

Waikato Waldorf School



Charter & Strategic Plan 2020 -2022 Annual Plan 2022



Waikato Waldorf School is an established, State Integrated Primary and Junior High School.

It caters for students in Years 2-10 from the local town and surrounding rural areas and is set on a spacious organic site.

The school is affiliated to Steiner Education Aotearoa NZ (SEANZ)

Principals' endorsement	Rob Shirlow
Board of Trustees' endorsement:	James Herbert
Submission date to Ministry of Education:	March 2022

Waikato Waldorf School

2020 - 2022

Values Ngā Uara

Our school culture is based on the core values of truth, beauty and goodness and providing an environment in which all students and staff can develop a strong sense of personal well-being and growth.



Mission Statement Kupu Tauākī

“To develop free human beings who are able, of themselves, to impart purpose and direction in their lives.” Rudolf Steiner

Vision Moemoeā

Educating towards adulthood by providing lifelong contemporary Waldorf education in an inspiring environment now and in the future.

To provide high quality Waldorf Education based on the pedagogical indications of Rudolf Steiner in the Waikato District of New Zealand.

To ensure that the child is at the centre of all our educative efforts.

To educate the whole child through the Head, Heart and Hand (Thinking, Feeling and Willing).

**“In thinking, clarity
In feeling, inwardness
In will, perseverance”**

Rudolf Steiner



To enquire into the gifts and potential available in each child and to nurture and develop these.

To care for and nurture our children in the community context in which they grow up, and to prepare them for the tasks facing them in the modern world.

To continue to build a workplace that values the growth, development and well-being of its staff.

To provide opportunities for parent/community engagement and enrichment.

To build financial resilience and capacity for growth.

Pou Tokomanawa (Supporting Pillars)

"Receive the child in Reverence,
Educate the child in Love,
Let each go forth in Freedom."

Rudolf Steiner

Our foundations:

- Rapunga Whakaaro (Philosophy): To be reflective and considered in approach and always evolving with reference to Rudolf Steiner and the special character our school encompasses.
- Tai rā anō kī (Inclusivity): to embrace inclusion through a curriculum that is culturally responsive, non-sexist and non-discriminatory.
- Whakanakonako (Enrichment): to deepen the richness of our curriculum, grounds, buildings and knowledge for the benefit of all.
- Taitīnei (Sustainable): To encompass sustainability in all aspects of our operation and undertakings including environmental, resourcing, workload, financial and well-being of staff and students.
- Mauri (Essence/Spirit): encompasses the spirit in which we wish to proceed, the legacy we leave and the integrity of our actions.

Māori Dimensions and Cultural Diversity

- We acknowledge the principles of Te Tiriti O Waitangi (The Treaty of Waitangi) in policy development and through a curriculum that acknowledges bicultural foundation of Aotearoa NZ.
- We provide instruction in and build staff knowledge around tikanga Māori and Te Reo Māori.
- We provide opportunities for our students, staff and community to share their culture and heritage openly within the school.
- We explore traditions and values of other cultures through curriculum contexts.
- We develop students' appreciation and respect for others, through the school values.
- We respect cultural diversity through a curriculum that reflects awareness of cultural differences.
- We foster partnerships with our community by using consultative processes that



Special Character

Waikato Waldorf School (WWS) is a special character school that is guided by the teaching and philosophy of Rudolf Steiner to provide an alternative approach to childhood learning and education. Our approach is characterised by its focus on the wellbeing of the whole child - emotionally, physically and cognitively. All learning experiences occur in harmony with the child's developmental needs in an endeavour to allow the individuality of each child to reach its full potential.

Student Learning is supported through the special character of the school. The Waldorf curriculum supports all areas of child development, not only academic achievement in Reading, Writing and Maths. Whilst academic achievements are measurable, there are many less tangible educational benefits, which support the children in their education and development and foster a 'joy of being' and a 'love of learning'.

The curriculum is integrated, inter-disciplinary and artistic, thus imagination and creativity which are most important for the individual as well as for society are awakened and developed.

