

## ANNUAL PLAN 2021 - **Variance Report**

**Akiaki te ti o te tangata**

**Nurture the indescribable light in a person**

✓	Achieved
✓	Progress -not achieved
✗	Progress made – not achieved
✗	Little or no progress made

## MICHAEL PARK STRATEGIC PRIORITIES

1. Plan for sustainable growth
2. Improve well-being across all aspects of the Michael Park community
3. Grow the understanding of what makes Michael Park special

This year's plan has been developed with reference to The National Education and Learning Priorities and Te Ara Poutama the Education Review Office framework for reviews in early childhood centres

<https://www.education.govt.nz/assets/Documents/NELP-SES-documents/NELP-2020-Early-Learning.pdf>

<https://www.ero.govt.nz/publications/te-ara-poutama-indicators-of-quality-for-early-childhood-education-what-matters-most/>

# THE MISSION

Developing free human beings who are able of themselves to impart purpose and direction to their lives

## Living Waldorf Pedagogy

- \* Waldorf curriculum & pedagogy
- \* Special character & the NZ Curriculum
- \* Waldorf values, virtues and impulses
- \* The whole child — thinking, feeling, willing
- \* Planning & teaching via data & observation
- \* Self-development & reflective practice
- \* “Ako”—culturally responsive teaching
- \* Positive relationships with parents / whānau
- \* Meeting the needs of all students
- \* Ongoing research & self-review

## High School

- \* Academic certainty
- \* Nourished & challenged
- \* Contemporary issues
- \* Consolidating capacities
- \* Self-actualised learners
- \* Role models & tuakana-teina
- \* Future pathways & careers
- \* The Horizon

## Vibrant Community

- \* Living the dream—walking the talk  
“Me hikoi te korero”
- \* Welcoming & inclusive
- \* Working in partnership
- \* Communication—timely & effective
- \* Parent education - responsive
- \* Reflects the values of the school
- \* Positive relationships between teachers and parents
- \* Networks—vibrant & supportive

LIVING WALDORF PEDAGOGY

VIBRANT COMMUNITY

MPS Staff

Parents & whānau

## Lower School

- \* A love of learning
- \* Developing capacities
- \* Creative thinking
- \* Strengthening imagination
- \* Practical curriculum
- \* The Hub

## Middle School

- \* Independence in learning
- \* Expanding capacities
- \* Critical thinking
- \* Wonder-filled inquiry
- \* Practical intelligence
- \* Increasing resilience

## Kindergarten

- \* Treasuring childhood
- \* Self-directed play
- \* Developing the whole child
- \* Alignment of family values
- \* Nurturing our unique philosophy

### RSST

Special Character, Property, Community, Alumni

### Principal & College

Effective leadership & management  
Visibility & communication

### Board of Trustees

Effective governance  
Best practice

## FINANCIAL RESILIENCE

Targeted spend

Fundraising, fees & dues

Full roll

Cost analysis

Step change in financial thinking

# THE VISION



# 1. The Learner and their Learning

## Process Indicators

- 1.1 Children’s learning and development in play-based contexts is supported through caring, learning-focused partnerships.
- 1.2 Children, parents and whānau contribute to a curriculum that recognises their identities, languages and cultures.
- 1.3 Children have equitable opportunities to learn through a responsive curriculum that is consistent with Te Whāriki.
- 1.4 Te reo Māori and tikanga Māori are valued and an integral part of teaching and learning.
- 1.5 Children’s learning and development is supported through intentional and culturally responsive pedagogy.
- 1.6 Assessment practices enhance children’s mana and their learner identities

Focus Area	Strategies	Indicators		Progress
Tiriti based practices	<ul style="list-style-type: none"> <li>a. Continue with Pepeha exploration – researching local stories</li> <li>b. PLD on everyday tikanga in the kindergarten</li> <li>c. Wananga for teaching staff</li> <li>d. Re- engage kindergarten whanau with whanau hui</li> <li>e. Kaiako maintain a focus learning on He Reo Purawai</li> <li>f. Consultation with Maori whanau re learning priorities (school and kindergarten)</li> </ul>	<ul style="list-style-type: none"> <li>• Pepeha book published and launched. Maori children and whanau receive book as part of welcome T1</li> <li>• Pepeha becomes part of kindergarten and used in mihi to welcome whanau T1</li> <li>• Local stories are shared</li> <li>• Whanau hui and Kapa Haka group are promoted, engagement supported T1</li> <li>• Tataiako understanding is refined and documented T3</li> <li>• Kindergartens section to He Reo Purawai is scoped T3</li> <li>• Children hear Te reo Maori in everyday contexts</li> <li>• Children experience learning contexts that value Te Ao Maori</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✗</li> <li>✗</li> <li>✗</li> </ul>	<ul style="list-style-type: none"> <li>• Pepeha book published and available to whanau</li> <li>• Centre manager gave a talk on the spiritual dimension of creating the book to the College of Teachers and interested others</li> <li>• MPK Pepeha can now be told as a puppet story in all groups</li> <li>• Whaea Beverly has had an increased presence in kindergarten</li> <li>• Matariki breakfast and unveiling of Manu a highlight. Plaque with whakatauki installed</li> <li>• In addition to participating in faculty wananga Chilali Laban led a harakeke workshop and Barb Mckenna taught us Taka te Hau as a movement mediation</li> <li>• Maori Made Easy purchased for all teaching staff</li> <li>• Some improvements in use of te reo in assessment</li> <li>• Te reo Maori planned as a sustained curriculum focus in term 3 leading up to</li> </ul>

