

2024 Annual Plan Variance Report

NCEA Level 2	Target (%)	September	November	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	2024
Class 11/year 12 cohort attaining Level 2	90	84%	84%	<input checked="" type="checkbox"/>	89%
NCEA Level 3	Target (%)	September	November	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	2024
All class 12/year 13 cohort attaining Level 3	91	86%	81%	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	86%
Class 12 Māori students attaining Level 3	100	100%	100%	<input checked="" type="checkbox"/>	100%
Class 12 Pasifika students attaining Level 3	100	100%	50%	<input checked="" type="checkbox"/>	100%
University Entrance	Target (%)	September	November	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	2024
Class 12 cohort attaining UE	87	76%	57%	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	76%
Class 12 Māori students attaining UE	100	100%	50%	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	67%
Class 12 Pasifika students attaining UE	100	50%	0%	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	67%
Endorsements	Target (%)	September	November	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	2024
Class 11 students gaining Level 2 endorsement	50	53%	47%	<input checked="" type="checkbox"/>	89%
Class 12 students gaining Level 3 endorsement	50	33%	47%	<input checked="" type="checkbox"/>	45%

Goal 1: To lift learner engagement and achievement through strengthening high impact teaching strategies

National Education and Learning Priorities (NELP)

Priority 2: Have high aspirations for every learner and support these with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities languages and cultures.

Priority 3: Reduce barriers to education for all, including Māori and Pacific learners/disabled learners and those with learning support needs.





Priority 4: Ensure every learner gains sound foundation skills, including language (oral or sign), literacy and numeracy.


Priority 6: Develop staff to strengthen teaching leadership and learner support capability across the education workforce.

Priority 7: Collaborate with industries and employers to ensure learners have the skills. Knowledge and pathways to succeed in work

Background

Supporting student achievement remains our focus. Our teaching and learning goals are focused on increasing the use of the most effective pedagogies. We will review and refine our teaching practice, professional learning conversations and lesson observations. Well-being is a priority; we will inquire and strengthen effective strategies to enhance staff and student wellbeing.

Authentic learning and engagement	Expected Outcomes	 	Analysis of Variance
Actions			
<p>Strengthen authentic learning from Class 1 through to Class 12 using culturally responsive (localised) curriculum throughout the school.</p> <p>Development of main lesson and culturally responsive curriculum content throughout the school</p>	<p>Curriculum documentation reflects the following characteristics of authentic learning and culturally responsive material:</p> <ul style="list-style-type: none"> describes active student engagement in exploration and inquiry demonstrates that learning is centred on authentic, relevant, real-world tasks that are of interest to students values and integrates student language, culture and identity within the course content and in each classroom demonstrates that learning is closely connected to the world beyond the classroom 		<p>Purposeful work was carried out developing our High School curriculum. Teachers are referencing to our special character in the resources they have created. There continues to be a collaborative approach working alongside high school teachers from other Steiner schools in NZ.</p> <p>Student reflections at high school assemblies have seen a lift in the quality of what is being communicated and shown to their peers and teachers. Student feedback has been prominent to assist with the development of content moving forward.</p>
Differentiation			
<p>Teachers will collaborate to interpret achievement data to identify student learning needs.</p>	<p>Teachers will be enabled to collaborate with each other to inform differentiated learning programmes for students to inform their planning, meet the needs of each learner and identify students with learning needs.</p>		<p>Lower School & High School staff have appreciated the information provided by our SENCO who has worked in collaboration with parents and external agencies.</p>

Curriculum documentation reflects a commitment to differentiating learning for all students.	Unit planning includes a differentiated approach. Formative practices are used to differentiate lessons and the needs of learners.		Main lesson and subject planning templates have a section that identifies students who require differentiation with brief statements of support strategies to assist staff with their teaching and learning approach.
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Goal 2: To inquire into and strengthen effective strategies to enhance staff and student wellbeing.

National Education and Learning Priorities (NELP)

Priority 1: Ensure places of learning are safe, inclusive, and free from racism discrimination and bullying.

Priority 2: Have high aspirations for every learner and support these with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities languages and cultures.

Priority 6: Develop staff to strengthen teaching leadership and learner support capability across the education workforce.

Actions	Expected Outcomes	 	Analysis of Variance
Staff and students are consulted on what contributes to their well-being and how it could be further supported.	Factors impacting well-being are clearly identified. <ul style="list-style-type: none"> Ngā Ānāhera (the Angels) “What are wellbeing needs?” What is our staff perception of this question? Consultation provides actions for the school. Solutions are co-constructed with staff and enacted.		A student wellbeing survey was conducted among the middle and high school classes that identified recommendations to support student well-being. A staff wellbeing survey was not carried out.
High School students learn practical steps to manage their time during hui ako lessons.	<ul style="list-style-type: none"> Students will be able to discuss their time management strategies and how this links to their well-being with their kaiako and/or Melanie. 		Our Horizon coordinator met regularly with C10-12 students throughout the year to assist with their learning program and time management. Life Skills and Hauora themes have been integrated into specific main lessons for each cohort. Feedback from staff and students have been positive and have identified that standalone Huaroa main lessons are set for C8-C10 next year.

Goal 3: Teachers will strengthen, and students will experience (Māori as Māori/ Pasifika as Pasifika) culturally responsive learning pedagogy, partnerships in learning and targeted actions which will accelerate learners' progress towards aspirational outcomes.