Additionally, our school's learning environments present a deliberate aesthetic and spatial design that is characterised by natural materials, shapes and contours that promote a sense of calm and peacefulness. This grounds the child and provides a stimulating environment for expressive, imaginative, inventive, physical and intellectual exploration. As a school, we are engaged in the human endeavour of contributing to the future of our society through ensuring the best possible upbringing for our children to achieve clarity of thought, sensitivity of feeling and strength of will.

WWS Teachers

Engage with the vision

Provide high quality programmes of learning that reflect our Steiner pedagogy and developmental curriculum.

Deliver the New Zealand Curriculum effectively.

Foster positive relationships with parents, whanau and the wider community.

Provide culturally responsive teaching for all learners.

Affirming Māori learners as Māori.

Use data and observation to drive planning and teaching and to monitor and report on student progress and achievement.

Respect and nurture the unique identity of each student.

Collaborate in professional learning opportunities to deepen their understanding of Steiner pedagogy, effective teaching strategies and set goals to improve their practice.

Meet differentiated learning needs.

To hear, recognise and create opportunities for student voice.

Recognise and value their student's achievements and encourage self-responsibility.

Maintain effective communication between school and home.

Work collegially.

WWS Students

Take increasing age appropriate responsibility for their actions and learning.

Challenge themselves in their learning.

Increase understanding and value of service and leadership as they move through school.

Are visible as role models and tuakana/teina relationships.

Celebrate theirs and others achievement.

Waikato Waldorf

School Organisation

Every member of our community has a responsibility to help deliver the vision of the school



WWS Leadership Team

Manages the school in accordance with its Special Character in collaboration with the staff.

Provides effective, strategic, administrative and pedagogical leadership.

Undertakes an ongoing programme of self-review of the school's programmes and activities.

Through performance management and monitoring systems maintain a focus on practices that ensure quality teaching and learning programmes.

Promotes the vision to staff and community.

Publicises the school's successes.

Monitors & reports progress on school goals / targets.

Maintains effective communication between all members of staff.

Provides targeted professional development that aligns with school goals.

WWS Board of Trustees

Provides strong and effective governance processes

Ensures that the school is well led and managed

Takes responsibility for all aspects of the school's operations including legal matters

Creates the vision for the school's future

Develops the school's policy framework

Monitors changes to the operational environment

Monitors student achievement

Aspires to best practice in governance

Maintains effective working relationships with the principal, faculty and RSSWT

Rudolf Steiner Schools Waikato Trust

The RSSWT is owner of the school premises, i.e. the land and buildings

Is responsible for maintaining the special character of the education provided by the kindergarten and school

Promotes understanding of our special character in the wider community

Develops a coherent property plan

Builds a strong relationship with Steiner Education Aotearoa NZ (SEANZ) and other Steiner Schools

Maintains an effective working relationship with the principal, faculty and board of trustees

Supports increased access to special character education for parents and teachers

The RSSWT is entitled to appoint people to the Board of Trustees, whose role (whilst they are a full Board member) is to ensure that the Trust's interests and perspectives are clearly represented at Board level.

Waikato Waldorf School

Strategic Intentions 2020 - 2022

Encompassing Student Learning and Engagement, School Organisation and Structure, Personnel, Property and Finance

Strategic Aim 1 Strengthen our Special Character	<ul style="list-style-type: none">• Continue to review our curriculum so that it meets the needs of the child in the 21st Century• Review our main lessons – with particular focus on Cultural Enrichment and Diversity and the development of our movement and speech component in circle time.• Continue to integrate Te Ao Māori into the special character of the school.• Focus on teacher development in our special character pedagogy• Review our teaching processes and delivery• Strengthen links with other Steiner Schools/Kahui Ako in NZ• Continue to develop and provide more opportunities for parent enrichment• Plan and develop our 25th anniversary• Further develop special character therapeutic intervention
Strategic Aim 2 Improve Student Learning and Engagement	<ul style="list-style-type: none">• Student achievement data and other relevant developmental assessment data reviewed annually and key focus areas identified and strategies implemented to raise achievement• Literacy/Numeracy – Focus on targeted groups throughout school• Developing Literacy responses in Main Lessons.• Numeracy focus on developing ‘Rich maths tasks’ and basic maths skills.• Appoint 2 within school teachers with a focus on Literacy and Cultural enrichment• Enrich culturally responsive practices across the curriculum• Participate in professional learning sessions offered by Kāhui Ako (from both Steiner and local school’s community of learning)