				<p>kapa haka festival – interrupted by lockdown</p> <ul style="list-style-type: none"> <li>• He Reo Puawai pld - postponed due to covid</li> </ul>
Creative Play – understanding our priorities for learning	<p>a. PLD on role of conflict in children’s play T1(Jan PLJ)</p> <p>b. PLD on children’s creative play (with Anita Mortlock) T1</p> <p>c. Review of 6-year olds play progressions T2</p> <p>d. Refined understanding of what complexity n children play looks like T2</p>	<ul style="list-style-type: none"> <li>• Exemplar of positive guidance strategies (Sarah PLJ)</li> <li>• Teachers can articulate a shared understanding of what supports creativity in children’s play (Sally PLJ) both indoors and outdoors (Barb PLJ)</li> <li>• Assessment comments on children’s learning trajectory with focus on children’s play</li> <li>• Children experience teaching that invites and encourages complexity in play</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>• Anita Mortlock led a zoom session on play</li> <li>• Internal evaluation on play postponed rolled over to 2022. Teachers and mentor group have expressed need for more support understanding what complex play looks like, kaiako role in children’s play, how to expand play repertoires and what complexity looks like in children’s play.</li> <li>• The extended absence of children from the centre has noticeably impacted training.</li> </ul>
Refining assessment	<p>a. Story Park implementation T1-T4</p> <p>b. Workshop learning stories and strategies in section meeting</p>	<ul style="list-style-type: none"> <li>• Teachers are using priorities for learning and progressive filters to refine assessment</li> <li>• Whanau have a range of opportunities to contribute to assessment and planning</li> <li>• Teachers feel like they know children better. Team culture and consistency between rooms grow</li> <li>• Children experience teachers who are using assessment to inform teaching</li> <li>• Children experience teaching which is attuned and responsive their learning</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>• Regular meetings to specifically discuss children’s learning happening in duplex meetings - appears to be enhancing assessment, planning and evaluative capacity. Resulted in more discussion on teaching strategies/approaches</li> <li>• Teachers’ competency using Story Park for assessment continues to improve with ongoing peer moderation</li> <li>• Whanau uptake of Stroypark has increased and proved to be a very important tool for teachers, children and whanau during lockdown.</li> </ul>
Cultures, languages and identities	<p>a. Research cultural competencies for children in each kindergarten group. T3</p> <p>b. Invite whanau to contribute to section meetings T3</p>	<ul style="list-style-type: none"> <li>• Teachers develop skills and knowledge</li> <li>• Children experience culturally responsive teaching</li> </ul>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>• Some progress with teachers using a wider range of story content from children’s cultures</li> <li>• Also impacted by covid.</li> </ul>

## 2. Collaborative Professional Learning and Development

### Process Indicators

2.1 Children’s learning and development is supported by leaders and kaiako, and others with culturally relevant knowledge and expertise.

2.2 Leaders and kaiako work collaboratively to develop the professional knowledge and expertise to design and implement a responsive and rich curriculum for all children.

2.3 Children’s learning is enhanced through leaders and kaiako engaging in professional learning and development opportunities that contribute to ongoing and sustained improvement.

