



Waikato Waldorf Steiner School Strategic Goals and Annual Plan 2024

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: 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)

STRATEGIC GOAL ONE: Student Success and Teacher Capability

FOCUS AREA	2024 Plans & Who Leading	Resources Required	Internal Evaluation & Variance Statement	Outcome & Review DO TERM 4
<p>Health & Wellbeing</p>	<p>Jane - Review and scope any necessary amendments to the H & S within the school's daily operations and policy and procedures.</p> <p><u>Attendance</u> update to include procedures alongside the policy</p> <p><u>STAFF Wellbeing:</u> Introduce 5 Ways to Wellbeing in the Workplace by NZ Mental Health Foundation and work with Anna to weave our Special Character into this.</p> <p><u>Social Club</u> - work with the team to ensure we maintain a sense of togetherness and fun in organised activities throughout the year</p> <p><u>STUDENT Wellbeing:</u> Train staff in the Seasons for Growth emotional resilience programme; establish and</p>	<ul style="list-style-type: none"> ● 5 Ways printable resources ● Vouchers, birthday cakes ● Seasons for Growth resources ● Create procedures for implementing the Attendance policy 		

	deliver groups for students			
Special Character	Anna - Establish a definition of the role and the clearly define special character. Begin to support teachers to develop a relationship with special character and provide support so that this understanding underpins their classroom practice. Work with the Principal and Fellowship of Principals with their review of Special Character nationally.	<ul style="list-style-type: none"> ● PD/discussion with other special character holders. ● Utilise Waldorf 360 resource ● Updating of staff library with latest special character publications. 		
Literacy	Jo - Establishing HS Library PD around teaching HS English in a Waldorf context to meet the needs of students Supporting Maaori students with literacy achievement	<ul style="list-style-type: none"> ● PD/ Observations of other HS English teachers ● Resources for HS Library ● Monitor and ensure one hour a day minimum of Literacy in each class (DPs, AP, Principal) 		
HANDWORK / SOFT MATERIALS	Jody - Define a job description for this unit - meet with Jane - What will be my role as Handwork Unit holder? Co-create the best way forward and meet with both Sharon and Mere - so we can meet the	<ul style="list-style-type: none"> ● Share curriculum updates and review budget plans to determine the way forward for both schools. 		

	<p>needs of teachers delivering handwork in the lower school.</p> <p>Class 11 - Soft Materials options Empower students to feel like they are responsible for their learning and the various subjects they are interested in.</p> <p>Jody - Develop teaching practices - Teaching practices that put the learning and interest back into the lap of the student - Co create and plan with Mel and Kerryn.</p>			
EOTC	<p>Kerryn - Review PD for staff; purpose of camps and activities (best fit for classes). Staff supported; process clear and is followed.</p>	<ul style="list-style-type: none"> ● Release time for review and staff PD - in staff meetings. ● Liaise with the Principal. 		
PE	<p>Rene - Develop a basic PE curriculum for each class, with supporting activities and resources. Establish parent lead 'activity/engagement' groups. Continue to provide opportunities for students to be involved in events such as Tough Guy and Gal challenge.</p>	<ul style="list-style-type: none"> ● Time, Liaising with management and Kerryn. ● Funding to source people to run/lead/coach sporting teams 		

<p>High School</p>	<p>Mel - High school classrooms and teacher spaces operational and Curriculum developed and implemented. Senior students have subjects available to choose from with reviewing of planning and assessment. Staff supported in their subject areas.</p>	<ul style="list-style-type: none"> ● Identify the costs involved with regards to required PD, resources for each subject and develop an approved plan to undertake these 		
<p>Enviro School</p>	<p>Carl -Complete the WWS Enviroschools review in 2024 and continue to further develop teacher capacity for embedding enviroschools ideas, activities and learning into class planning and schoolwide goals.</p>	<ul style="list-style-type: none"> ● Liaise with Adrienne Grant and establish time for staff to work through the review and plan for their classes during staff meetings 		
<p>Handcraft</p>	<p>Carl - Continue the development of the High School Hard Materials physical areas to meet the needs of Level 1-3 LO's (Leather workshop and forge is set up and operational), as well as the rooms and resources meeting the needs of all intermediate and high school students. Work on aligning our WWS curriculum with the NZ Technology curriculum for classes 5-12.</p>	<ul style="list-style-type: none"> ● HS development costs for leather workshop development: poles, roof, metal (stone) floor, semi-open walls. ● Costs involved with the time required to work on the technology curriculum for classes 5-12. ● Costs for renewal of 		