	<ul style="list-style-type: none"> ● PD in focus areas offered to all staff ● Embed new digital technology curriculum in our practice (high school element and lower school) ● Use new Learning Stages progression steps to monitor progress of students year on year.
<p>Strategic Aim 3</p> <p>Further develop our environment to support the health and well-being of all the students and staff and provide a safe, aesthetically pleasing and environmentally sustainable school</p>	<ul style="list-style-type: none"> ● Whole school focus on new entrance to school reflecting special character and cultural heritage (entrance way/flow form). ● Focus fund raising on entrance way project and development of junior play area. ● Develop area around old grape vine ● Maintain the Enviro Schools guidelines of the Green Gold Status with sustainable practices. ● Develop the outdoor classroom with particular focus on woodwork, pottery and gardening sheds, water recycling, establishing new vegetable gardens ● Continue to develop Totara and Rauru programs throughout the school ● Review and develop adult community volunteer program. ● Establish and maintain well-being practices for staff
<p>Strategic Aim 4</p> <p>Consolidate, embed and enrich sound pedagogical practices and infrastructure throughout the school and build the capacity to establish a High School</p>	<ul style="list-style-type: none"> ● Maintain existing buildings to ensure they are fit for purpose and aesthetically pleasing. ● Upgrade toilet areas. ● Further develop science lab, music and food technology rooms ● Continue to build resources ● Engage staff with the capacity to teach specialist areas ● PD for Staff ● Further develop school facilities according to strategic plan and finances ● Continue to develop curriculum for Classes 10 -12. ● Investigate MOE requirements for resources required for establishing a full high school and complete the application process ● Explore possible funding options for high school

Improvement Plan

School Strategic Goal 1

Strengthen our Special Character

Annual Goal 1

1. 1 Enriching Steiner Educational Philosophy through:

1.1a Staff having a clear understanding of Steiner pedagogy and methodology;

1.1b Focusing on Culturally responsive practice and encompass the partnership principal from The Treaty of Waitangi, honoring and engaging a deeper understanding and fluency of Te Reo Māori me ōna tikanga (customs, procedures) embedding Te Ao Māori at our school;

1.2 Celebrate 25 years of Waikato Waldorf School

1.3 Further develop special character therapeutic interventions

Baseline data and Target

- Provide opportunities to continue their personal development in Waldorf Pedagogy Target: Staff new to Waldorf Education complete at least one seminar of CRSE. Staff to fully participate in Fellowship and Steiner Kāhui Ako PD opportunities.
- Waldorf curriculum reviewed to highlight where Te Reo Māori is incorporated and Te Ao Māori is reflected Target: The Treaty of Waitangi, Te Reo Māori and Te Ao Māori reflected in our curriculum
- 25th celebration Target: Event or activity happens in 2022

Key Improvement Strategies

What	When	Who	Indicators of Progress
1.1a Staff having a clear understanding of Steiner pedagogy and methodology			
New teachers to Waldorf Education to start and complete first seminar of Certificate in Rudolf Steiner Education at Taruna.	July	Jo, Lorna, Maria, Laurene	Successful first seminar which translates into the classroom and has a positive effect on the teacher's wellbeing (feeling nurtured and more capable to do their job).
Staff attend intensives at the start of the year and participate in subsequent class cluster hui throughout the year	January and ongoing	All class teachers	Intensives completed in January, term cluster meeting planned throughout the year
Steiner principal meetings each term	Termly	Rob	First hui attended, others planned throughout the year

