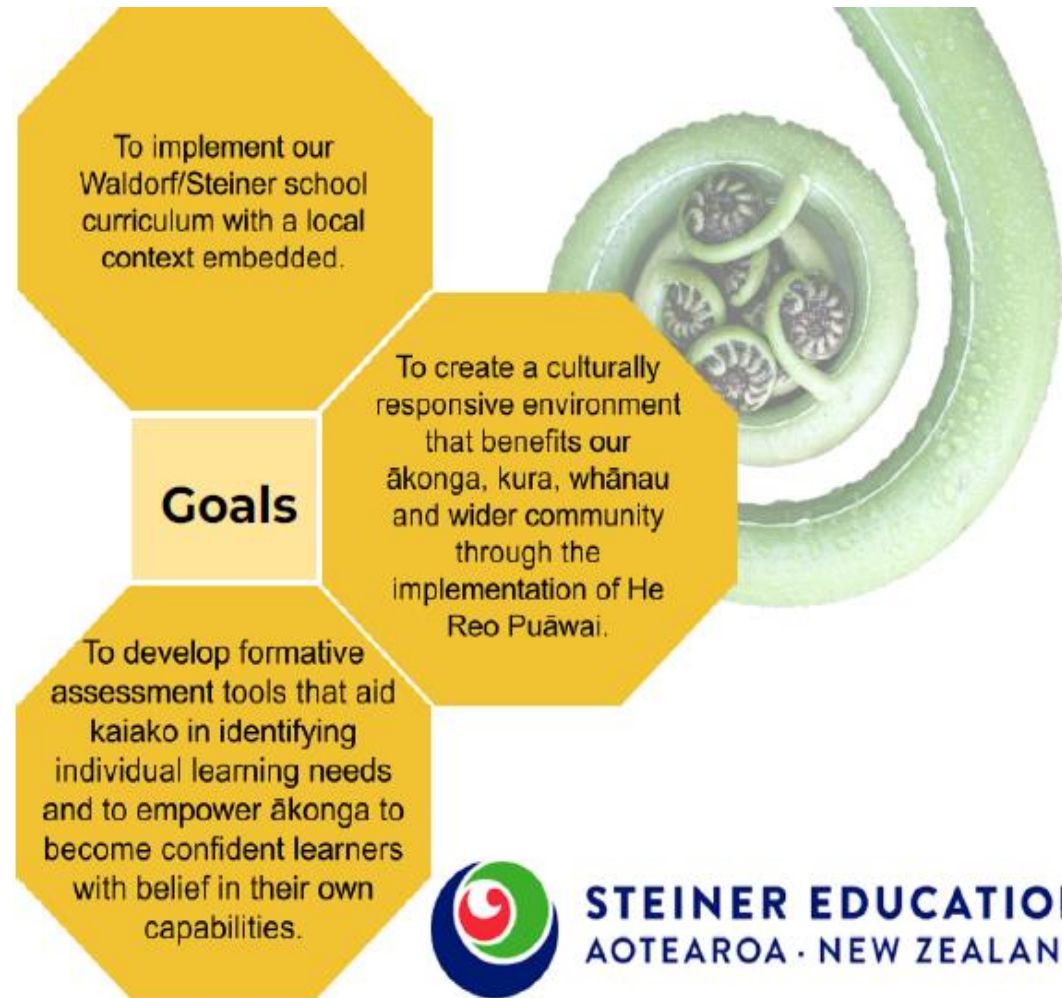
Waiho i te toipoto: BUILDING A CONNECTED COMMUNITY

Effective professional relationships enable our students and their whānau to thrive within a school community that is connected by a shared understanding of and commitment to our Special Character.
NELP 2

Our 2022-23 ERO Evaluation Focus in detail:

ERO and the school are working together to evaluate how effectively assessment systems and practices programmes inform curriculum delivery and interventions in order to improve educational outcomes for all learners in mathematics.

**2023-2025 Kahui Ako
Achievement Challenges
in detail:**



The 7 National Education and Learning Priorities (NELP) in detail:

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
PRIORITIES	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy <small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small>	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8). Some aspects of these priorities will be more applicable to one sector than others. The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura. In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters. The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.	

