



*Kia hora te marino
Kia whakapapa pounamu te moana
Kia tere te kārohirohi
I mua i tō huarahi*

*May peace be widespread
May the sea glisten like greenstone
May the shimmer of light
Guide you on your way*



Who we are (mission statement)

Waikato Waldorf School provides a contemporary Aotearoa Steiner Education to awaken each student's capacities for a love of learning and independent thinking, whilst developing positive connections to humanity, local geography and the greater world around them.



Steiner students are lifelong learners who are happy, filled with wonder, act with kindness and are self-reliant and resilient.

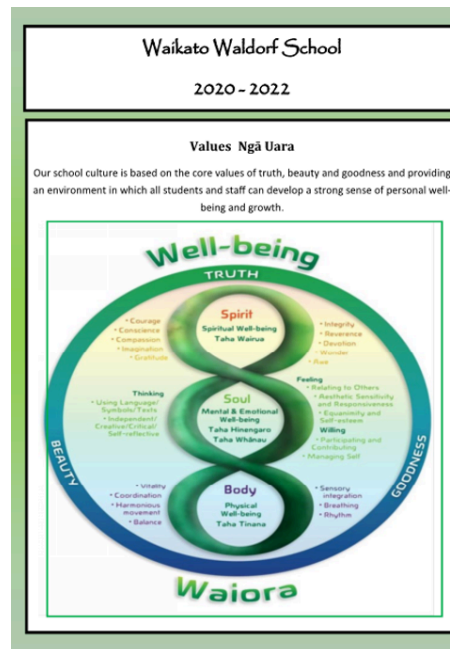
We provide a modern, high-quality education based on the pedagogical indications of Rudolf Steiner, educating the whole child through **Head, Heart and Hand - Thinking, Feeling and Willing.**



Our Values -

These are a work in progress - we are a new team this year, comprising some who have worked here for a long time, some a short, and some just new. We will work on what we value as a team throughout Term 1 and then update this.

Current Values:





STRUCTURES & STAFFING

Trust Boards

There are two Trusts that oversee the operations of Waikato Waldorf. The School Board of Trustees ensures that the school functions according to Ministry of Education guidelines and is therefore compliant with the funding agreement.

The School Board employs the Principal, who is also a member of this Board in their role, and then are responsible for recruitment and all HR matters for staff.

Rudolf Steiner Schools (Waikato) Trust has a Memorandum of Understanding with the School Board, and its operation is centred upon ensuring the special character of the school, including its buildings and grounds, are maintained and enhanced.

Kaahui Ako

There are two Kaahui Ako (Communities of Learning) that we belong to:

1. Te Pae Here is the Kaahui Ako for the north east group of schools in Hamilton which we are part of and receive an allocated Learning Support Coordinator from.
2. Steiner Waldorf Community of Learning is the Aotearoa community of schools that we are members of and one of our team is the nationwide Maori Lead across all of these schools.

Te Tahuhu o te Maturanga / Ministry of Education Vision

Waikato Waldorf will contribute to the Te Tahuhu o te Maturanga's vision:

Every New Zealander:

- is strong in their national and cultural identity
- aspires for themselves and their children to achieve more
- has the choice and opportunity to be the best they can be
- is an active participant and citizen in creating a strong civil society
- is productive, valued and competitive in the world.

New Zealand and New Zealanders lead globally.

Ko ngā tāngata katoa o Aotearoa:

- he pakari i roto i ō rātou ake tuakiritanga, ā-motu, ā-iwi anō
- e whai wawata ana mō rātou ake mē ā rātou tamariki kia nui ake ai te whai
- e taea ai te whiri, te whai huarahi hoki e tino taumata ai te puta
- he tangata takatū, e kirirarau ana ki te whakapakari i te hapori
- he tangata whai hua, whai mana, tauwhāinga anō i te ao.

Ko runga kē a Aotearoa me ōna uri i te ao.