Sue employed to lead curriculum development to incorporate local history, movement program, refreshed MLs.	Ongoing	Sue/Rob/Leadership team	Starting in Term 1, possible two-year scope. Updates to be rolled out in TODs/staff meetings.
Pedagogical meetings most weeks – cover 'Practical Advice to Teachers' and also speech and movement work with Anna	Weekly	Teachers/Anna/Rob/Movement PLG	Objective is to understand different aspects of Waldorf education by reading and then reviewing together to deepen understanding and relate to our current practice. Staff complete weekly Eurythmy movement exercises and practice movement and speech exercises weekly.
1.1b Focus on Culturally responsive practice			
Te Reo lessons available for all staff, led by Charlotte	Biweekly	Charlotte/All staff	Teachers using Te Reo as part of their everyday classroom instructional language and in communications with each other and parents. Deeper understanding of Te Ao Māori in all staff. Termly planning reflects more Te Reo and Te Ao Māori
Staff will practice weekly waiata in morning circle	Daily	Charlotte/All staff	Teachers know and sing waiata with increasing confidence
Develop a festival cycle to embrace more cultural diversity	Termly	Meredith/All staff	Meredith to lead staff to discuss and choose festivals from Cultural Diversity Calendar. Decide on 'how to' and add into planning for year.
Review curriculum to improve cultural responsiveness and enrichment.	Ongoing	Sue/Charlotte/All staff	Wider curriculum reviewed to incorporate local history and make MLs more relevant to the tamariki of WWS. Library resources to reflect cultural diversity of our communities
1.2 Celebrate 25 years of Waikato Waldorf School			
Investigate alternatives to the previously planned event	Term 2	Proprietor's Trust/Marketing group	Determine if a physical event can happen or not (Covid-19 dependent) Investigate possibility of prepaying for a physical magazine on a limited run
Complete celebration	End Term 4	Board/Prop Trust	Investigate a 25 years celebration video – narrative of school from early days to today. Could also double as marketing tool.

1.3 Further develop special character therapeutic interventions			
Music Therapy - engage Chris to continue the program.	Term 2 onwards	Rob/Chris	Communicate with Chris on availability
Investigate other therapeutic opportunities	Term 4	Sue/Rob	Engage with URIEL trust - Annual meeting normally April Investigate leads for external providers to support us with this
Monitoring Through PLG group, weekly pedagogical and staff meetings and observations			
Resourcing Staff Meeting time, Working groups time, external provider			

Improvement Plan

Strategic Goal 2 : Improve Student Learning and Engagement	Annual Goal 2: Maintain and improve student achievement 'At' or 'Above' their age appropriate Learning Steps Standards with a particular focus on: 2.1 Writing – target groups – 1. Boys 2. All Māori students 2.2 Maths – target groups – 1. Boys 2. All Māori students		
Baseline data and Annual Target			
Boys Writing At or Above OTJ - 2021 Actual: 61% 2022 Target: = 70% Progression steps more than one year = 2021 Actual: 8% 2022 Target = 10%			
Māori students Writing At or Above OTJ - 2021 Actual: 55% 2022 Target: 65% Progression steps more than one year = 2021 Actual: 4% 2022 Target = 10%			
Boys Maths: At or Above OTJ -2021 Actual = 70% 2022 Target: 80% Progression steps more than one year = 2021 Actual: 9% 2022 Target = 10%			
Māori students Maths At or Above 2021 = 57% 2022 Target: 70% Progression steps more than one year = 2021 Actual: 8% 2022 Target = 10%			
Key Improvement Strategies			
What	When	Who	Indicators of Progress
2.1 Writing Literacy Working group to be formed - PLG group - focus on writing for the whole school.	Term 1	WST/PLG group	Forming a writing PLG