National Education and Learning Priorities (NELP)

Priority 1: Ensure places of learning are safe, inclusive, and free from racism discrimination and bullying

Priority 2: Have high aspirations for every learner and support these with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities languages and cultures.

Priority 3: Reduce barriers to education for all, including Māori and Pacific learners/disabled learners and those with learning support needs.

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning

Priority 7: Collaborate with industries and employers to ensure learners have the skills. Knowledge and pathways to succeed in work

Background

Over the last 2 years a lead team of teachers have supported Māori students' achievement, cultural efficacy, culturally responsive pedagogy, and building relationships with community groups.




The support and interventions provided by the team have contributed to shifts in teacher mind set, and achievement of these students. For 2024 we aim to strengthen our practice of culturally responsive pedagogy of our teachers across the school, our partnerships with our Whānau Advisory Group, and the acceleration of learners' progress towards aspirational outcomes, through ongoing collaboration and inquiry into our practice.

We will have three key focus areas:







1. **teacher practice**
2. **student engagement and success**
3. **whānau and community engagement.**

These key areas will allow us to focus our priorities, maximise our resources and have a positive impact on our students.






Teacher Practice:

Actions	Expected Outcomes		Analysis of Variance
Staff will continue to develop culturally responsive pedagogy through professional learning.	<ul style="list-style-type: none"> • Staff will be equipped to embed culturally responsive pedagogy into their teaching and learning practice. • This will be evident in teacher practice in the classroom. • Students will feel that their language, culture and identity is valued and integrated within the course content and each classroom. <p>Teachers will be empowered to share their knowledge of culturally responsive pedagogy.</p>		<p>C5-12 student voice survey was carried out in August. Themes were shared with staff.</p> <p>An online survey was sent to all parents & staff throughout the school as part of a combined survey for all Steiner schools throughout the country in August. The responses were shared at a whānau hui and at a faculty meeting.</p>
Staff will share best practice, within sections, focusing on culturally responsive pedagogy.	Teachers will share, during section and faculty meetings, a snippet of best practice from their teaching during their professional learning conversation sessions to develop our kete of teaching strategies.		Faculty meetings during the term had a scheduled agenda twice a term of professional conversations where a cross section of the staff is grouped together to share the progress of their professional learning goal this year.

Student Engagement and Success:

Actions	Expected Outcomes		Analysis of Variance
Mentoring of Class 10 – 12 students will occur.	<p>Improved submission rates.</p> <p>Achievement of high school students attains the school targets set.</p>		Achievement data was updated throughout the year and drilled down to determine the next steps forward to support each student as well as providing a wider picture of academic tracking for each cohort.
Student achievement will be closely tracked.	<p>Improved achievement rates and increase in student engagement.</p> <p>Ongoing high school mentoring conversations with kaitiaki about achievement over the year will support students in their subjects and allow for early interventions and support.</p> <p>Early contact with whānau about achievement.</p>		<p>Students were aware of their achievement results; next steps were discussed with their Kaiako and the Horizon coordinator.</p> <p>HSQC oversaw the trends to determine purposeful actions were implemented to support students' progress.</p>
Endorsement group identified and tracked.	Improved level of endorsements.		Achievement data throughout the year identified that the Level 3 cohort were not on track to attain the endorsement target. HSQC worked with teachers to implement purposeful actions to support students' progress. Unfortunately, the strategies were not successful.
UE pathways tracking, explicit tracking of students' courses.	<p>Improved UE Achievement rates.</p> <p>Increase in conversations with students in Class 8, 9 and 10 and about Pathways and subject courses.</p>		Achievement data throughout the year identified that the Level 3 cohort were not on track to attain the endorsement target. HSQC worked with teachers to implement purposeful actions to support students' progress. Unfortunately, the strategies were not successful.
Each student supported with course selection and school/career pathways.	Students will be in a meaningful course which will enable them to pursue their pathway within and out of school.		Meetings with the Horizon coordinator were carried with C10 & C11 students to support their elective options for 2025. This was reenforced with similar conversations by their kaitiaki.

Whānau and Community Engagement:

Actions	Expected Outcomes		Analysis of Variance
Engage whānau through regular events across the school.	Communication and relationships between the school and whānau will have strengthened. Parents will feel more empowered and enabled to support their children.		Termly class meetings throughout the kindergarten and school was carried out last year.
Friday Flyer and social media will be used to inform whānau - outlining events coming up, recent progress and celebrating success.	Whānau will feel informed about events and that their children's success is being celebrated in a culturally responsive way. Identify success stories and create video clips to upload to our website.		<p>The Friday flyer is our most reliable medium to communicate what is happening throughout our school, as well as highlighting events that are coming towards us.</p> <p>The kindergarten Panui has the same initiative of informing whānau of what is happening within the kindergartens and Rose Cottage.</p>
Whānau Advisory Groups established and termly meetings occurring.	Termly engagement in Whānau Advisory Group Meetings to hear community voice and build on partnerships with the community.		<p>Advisory whanau hui is held each term. Follow up of actions points from previous meetings are shared and tabled.</p> <p>Minutes and action points sent out to whanau after each meeting.</p>
Whānau voice on curriculum, belonging, school values, behaviour.	Whānau will share voice about these areas, to give us a triangulated view of their perspective of the school.		An online survey was sent to all parents throughout the school as part of a combined survey for all Steiner schools throughout the country in August. The responses were shared at a whanau hui.