2.4 Children’s learning is enhanced through leaders and kaiako working as a professional learning community.

Focus Area	Strategies	Indicators		Progress
Support College to establish a common understanding of what special character is (and is not) at Michael Park and the resonances this has with Te Ao Maori.	<ul style="list-style-type: none"> <li>a. Communicate and reinforce this understanding through a variety of medium throughout the year</li> <li>b. Explore options for enhanced communication eg. better use of social media, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li>• Plan on republishing last years article on College for kindergarten parents</li> <li>• Website design and content review underway. New design has a better weighting toward kindergarten- our main entry point for new students</li> </ul>
Review the professional learning journey /teacher growth processes	End of year sharing celebration and staff feedback.	<ul style="list-style-type: none"> <li>• All Kaiako are able to speak to the following 4 questions</li> <li>• What new things have you learnt?</li> <li>• What are you doing differently?</li> <li>• What difference has it made to children?</li> <li>• How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning Journey PLJ developed last year beginning to embed. Reviewed kindergarten version to make flow, process, and timelines clearer.</li> <li>• Kindergarten teaching assistant’s appraisal reviewed; model similar but simpler than PLJ. Not signed off. Postponed to 2022</li> </ul>

				<ul style="list-style-type: none"> <li>All teachers are being cycled on a rotation through PLD on child protection and first aid. However, interrupted by Covid</li> </ul>
Support collaboration, ties and shared experiences between KG and School	Focus on KG to Class 1 and C7 to C8.	<ul style="list-style-type: none"> <li>Parent and student feedback, numbers of students staying at MP.</li> <li>Review with Class 1 Kaitiaki re transition to school (Term 1)</li> </ul>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>Class 1 2022 was 34 mid year and is now 30. There has been attrition in all birth years and 2018 birth year does not have a wait list.</li> <li>Covid impacted on transition to school plan. To compensate we opened a class 1 room on Storypark to share stories, arrange zoom calls, and connect with class 1 teacher.</li> </ul>
Growing Steiner teachers	<ul style="list-style-type: none"> <li>Support Steiner diploma course participation (3 teachers, 1 assistant)</li> </ul> <p>Support assistant to continue with B.Ed. (x1)</p>	<ul style="list-style-type: none"> <li>Mentoring is provided for course participants</li> <li>Professional learning is implemented into teaching practice</li> <li>Teachers can discuss the effect their professional learning has on children's learning</li> <li>Children experience learning consistent with our philosophy</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>Mentoring support group up and running for teachers participating in 2<sup>nd</sup> year of Steiner diploma course: Sarah, Kayoko, Melanie, Jana, Grace. Patricia is also attending as part of her professional learning and induction.</li> <li>Melanie now fully registered. Sarah has one more year on provisional registration.</li> <li>Chilali has completed 2/3 of her B.Ed.</li> </ul>
Disseminate Creativity research	<ul style="list-style-type: none"> <li>Host ECE Kahui Ako in May</li> <li>Opening address Hartmut Borries - activity of the spiritual world teachers work</li> </ul>	<ul style="list-style-type: none"> <li>National networks strengthened</li> <li>Research into Creativity shared</li> </ul>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>Waekura has developed vision and values statement annual plan aligned to the SEANZ annual plan.</li> <li>I am currently taking a break from Waekura and SEANZ.</li> <li>I have however visited Waiheke kindergarten to provide their new centre manager with support</li> <li>Kahui Ako Postponed due to covid</li> <li>Nationally Waekura is focussed on the closing of Steiner ece centres. Palmerston North has closed permanently; Raphael House is closing its ece centre at the end of the year and putting children in school, Motueka and Waiheke have separated 6-year-olds from younger children. This is a very important special character issue and one the Trust needs to be awake to.</li> <li>The MOE has drafted a summary of the kindergarten TLIF creativity project for its website</li> <li>The article written by Dr Neil Boland and Dr Anita Mortlock has been accepted for publication</li> </ul>

				<ul style="list-style-type: none"> <li>Anita has presented the findings at a conference in Wellington. She has a writing sabbatical in 2022 so further articles will be completed.</li> </ul>
Sensory development	<ul style="list-style-type: none"> <li>Sensory swings and weighted blankets available to children</li> <li>Outdoor sensory environment continues to be developed</li> </ul>	<ul style="list-style-type: none"> <li>Children access resources/experiences that support their sensory needs</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li>Suitable storage is the first step toward purchasing suitable outdoor equipment. Thank you very much the sheds are perfect!</li> <li>We have sourced a supplier for outdoor wooden climbing equipment which has NZ playground safety certification. It is very expensive but meets the regulations.</li> <li>Is the money allocated from the fair to the kindergarten or to the kai tables we did not replace still available to the kindergarten? I am aware of the cost of the sheds and want to make sure we are being fiscally prudent but doing as much as we can to reduce expenditure.</li> </ul>

### 3. Evaluation for Improvement

#### Process Indicators

3.1 Coherent organisational conditions enable managers, leaders and kaiako to do and use evaluation for improvement and innovation.

3.2 Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.

3.3 Engagement in deliberate, systematic internal evaluation processes and reasoning promotes valued outcomes for all children.