Further training required with staff on use of remedial materials Eg Toe by Toe and Steps.	Term 1	All staff	All staff involved in further training where required and as appropriate for year level. Karen and Sharon are identified as trainers.
Focus on developing ideas and resources to support boys writing and Māori students writing across the school	Term 1-4	All staff	Adopt recommendations from the PLG - to be confirmed Continue to establish a resource bank that includes book titles, stories, images, motivation and inspirational resources along with WWS exemplars
Focus on students approaching and below in writing through targeted support and differentiated activities across the whole school.	Term 1-4	PLG/Teachers/ LAs	Identify with the group the cohort of students to be prioritised (target groups, those in the “approaching” category). Differentiated activities in place/learning support allocated. Monitor progress in line with learning step progressions/OTJs.
2.2 Maths			
Further develop Rich Maths Tasks/Open Ended Questions, Games, Drill and Rote Practice.	Terms 1 - 4	All teachers of Maths/Maths PLG	Continue Maths PLG. A rich maths task shared each term from each teacher along with their resources to build a resource bank. Stored on the drive or duplicate resources kept with the lesson plan in the maths area of the school
Keep the use of Numicon for general Maths teaching and for specific needs	Terms 1 - 4	Sharon/Maria	Provide PD to staff TODs and webinars Purchase more Numicon resources Regular slot in Faculty meeting for sharing and updating
Invest in Dragon Maths book series to support in class and remote learning as required - Class 5, 6 and 7	Terms 1 - 4	Rob/PLG/Class 5/6/7 teachers/Stu- dents	Purchase resources and distribute to class teachers Survey students around engagement – does using a text book help with this? CI5/6/7 teachers to feedback on the books having an impact on learning
Monitoring: Ongoing assessments and observation, syndicate meetings and appraisal monitoring systems, mid-year interim teacher judgements, student feedback			
Resourcing: Termly staff meeting time, PLG meetings, Buddy teacher meetings, budget to support purchasing of resources and PD			

Improvement Plan

School Strategic Goal 3

Further develop our environment to support the health and well-being of all the students and staff and provide a safe, aesthetically pleasing and environmentally sustainable school

Annual Goal 3

Waikato Waldorf School strives to create a learning environment which:

3.1 Enhances and supports the physical and academic progress of all students and their emotional well-being - New Rauru programme

3.2 Enhances and supports the well-being of staff

3.3 Provides a good working environment/conditions for students and staff

3.4 Provides an environment that reflects our cultural diversity, heritage and special character

Baseline data and Target

2022 surveys planned for the end of T1 and the middle of T4. Baseline 2020 data as follows:

From Student Survey 2020 Classes 4 – 7	ACTUAL	TARGET
I have been bullied once or twice in the past few months	14%	10%
I have been bullied for one year	5%	3%
You have told someone if you have been bullied	94%	97%
Your teacher has done very little to decrease bullying this year	6%	3%
Students felt there was a positive school climate	83%	88%

STUDENT ATTENDANCE

December 2021 94.6% **2022 Target 95%**

3.3 Green gold status attained in 2018. We will continue to strengthen areas of development

Baseline: Outdoor classroom built and a number of vegetables raised beds **Target:** Embed practices in the ODC - composting/seed raising, nurture vegetable gardens.

Baseline: Learning support office built **Target:** Complete LSC area and beautification of surrounding area

Baseline: Underdeveloped school entrance from the carpark **Target:** Complete the design for the school entrance from the carpark, incorporating flow form and possible gate structure

Key Improvement Strategies

What	When	Who	Indicators of Progress
3.1 Enhances and supports the physical and academic progress of all students and their emotional well-being - New Rauru programme			
Further develop professional learning groups	Term 1-4	Teachers	Groups meet twice per term – added new writing group for 2022.
Develop coaching groups for teachers	Term 1-4	Teachers and Coaches	<p>Teacher coaching groups meeting regularly each term. Teachers establish their enquiries and are supported by the group to complete. One coaching goal based on the proposed key question and another inquiry goal if desired. Reporting only on the coaching goal unless teachers want to report on their inquiry as well.</p> <p>PD log first up, then Teacher standards addressed as PD log and goals are discussed. Each teacher is responsible for their own records. Senior managers could take a brief note of what each coaching goal is.</p> <p>Continue with the TA coaching group model but review the mix of groups to bring fresh approaches, ideas and dynamics.</p> <p>TAs continue to support each other in 2021 inquiries and with general questions and issues bring a wide variety of experiences and perspectives. Senior Management role clearly defined and linked to school priorities/ strengths and interests.</p>
Buddy teacher meetings each week	Term 1-4	Teachers	Teacher meet weekly for 30 mins in staff meetings to focus on an area of their practice and assist each other.
Roll out Rauru programme to staff	Termly in TODs	Mel/Sharon	Introduce an element of Rauru each term to upskill staff
Implement Rauru goals for 2022	End Term 4	Rob/Mel/Sharon	Creating a Class 6 MainLesson (Changing bodies??) - Lower school focus
	End Term 4	Mel/Sharon	Creating more lessons to support or replace the Kiva book lessons (ERO focus C14&5) - Totara Team focus and align with special character.