Our 2023 Annual Goals in detail:

Goal 1	Planned Practice Outcomes:				
<i>High quality formative assessment for equitable outcomes and success for all learners.</i>	<ol style="list-style-type: none"> 1. Effective practices to assess student and to report to whānau raise outcomes for all students, and specifically of our target groups. 2. Achievement information includes student and parent/caregiver voice, and teachers use this information effectively to inform and enhance their practice. <p style="text-align: right; color: red;">NELP 1-4, 6</p>				
Strategy/Action (Inputs)	Resources (Inputs)	Responsibilities (Inputs)	Indicators – What We Want (Outputs)	Tracking Against Indicators (Source Data)	Evaluation in Term 4:
<p>i) Teachers develop their capability in using formative assessment consistently as part of their practice.</p> <p>ii) Teachers learn to use narrative assessment approaches to capture and track student progress, and to communicate with students and their whānau about their learning.</p> <p>iii) Teachers collaborate to the Partnership Hui approach that involves whānau, and students, in setting learning goals.</p>	<p>i) Structured Literacy and The Code. Math focus students tracking PGC focus</p> <p>ii) PLD narrative assessment / qualitative assessment (Learning Snapshots)</p> <p>iii) Time for teachers to meet and plan. Administrative supports (including booking systems and relievers)</p>	<p>i) Lead teachers; Kaiako</p> <p>ii) Principal Kaiako Kāhui Ako lead principal</p> <p>iii) Principal SLT Exec Officer</p>	<p>Achievement gaps in math between genders, and between Māori/non-Māori students will have significantly reduced by the end of 2023. In literacy, Māori students achieve on par with non-Māori peers.</p> <p>Formative assessment is evident in classroom observations, teacher practice, and consistent across the school.</p> <p>Teachers consistently improve and review their practice for focus students and target groups and track the impact of the changes. Collaboration is strengthened when teachers are able to provide examples of quality practices and their impact.</p> <p>Kāhui Ako Goal 3: ākonga report that they:</p> <ul style="list-style-type: none"> • Have a positive attitude towards why they are learning things, how they learn best and be able to communicate these ideas. • Have positive relationships and work well alongside others • Develop resilience with regards to failure and are trying again. • Students, parents, whānau and teachers share understanding of curriculum goals and the teaching and learning process and engage in learning conversations. 	<p>OTJ achievement data from 2022 (and past data) Math Focus student tracking since 2022</p> <p>Observation The Code tracking info</p> <p>Student voice Whānau voice Teacher voice (Kāhui ako led surveys & internal)</p> <p>Feedback from whānau about Partnership Hui</p> <p>Reviews with teachers in Term 1 & 3 (following Partnership Hui) & Term 4</p>	

Goal 2	Planned Practice Outcomes:				
<i>All students experience agency in their education and take on roles of leadership.</i>	1. Teachers collaborate to plan and implement student partnerships and collaboration across classes (tuakana-teina learning). 2. Leadership opportunities for students in senior classes are embedded within our school culture and align with the child developmental principles that underpin Waldorf education. <p style="text-align: right; color: red;">NELP 1 & 2, 7</p>				
Strategy/Action (Inputs)	Resources (Inputs)	Responsibilities (Inputs)	Indicators – What We Want (Outputs)	Tracking Against Indicators (Source Data)	Evaluation in Term 4:
i) In collaboration, teachers identify opportunities and resources required. ii) Goal setting for students through Partnership hui involved leadership goals	i) Time for teachers to meet, discuss, plan and action. ii) Scheduled Partnership Hui	i) Kaiako Kaiārahi i te reo Māori Principal ii) Kaiako	All students in the school know each other – names, siblings, whakapapa. Senior students are visible as positive role models to their younger peers. Senior students make positive contributions to our school and the wider community. They experience themselves as ambassadors for the school. They are proud of their school.	Me and My School data from past years Student voice (knowing names and family connections across the school, knowing their own contributions to the learning of others etc.) Annual planning and scheduling (teachers & school wide)	