		<p>tools and materials for the workshop (e.g band saw blades, hand saw replacement, etc).</p> <ul style="list-style-type: none"> • Costs involved with PD times need to be undertaken to visit other schools (Michael Park and Taikura) 		
Science	<p>Lucas - Have enough materials and guides for ākongā. Create a guideline with the books for relief teachers. Provide support for the science teacher and for the Lower school experiments. Ākongā could have more experiments or more time in experimenting Offer the opportunity to ākongā to develop elaborate scientific experiments. Develop a School science fair (we have a small science fair at the moment with class 9)</p>	<ul style="list-style-type: none"> • Science books: Science year 9 and year 10 Physics L2 and L3 Chemistry L2 and L3 Biology L2 and L3 • Staffing cost - A Lab technician or an LA that could prepare lab equipment lessons for one or 2 days a week • Lucas to attend TOD with Fairfield cluster, to look at the PD that is offered and connect with Science teachers from that cluster to get helpful resources. 		

		<ul style="list-style-type: none"> • Chemicals • More lab equipment (glassware, racks, stands...) • Larger equipment of analysis (e.g. spectroscope, microscopes) 		
Science Lab health and safety and management	Lucas - Organise Lab and undertake Lab stock take, completion necessary Risk assessments and Lab protocols for experiments	<ul style="list-style-type: none"> • Release Time to develop partnerships with other technicians and heads of science 		
Numeracy / Maths	Jane Undertake a review of resources and curriculum to ensure best practice at all levels - Survey staff; Observe lessons; Stocktake of resources	<ul style="list-style-type: none"> • Purchase new resources as survey and stocktake reveal needs 		

STRATEGIC GOAL TWO - Leadership

FOCUS AREA	2024 Plans & Who Leading	Resources Required	Outcome & Review
Professional Growth Cycle	Senior Leadership Team (SLT) (Jane) Review and improve the annual Professional Growth Cycle in line with School Strategic aims	<ul style="list-style-type: none"> • Time to research, plan, create templates and processes, implement and review with SLT this HR aspect of the workplace 	
SLT & Leadership & Whole Team Professional Development	SLT and Leadership Teams (Jane) Review processes and ensure working with NZ Teachers Council Framework for Leadership Establish regular supportive meeting schedules for all, identifying areas for further leadership learning as relevant Develop knowledge of the NZ Teachers Council Leadership Framework with all leaders so that they can use these as a benchmark to chart forward with their own leadership learning goals	<ul style="list-style-type: none"> • Teambuilder's DISC profile with SLT • Teambuilder's workplace personality session for whole staff • Other leadership PD as leader's determine through their work with the framework. 	
High School Leadership	Mel - Empowerment of HS staff to support and grow them in their roles. Teachers from other Waldorf kura as well as HS team members having time to work together Supporting the review of NZCSE LO's and moderation processes. Waldorf HS Principals advice and guidance on HS development. Organise social gatherings to celebrate progress. Staff meetings are fit for purpose and	<ul style="list-style-type: none"> • Staff release as necessary for their development as High School Teachers 	

	regular.		
Rauru (Anti-bullying support group)	Mel, Sharon, Lorna & Rene Continued development for the team and time for specific targeted groups; reflect and review the initiative throughout the year.	<ul style="list-style-type: none"> • Staff release as necessary 	