<p>Encourage teachers to be proactive and focused on delivering the Totara (anti-bullying) program.</p>	<p>End Term 2</p> <p>End Term 4</p> <p>Term 1-4</p>	<p>Karen/Rob</p> <p>Rob/Mel/Sharon</p> <p>Mel/Sharon/Rob</p>	<p>Development of a document: Recognised Behaviours = External Supports - SENCO & Support staff focus</p> <p>Focus on online Parent Enrichment workshops - Whole staff focus</p> <p>Ensure lessons are taking place in classes and having a positive effect on students. Rob observe Totara lessons.</p>
<p>3.2 Enhances and supports the well-being of staff</p>			
<p>Weekly Eurythmy exercises for teachers at the beginning of pedagogical meetings</p>	<p>Weekly in pedagogical meetings</p>	<p>Anna/Teachers</p>	<p>Eurythmy sessions take place at the beginning of each pedagogical meeting.</p>
<p>Implement staff wellbeing program</p>	<p>Term 2</p>	<p>Rob</p>	<p>Rob to research and implement a suitable program – liaise with Te Pae Here principals and Steiner principals to find what options are out there.</p>
<p>Regular staff mini-celebrations/chances to connect</p>	<p>Term 1-4</p>	<p>Rob</p>	<p>Ice creams after school on Friday, Cake for International Women’s Day, planned ‘Pecha Kucha’ biography evening</p>
<p>Health and wellbeing PLG to be continued</p>	<p>Term 1-4</p>	<p>PLG group</p>	<p>Health and Wellbeing PLG continued this year and has a tangible benefit to wellbeing</p>
<p>Allow staff more time to do their jobs and feel successful – buddy time</p>	<p>Term 1</p>	<p>Rob/teachers</p>	<p>Buddy teachers established to provide time for collaborative work working on key issues for class teachers. Four accord TODs to focus on workload over the course of the year.</p>
<p>Coaching groups</p>	<p>Term1-4</p>	<p>Rob/teachers</p>	<p>Continuing in 2022</p>
<p>3.3 Provides a good working environment/conditions for students and staff</p>			
<p>Employ new caretaker/grounds staff</p>	<p>Term 1</p>	<p>Rob/David</p>	<p>Target by end of Term 1.</p>
	<p>Term 1</p>	<p>Rob/Mel/Sharon</p>	<p>Marquees in place, Sharon and Shaun established rope/tarp areas, other areas identified and in use</p>

Establish Marquees and other shaded areas during Red level			
Complete any unfinished areas and beautification of the outdoor classroom.	By Term 4	Rob/Property Mgr/Carl	Finish paved area and make a plan to maintain vege gardens and composting.
Continue beautification of school grounds and buildings	Term 1-4	Rob/Carl/Property Mgr	Enviro Group focus on consulting with staff and students on grounds development and areas of responsibility around the school grounds.
Complete building of the Learning Support Coordinator office and designs drawn up for surrounding area	Term 4	Rob/Carl/Property Mgr	Learning support office built. Designs for surround area completed with regard to overall strategic vision of school.
Investigate development of back deck areas on the main classroom block.	Term 2	Rob/Property Mgr	Cost out various design to make the spaces usable in all weathers.
3.4 Provides an environment that reflects our cultural diversity, heritage and special character.			
Establish plan for front of school	Term 4	Strategy group/Carl/Enviro group	Design/plan/cost various options for the inner front entrance (wooden fence) and install flow form for 25 th anniversary.
Begin to establish a plan for the bush walk near the gully behind school	Term 4	Strategy group/Carl/Enviro group	Work with the report from Tim and identify what is needed to make the space a rich learning environment.
Monitoring Weekly KiVa and environment updates at Faculty meeting. Weekly update through Health and Wellbeing Professional Learning Group at Faculty meeting			
Resourcing Faculty meeting time, PD funding, budget for grounds projects			