Te Tahuhu o te Matauranga / Ministry of Education National Education and Learning Priorities

Whakamaua te pae tata kia tina
Take hold of your potential so it becomes your reality

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

Waikato Waldorf will contribute to the National Education and Learning Objectives:

Learners at the Centre - Learners with their whanau 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 whanau.

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.

Foundational documents that underpin our work:

Steiner Education Philosophy and Practice

Te Titirti o Waitangi

Ka Hikitia / Tau Mai Te Reo / Learning Support Delivery Model & He Pikorua / Success for All / Action Plan for Pacific Education



Funding and Service Agreement / Our Special Character

The Ministry of Education partially funds Waikato Waldorf as a State Integrated School. This arrangement means that the school receives funding and operates according to Ministry guidelines with a School Board and adherence to Our Code, Our Standard. The school is funded for the majority by donation of money and service in order to maintain the wonderful buildings and grounds.

Waikato Waldorf School is a special character school that is guided by the education philosophy of Rudolf Steiner. Our approach is characterised by its focus on the well-being of the whole child – emotionally, physically and cognitively. All learning experiences occur in harmony with the child’s developmental need in an endeavour to allow the individuality of each child to reach its full potential. The active study and observation of children is at the heart of teacher development and is, therefore, at the heart of curriculum development and delivery.

The New Zealand Steiner/Waldorf Schools are part of a fast-growing global education movement. The fundamental principles of Steiner/Waldorf education allow for the exploration of a wide variety of cultural traditions and worldviews. Here at the Waikato Waldorf School, our curriculum reflects our unique setting in Aotearoa New Zealand, while acknowledging and valuing the cultural backgrounds of our diverse community.

Glossary of Terms

SEANZ (Steiner Education Australia New Zealand)

Te Pae Here (Fairfield Kāhui Ako)

RSSET (Rudolf Steiner Schools Education [Waikato] Trust)

Te Kāhui Whetū



Waikato Waldorf Strategic Goals 2024-2026

Strategic Goal 1: Student Success and Teacher Capability

To provide quality Waldorf education, through thinking, feeling, willing from well trained and supported teachers so that students from Class 1 to Class 12 become graduates within their chosen pathway.

Strategic Goal 2: Leadership

To reflect on and develop high quality leadership (refer Education Council Educational Leadership Framework) by building positive and collaborative professional relationships within the school including succession planning as well as strong management and leadership systems and structures.

Strategic Goal 3: Partnerships

To promote respectful, collaborative and educationally powerful connections with local, national and global stakeholders and communities in order to continue to nurture and grow professional partnerships.

Strategic Goal 4: Maori student success

To develop and implement a plan to promote Māori student engagement and success in a measured and targeted manner, with specific plans determined. (ERO target)

STRATEGIC GOAL ONE: Student Success and Teacher Capability

To provide quality Waldorf education, through thinking, feeling, willing from well trained and supported teachers so that students from Class 1 to Class 12 become graduates within their chosen pathway.

2024	2025	2026
Review and determine staff learning needs and create learning opportunities as appropriate as well as determining leadership and strategic structures (ERO target)	Continue to monitor and review support and growth opportunities for staff, embedding leadership structures and procedures	Continue to monitor and review support and growth opportunities for staff, celebrating embedded leadership structures and procedures.
Create and implement a plan for PD, Induction and PGC procedures, so that there is an assurance that new learning is embedded within the culture reflective of our special character.	Monitor and review procedures begun	Monitor and review procedures begun
Imbed level one, work on level two of the NZCSE. Begin development of Level 3	Level 3 implementation and check all levels in conjunction with SEDT feedback	Review all levels and adapt where necessary
Student success (ERO target) - Create a Student Needs Register and investigate the new Te Rito register and develop an internal support system.	Monitor and review procedures begun	Monitor and review procedures begun
Begin to scope an accolade plan, that could recognise effort, transformation, hard work within the philosophy including academic, social, behaviour and celebrating success of students	Implement the plan.	Review the plan.
Collaborate to create the 'Waikato Waldorf Way'(to work out the correct name) - our culture, our identity, our values as a school	Consolidate an agreed plan	Continue to reflect and imbed this plan