Focus Area	Strategies	Indicators		Progress
Redesign centre wide internal evaluation systems to reflect Te Ara Poutama	<ul style="list-style-type: none"> <li>Quality Practises template for MPK is reviewed</li> <li>Quality Te Ara Poutama rubric is introduced into centre documentation</li> </ul>	<ul style="list-style-type: none"> <li>Kaikako understand and agree what quality practice looks like in our centre</li> <li>Kaikako are familiar with the process indicators for quality and use them in evaluative processes</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>We have a quality practices template based on teachers council professional standards that needs review. The tirit section on this is finished</li> <li>Reduced the number of internal evaluations and increased focus and time on embedding phase.</li> </ul>

	Teachers are familiar with Te Ara Poutama process indicators and use them	<ul style="list-style-type: none"> <li>Improved internal evaluation capability of Kaiako leads to positive outcomes for children</li> <li>Improvement and innovation is sustainable and manageable</li> <li>Inquiry, evaluation and problem-solving are everyday features of curriculum</li> </ul>	<ul style="list-style-type: none"> <li>x</li> <li>x</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li>Story Park internal evaluation in evaluating and monitoring impact phase.</li> <li>Review of Food and Nutrition in implementation phase.</li> <li>Te Ara Poutama exploration will be a feature of next years annual plan.</li> <li>Forms on evaluation needs to be a feature at next years annual plan</li> </ul>
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#### 4. Leadership Fosters Collaboration and Improvement

##### Process Indicators

- 4.1 Leaders collaboratively develop and enact the service's philosophy, vision, goals and priorities, recognising te Tiriti o Waitangi/ the Treaty of Waitangi as foundational.
- 4.2 Relational trust enables collaboration and sustained improvement.
- 4.3 Leaders ensure access to professional learning and development that builds capability.
- 4.4 Effective planning, co-ordination and evaluation of curriculum, teaching and learning promote equitable outcomes for all children.
- 4.5 Leaders develop, implement and evaluate systems, processes and practices that promote ongoing improvement.

Focus Area	Strategies	Indicators		Progress
Sustainability	a. Review of staffing and resourcing	<ul style="list-style-type: none"> <li>Number of registered teachers continues to increase</li> <li>Further investigate donation versus fees</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>Principal, RSST chair, centre manager and business manager have met to develop a better shared understanding of the 6 year old funding conundrum.</li> <li>The business manager and centre manager have worked together to increase % of registered teachers for 2022. We currently meet the pay parity requirements and eligible for a higher funding rate.</li> <li>The last review of BOT operational funding available to the kindergarten for 6 year olds on the school role was 2014. There has been considerable change in the way operational funding is calculated, school and kindergarten demographics, collection of donations, increasing demands in expectation of ece centres</li> </ul>



				and even less funding equity between ece and school than we had a few years ago.
Transition into Kindergarten	<p>a. Resources developed for Wait list that support understanding of special character</p> <p>b. Improved communication with wait list families prior to entry</p>	<ul style="list-style-type: none"> <li>• Numbers stable, less attrition between interview and enrolment</li> <li>• Feedback from whanau and Kaiako improves</li> <li>• Children experience a positive transition between home and kindergarten</li> <li>• Children with additional needs have well planned transition</li> </ul>	x	<ul style="list-style-type: none"> <li>• Record attrition between interview and starting particularly the 2018 birth year. believe this was because of Covid and families especially keeping younger children at home or staying at current centre.</li> </ul>
Teacher Wellbeing	<p>a. Conduct baseline NZCER surveys with all staff early in the year</p> <p>b. Analyse survey results for potential initiatives and changes</p>	<ul style="list-style-type: none"> <li>• Survey available to all staff and training/opportunity given to allow completion</li> <li>• Initiate changes based on survey feedback</li> </ul>	x x	
Assurance	<p>a. Procedures review in collaboration with other Steiner centres</p>	<ul style="list-style-type: none"> <li>• Procedures approved by MOE national operations team</li> <li>• Licensing criteria met and exceeded + aligned procedures across Steiner ECE settings</li> <li>• Regulations review introduced and implemented in a timely manner</li> <li>• Systems and processes are transparent, easy to understand and easy to access</li> </ul>	x x x ✓ ✓	<ul style="list-style-type: none"> <li>• Leading up to and following ERO we have maintained a steady focus on reviewing and improving procedures in areas identified in Akanuku review.</li> <li>• We requested MOE support to ensure we are meeting the over 300 regulations. They have declined on the basis that the centre is not at risk and considered a quality centre despite the Akanuku review.</li> <li>• Went to a course on licensing criteria to improve my understanding of regulations. CEO of Early Childhood Council said about half of all centres reviewed this year have had an Akanuku review and approximately 1 centre a week is closing permanently. Most of these are small community-based centres. An increasing number of centres are now using legal means to have ERO reviews reviewed and the ERO judgements appear highly variable if not erratic.</li> </ul>