STRATEGIC GOAL THREE - Partnerships

FOCUS AREA	2024 Plans & Who Leading	Resources Required	Outcome & Review
Cultural Responsiveness	Lorna - Establish relationships and work alongside the Principal, ASL and the newly forming whānau group to inform our culturally responsive practices enacting our responsibilities through Te Tiriti o Waitangi Assist as required with whānau to create a clear vision of what our whānau group wants for our ākonga that feeds into our culturally responsive practices.	<ul style="list-style-type: none"> • Release time to plan with ASL • Meet with Principal to determine protocols and roles involved in this portfolio 	
Future work for students - partnership with agencies	Lucas - Provide broad view for ākonga to choose their path in the professional life which involves providing them with opportunities to experience real-life jobs	<ul style="list-style-type: none"> • Contact agencies such as NZ Bio Security and arrange field trips to visit factories, laboratories, trades and industries 	
EOTC	Kerryn - partnership with EONZ (Education Outdoors NZ) Continued links/connection with	<ul style="list-style-type: none"> • Annual membership fee \$75 www.eonz.org.nz • Staff to build connections 	

	providers for camps and/or day trips	with providers (camps and day trips)	
Handwork and Soft Materials	Jody - Promoting powerful educational connections with parents. Parent Education develop a series of pertinent workshops aimed at parents to better inform them of what Waldorf Education is. Set an expectation that parents support their children on their journey. One parent of the family attends one workshop each year.	<ul style="list-style-type: none"> Local artists and handwork people who do their craft well share their knowledge with both Akonga and parents A speaker in once a term to speak about a topic with an anthroposophical theme - General overview; Festivals/celebrations; Child development (stages); Health 	
Maintaining and building upon stakeholder relationships	Jane - continue to develop relationship[s] with key stakeholders - Ministry of Education, Fellowship of Steiner Schools, Te Paihere Kahui Ako, Whanau, Parent Association, AIS, international Waldorf community. Actions will involve attending hui arranged by both Kahui Ako, MOE forums and meeting, Building connections with local advisors, Participate in Steiner Principal Fellowship activities, Attend the international Waldorf Teacher Education Conference and such like.	<ul style="list-style-type: none"> Travel costs 	

Strategic Goal 4: Maori student success

FOCUS AREA	2024 Plans & Who Leading	Resources Required	Outcome & Review
Cultural Responsiveness	<p>Lorna - Review current practice based on Te Kahui Whetu achievement challenge rubric. Establish areas of action after review is completed.</p> <p>Charlotte- support and guide TAM focus relating to the HRP curriculum. Look at each individual subject leader where collabs can happen. Encourage whānau survey, student surveys are filled in each year to gauge where WWS are on the rubric system created by the lead principal from the Steiner fellowship.</p>	<ul style="list-style-type: none"> ● Release for AP/DP sessions. ● Release with key people within school time. 	
Inclusiveness of te ao māori into our planning and into our routine	<p>Lucas - Integrated plan: integrate te ao māori and indigenous knowledge in every period, topic and lesson Bring pūrakau into our teaching and learning</p> <p>Jody/Charlotte - Work together with Aakonga to develop E Room into a whare nui that showcases culture, art and te reo. Develop collaborative artwork(s) that encompasses this. (making this project fit within the curriculum/Art and is student focussed.)</p>	<ul style="list-style-type: none"> ● Contacts with māori experts, ● List of guests to invite ● Places of significance to visit Transport ● Resources for collaborative art activities 	
Literacy	<p>Jo - Supporting Maaori students with literacy achievement. Looking at existing data and compare to EOY data.</p>	<ul style="list-style-type: none"> ● Access resources as necessary 	

EOTC	Kerryn - incorporating mātauranga māori into outdoor education activities.	<ul style="list-style-type: none">• Possibly arranging EONZ to provide PD - scope for later 2024 or into 2025	