Improvement Plan

School Strategic Goal 4

Consolidate, embed and enrich sound pedagogical practices and infrastructure throughout the school and build the capacity to establish a Senior High School

Annual Goal 4

4.1 Build capacity and knowledge base around establishing a full High School – focusing on staffing, professional development, qualifications, buildings, resources and finance.
4.2 Strategic Group to continue to investigate possibilities for future development of Waikato Waldorf Community and consult with all parties to establish new strategic overview of campus
4.3 Establish Property Management System complete with up to date and relevant information to help inform strategic decisions.

Baseline data and Target

4.1 Current Age Range Classes 1 – 9 Target: range Classes 1 – 12
 4.2 First Strategic Plan drafted Target: Complete a Strategic Plan of Campus
 4.3 Property Management System established Target: Use to inform decisions on a school work activities.

Key Improvement Strategies

What	When	Who	Indicators of Progress
4.1 Build capacity and knowledge base around establishing a full High School – focusing on staffing, professional development, qualifications, buildings, resources and finance.			
Await response from MOE for any possible changes to curriculum.	2022	MoE	Communication from MoE highlighting progress with application. Key indicator = Successful application.
Work with SEDT to setting up the new qualification for 2023	By end 2022	Mel/Rob	High school cluster PD – get support from colleagues for CSE objectives and learning outcomes. SEDT PD for HS teachers. Be able to deliver Steiner Cert qualification starting in 2023 – Level 1
Set up meetings with other tertiary providers to establish links for alternative and vocational pathways	Term 1	Mel	Meet with Wintec HS liaison to clarify pathway and pre-trade assessment advisor Continue relationship with University.
Continue the development of the update of the 10-year property plan	Ongoing	PT/Strategy group	Clear strategic plan for the development of the school site. Review 10 year property plan.

Complete alterations to classrooms for 2023 to accommodate expanding Classes 8 & 9 and specialist areas	Term 1	Mel/Property Manager	Review needs for 2023 and develop a works plan.
Establish a fundraising group for new buildings	Term 2	Strategic group	Group established from members of PT and School Board etc.
Continue to market the school as a full area school	Term 1-4	Marketing group/Mel	Update website. Investigate marketing videos. Promote in special character meetings, parent enquiries/visits. Cl6/7 presentation end of Term 1. Journey Through The School. Friday Flier classroom corner. Social Media.
Continue to prioritise PD for high school staff	Term 1-4	Mel/Rob	HS specific PD completed during term one of 2022. HS clusters ongoing each term. SEDT organized PD for mid-year.
4.2 Strategic Group to continue to investigate possibilities for future development of Waikato Waldorf Community and consult with all parties to establish new strategic overview of campus			
Continue with regular community updates and questionnaires as required.	Term 1	Mel	BASC initiated. Parents to be surveyed about BASC.
	Term 1	PT	PT updating community regularly – parent meetings, fliers
	Term 1	Teachers	Information released regularly in flier or direct emails to parents/guardians
	Term 1	Mel	HS students to be surveyed about special character
4.3 Establish Property Management System complete with up to date and relevant information to help inform strategic decisions.			

Excel system up and running and used by Property Manager, Principal and governance groups for information.	Term 1	Property Manager	New Excel Property Management System in place. Property Manager to present new system to strategic group.
Continue with painting plan	Term 1	Property Manager	Painting takes place as planned
Receive quotes for projects and governance group decide which projects should be used for EPMP funding.	Term 1	Rob/Property Manager/Strategy group	Quotes reviewed. Application for funding made. Funding secured. Projects completed.
Continue with improvement of services e.g. fire and security.	Term 2	PT/Strat group	Cameras in place and working effectively.
Monitoring Termly Strategy Groups meetings, Property meetings once a month, Rob/David weekly property meeting, HS staff meetings			
Resourcing Funding for Qualifications procurement, funding for buildings and key projects.			