Continue to create an inclusive environment that provides opportunities for transition meetings between stages in the school.	Continue to reflect and imbed this plan	Continue to reflect and imbed this plan
Continue to deliver quality learning across our Special Character Curriculum.	Regular review and imbedding of successful plans	Regular review and imbedding of successful plans
Continue to develop our High School resources and curriculum.	Regular review and imbedding of successful plans	Regular review and imbedding of successful plans
Review and continue to build on next steps to ensure the success of the Rauru programme.	Continue to reflect and imbed this plan	Continue to reflect and imbed this plan

STRATEGIC GOAL TWO - Leadership

To reflect on and develop high quality leadership (refer Education Council Educational Leadership Framework) by building positive and collaborative professional relationships within the school including succession planning as well as strong management and leadership systems and structures.

2024	2025	2026
Scoping exercise - what is the current leadership framework, what is required, what do we need? Clearly identifying collective needs to enhance the working environment.	Reflect, review and consolidate our leadership framework.	Reflect, review and consolidate our leadership framework.
Within our newly formed team we intend to: 1. Create time and space for professional relationships 2. Build on previous PD such as Ttara, Myers Briggs, Courageous Conversations 3. Identifying any gaps or new plans required e.g. Teambuilders PD in relationships and leadership. 4. As we develop our teams and structures, providing opportunities and forums for discussion. 5. Research stakeholder needs and wants, gaining knowledge of interests and skills that kaiako can share	Continue to build on the identified plan, reflecting and developing together	Continue to build on the identified plan, reflecting and developing together
Review our reliever systems.	Reflect, review and continue to improve systems for relievers.	Quality reliever system embedded.

STRATEGIC GOAL THREE - Partnerships

To promote respectful, collaborative and educationally powerful connections with local, national and global stakeholders and communities in order to continue to nurture and grow professional partnerships.

2024	2025	2026
Maintaining partnerships with staff, School Board, Rudolf Steiner Schools Education (Waikato) Trust, Parents Association, Whānau Māori, Steiner Kāhui Ako, Te Pae Here, Te Kāhui Whetū, SEANZ and other national and international stakeholders <ol style="list-style-type: none">1. Scoping and creating a Work Plan2. Identify which Leader will collaborate within each relationship	Building on relationships and continuing with regular meetings	Plan imbedded as part of normal leadership practice
Review and define how we plan to welcome/connect with new and existing families	Continue to shape an implement	Review and ensure core plans imbedded
Review and create a parent education plan, that is Waldorf education focussed.	Continue to shape and implement	Review and ensure core plans imbedded

Strategic Goal 4: Māori student success

To develop and implement a plan to promote Māori student engagement and success in a measured and targeted manner, with specific plans determined. (ERO target)

2024	2025	2026
Principal to scope out cultural responsiveness within the school using tools suggested by Te Kāhui Whetū	Shared understanding on key ideas/specifics to implement in classrooms	Review and reflect on progress and identify next steps
Principal to work with the School Board to determine the correct use of macrons or double vowels across all aspects of the school operations, and make a plan of adjustment as necessary.	Implement and monitor the plan.	Review, reflect and imbed plan
Principal to work with both the Board and RSSET with Rongohia Te Hau and develop next steps detailed cultural responsibility plan (e.g. bilingual signage, naming of rooms etc)	Implementation of plan	Review, reflect and imbed plan
Critically reflect on our Waldorf curriculum stories to ensure they present more than one worldview, working alongside Te Pae Here to ensure our narrative is mana enhancing	Resource sharing, creating stories, poems, pūrakau for each class Continuing to work with Te Pae Here	Resources are regularly reviewed and ensured to be culturally appropriate
Provide opportunities for all staff/school boards to research and have solid understanding and knowledge of te tiriti o Waitangi and Te Pae Here	Monitor and review development of knowledge and understanding of te tiriti o Waitangi and Te Pae Here	Monitor and review development of knowledge and understanding of te tiriti o Waitangi and Te Pae Here