Goal 3	Planned Practice Outcomes:				
<p><i>All students experience a sense of cultural belonging to our school.</i></p>	<ol style="list-style-type: none"> 1. The new ANZH curriculum is implemented through specific units of learning (Main Lessons) and a cycle of events and festivals that reflects te ao Māori alongside existing traditional Waldorf festivals. 2. Te Reo Māori is used, modelled and taught by teachers and support staff. 3. The school has developed mutually supportive relationships with mana whenua. <p style="text-align: right; color: red;">NELP 1 & 2, 5</p>				
Strategy/Action (Inputs)	Resources (Inputs)	Responsibilities (Inputs)	Indicators – What We Want (Outputs)	Tracking Against Indicators (Source Data)	Evaluation in Term 4:
<p>i) Staff continue to develop their understanding of Māori perspectives, the impact of colonisation on Māori in past and present</p> <p>ii) Teachers are enabled to collaboratively develop and implement the history curriculum in firm alignment with our special character.</p> <p>iii) Kahui Whetū action: Member kaiako/kaiārahi create their own ākongā achievement targets to reflect the individual needs of their kura. Kahui Whetū will use this to assess effectiveness of He Reo Puāwai.</p> <p>iv) He Rōpū Tautoko i te kaupapa Māori meets on a regular basis (includes whānau from our kindergarten)</p> <p>v) Teachers are supported to learn and use te reo Māori.</p>	<p>i) Te Pumaomao PLD Te reo Māori is part of teachers' PGCs (e.g. Hikairo Schema) and is supported e.g. with visit to Raukawa carving centre</p> <p>ii) Teacher PLD Kāhui Ako</p> <p>iii) He Reo Puāwai, MOE te reo Māori curriculum Hikairo Schema</p> <p>iv) Admin support</p> <p>v) Shared vocab document PLD / PGCs</p>	<p>i) ALL</p> <p>ii) Kaiako Principal AST</p> <p>iii) Kaiārahi i te Reo Māori</p> <p>iv) Kaiārahi i te reo Māori Kindergarten kaiārahi</p> <p>v) Kaiārahi i te reo Māori Principal</p>	<p>Whānau Māori have pathways to share their perspectives and aspirations for their children's education and to contribute actively to school life on all levels, enriching our special character.</p> <p>Historical resources and narratives are critically reviewed and used with awareness of current Te Tiriti justice thinking and discourse Centralised documentation for key words and phrases Teachers create and use new Main Lesson and Festival resources and make these available to other teachers/schools.</p> <p>Kaiārahi i te reo creates new taonga (waiata, he kemu, kōrero ...) and makes these accessible to staff. Teachers use the taonga as part of their own teaching.</p> <p>Te reo Māori is spoken, heard and seen. School signage, ML title, and children can identify and use these. E rongohia ana te reo Māori i ngā tangata katoa, ahakoa ko wai, ahakoa nō hea, ahakoa tōna mahi.</p>	<p>Information gathered in 2021 during consultation for Strategic Plan</p> <p>Existing resources</p> <p>Existing resources</p> <p>Achievement information for te reo Māori baseline data from Terms 1 & 2 2023</p> <p>2021 Self Review of organisation support to Te Reo Māori Students' use of key words and phrases.</p>	

He Kuputaka / Glossary

ANZHC	Aotearoa New Zealand History curriculum
AST	Across School Teacher for the Kāhui Ako
ERO	Education Review Office
He Reo Puāwai	Guideline document for teaching te reo Māori in Waldorf schools, developed by Kāhui Whetū
Hikairo Schema	Guide for culturally responsive teaching and learning developed by Matiu Tai Rātima (Te Whakatōhea; Ngāti Pūkeko), Jennifer Pearl Smith (Ngāti Whātua), Angus Hikairo Macfarlane (Ngāti Whakāue) and Sonja Macfarlane (Ngāi Tahu; Ngāti Waewae)
Kāhui Ako	Community of Learning (MOE funded for all schools), usually a local cluster but in our case includes most of NZs Waldorf schools; lead principal is Anne Hilton who is based at Taikura
Kāhui Ako Achievement Challenges	The Kāhui Ako goals that are submitted to and agreed with the MOE
Kāhui Whetū	Cluster of kaiako/kaiārai i te reo Māori from all NZ Waldorf schools, funded by SEANZ
MOE	Ministry of Education
NELP	National Education and Learning Priorities -
PGC	Professional Growth Cycle – requirement for teachers to work towards agreed goals as part of their appraisal
PLD	Professional Learning and Development
SEANZ	Steiner Education in Aotearoa New Zealand, association that all Waldorf schools are members of
SLT	Senior Leadership Team (Principal, Kindergarten Kaiārahi, AST, Literacy lead teacher etc.)