			<ul style="list-style-type: none"> <li>• Even though the ERO team has judged we are compliant with regulations, without an MOE licensing team visit I cannot assure the RSST that the regulations are being met.</li> <li>• Approached 3 contractors who do ece regs audit and compliance work. Only received one proposal back. Attached.</li> <li>• I am currently working on a tri annual operations plan. Some of this is dependent on policy and procedure alignment decisions agreed between RSST and BOT</li> <li>• The first tranche of the new ece regulations have been released.</li> <li>• NELPS (National Education and Learning Priorities) now apply to ece as well as school and will need to be integrated into next years plan.</li> </ul>
Maintain and develop premises and facilities	<p>Replace office computer ✓</p> <p>Improve cabling situation ✓</p> <p>Expand soft fall area around Totara tree and rose climbing frame ✗</p> <p>Replace rotting wood around Rose sandpit ✗</p> <p>Improve lighting in Magnolia ✗</p> <p>Update Emergency procedures ✓</p> <p>Update Fire Evacuation Scheme ✓</p> <p>Improve earthquake preparedness in office and all rooms ✓</p> <p>Additional shade sail – Magnolia ✗</p> <p>Replace Fale roofing ✗</p> <p>Improve office layout ✓</p> <p>Replacement carpet ✓</p>	<ul style="list-style-type: none"> <li>• Teachers have access to adequate IT</li> <li>• OSH</li> <li>• Playground safety standards – top up sand and soft fall</li> <li>• Premises and Facilities criteria - hazard</li> <li>• OSH</li> <li>• Premises and Facilities criteria</li> <li>• Premises and Facilities standard</li> <li>• Premises and Facilities</li> <li>• Health and safety standard</li> <li>• Hazard</li> <li>• Hazard</li> <li>• Information is easily accessible and visible</li> </ul>	<p>✓</p> <p>Resources for health and safety have been allocated primarily allocated to hazard management namely non slip mats in bathrooms and sandpit covers in the kindergartens due to cats faeces.</p> <p>The rotting wood is becoming a hazard rather than a maintenance question.</p> <p>To reduce strain on the budget we defered the shade sail and lighting requests.</p>

## 5. Stewardship Through Effective Governance and Management

### Process Indicators

5.1 The learning and wellbeing of children are the primary considerations in decision making.

5.2 Children’s learning and development is supported through responsive partnerships, including networked relationships between services, agencies and the wider community.

5.3 Outcomes for children and their whānau are promoted by effective systems, processes and internal evaluation.

Focus Area	Strategies	Indicators		Progress
Plan for sustainable growth	Contribute to : <ol style="list-style-type: none"> <li>exploring financial, reputational and quality implications for different expansion models</li> <li>Property development consultation and plan</li> <li>(Potentially) Generate proposal for expansion</li> </ol>	<ul style="list-style-type: none"> <li>Feedback from community consultation, Term 1, 2021</li> <li>Variety of models for growth in terms of physical plant and student growth scenarios within the school</li> <li>Budget options for each proposal, including implications for kindergarten</li> <li>Associated risk analysis</li> <li>Potential Roll Cap increase - application considers mixed kindergarten and school site</li> </ul>	<ul style="list-style-type: none"> <li>✗</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>The RSST decision not to grow the school needs to be communicated with community to complete this process</li> </ul>
Community consultation to review/refresh the Mission, Vision and Values	<ol style="list-style-type: none"> <li>Kindergarten focus groups to ensure multiple voices are heard</li> <li>Whole school workshops and presentations</li> <li>Governance and leadership working collaboratively</li> </ol>	<ul style="list-style-type: none"> <li>Clearer understanding of whanau aspirations and expectations</li> <li>Updated Vision, Mission and Values developed and disseminated</li> <li>Mission, Vision and Values impact policies and procedures</li> <li>Website planning and design underway</li> </ul>	<ul style="list-style-type: none"> <li>✗</li> <li>✗</li> <li>✗</li> <li>✗</li> </ul>	<ul style="list-style-type: none"> <li>Carried forward to 2022</li> </ul>

Philosophy Review	Philosophy is aligned to and consistent with Mission, Vision and Values	<ul style="list-style-type: none"><li>Philosophy and priorities for learning align with Mission, Vision and Values</li></ul>	✓	Completed and submitted for approval Feb Meeting,