

Annual Implementation Plan – 2026
Strategic Aim # 1 2025
Strengthen our Special Character

The Motueka Steiner School will, in accordance with its Special Character, provide all children with the opportunity to participate in learning experiences that are in harmony with the developmental needs of each child.

Annual Aim	Actions - what will happen in 2026 to support this aim?	Measures/Indicators - How will we know we are making progress?	Who will be Responsible?	When?
1.1 Review and update all teaching planning documents, including main lessons, literacy, numeracy, movement, outdoor classroom, farm to table, and Steiner-specific arts.	Teachers will prepare detailed planning using the templates designed specifically for the various curriculum areas: main lessons, literacy, numeracy, form drawing, painting, movement, outdoor classroom, farm to table, and handwork. Teachers will also have term plan overviews, daily timetables, and annual main lesson timetables.	All teachers will have the required planning in place and ready for the principal to view.	Principal Assistant Principal Teachers	Terms 1 - 4
1.2 Upskill teachers in Eurythmy to enable them to use it in morning circle.	Teachers will share resources, e.g. the Taruna College Morning Circle booklet. We will invite a Eurythmy teacher from the Christchurch Rudolf Steiner School to visit and provide PD to the teachers.	Eurythmy will be incorporated in morning circle.	Principal Assistant Principal Teachers	Terms 1 - 4
1.3 Upskill parents in Steiner-specific arts such as handwork, painting, and outdoor classroom.	Teachers will offer various workshops after school in painting, handwork, geometry, and music.	The workshops are well attended, and parents show a better understanding of the Steiner specific arts.	Principal Assistant Principal Teachers Proprietors Trust	Terms 2 and 3

Strategic Aim # 2 2025
Cultural Responsiveness

The Motueka Steiner School will provide a learning environment that is relevant and effective for learners by drawing on ākongā's cultural knowledge, life experiences, frames of reference, languages, and performance and communication styles.

Annual Aim	Actions	Measures	Responsible	When
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<p>2.1 Te reo is spoken confidently, correctly, and often in all domains of the school.</p>	<p>Te reo will be incorporated in the following learning activities:</p> <ul style="list-style-type: none"> • Morning Circle • Whakatauki • General Commands • Pūrākau • Waiata • Karakia • Kapahaka • Matariki • School Pepeha • Māori Games • Māori Language Week 	<p>When te reo has been incorporated successfully in these learning activities.</p>	<p>Principal Assistant Principal Teachers</p>	<p>Terms 1 - 4</p>
<p>2.2 Te Ao Māori is integrated into our Special Character and evidenced in the school environment.</p>	<p>Te Ao Māori will be evidenced in:</p> <ul style="list-style-type: none"> • The names of our classrooms • Matariki • Māori Language Week • School Pepeha • Class 7 Te Tiriti main lesson • Emphasis on local history and geography, including appropriate class trips • Use of tikanga in the outdoor classroom and farm to table lessons • Noho Marae for Classes 3 and 4 	<p>When Te Ao Māori can be successfully evidenced in these areas.</p>	<p>Principal Assistant Principal Teachers</p>	<p>Terms 1 - 4</p>
<p>2.3 Ākonga's cultural knowledge, perspectives, and skills are employed as a resource for teaching.</p>	<p>We have Māori, German, Swiss, Italian, Japanese, and NZ European students on our role. We respond to their cultural heritage and identity in the following ways:</p> <p>Māori students:</p> <ul style="list-style-type: none"> • Celebration of Matariki • Participation in Maori Language Week • Participation in the Ki-o-Rahi local tournament 	<p>These activities can be successfully evidenced in the school throughout the year.</p>	<p>Principal Assistant Principal Teachers</p>	<p>Terms 1 - 4</p>

	<ul style="list-style-type: none"> • Participation in Whenua Iti outdoor programmes when possible • Noho Marae <p>German, Swiss, Italian, Japanese, and NZ European students:</p> <ul style="list-style-type: none"> • Easter, Michaelmas, and Advent Festivals • Cultural offerings by various families 			
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Target: All students will be able to follow simple classroom instructions in Te Reo Māori, share a mihi and elements of a 'local story' of Te Tau Ihu.

Strategic Aim # 3 2025
Improve Student Learning and Engagement
The Motueka Steiner School will ensure that all ākonga are empowered to extend themselves to reach their full potential.

Annual Aim	Actions	Measures	Responsible	When
3.1 Implement an Attendance Management Plan (AMP) that sets out how we will identify and respond to student absences at specific thresholds, using the Stepped Attendance Response (STAR).	The Office Manager and Principal will formalise the Attendance Management Plan (AMP) and action student absences according to the Stepped Attendance Response (STAR).	The Attendance Management Plan (AMP) sets out how we identify and respond to student absences at specific thresholds, using the Stepped Attendance Response (STAR).	Principal Assistant Principal Teachers Office Manager	Term 1
3.2 Increased achievement levels in Mathematics for all ākonga.	Teachers will focus on: <ul style="list-style-type: none"> • Maths Games • Rich Maths Tasks • Mental Arithmetic in Morning Circle • Times Tables • Using Maths in Handwork and Recorder playing • Establish regular daily rhythms incorporating 	Increased achievement levels in Mathematics for all ākonga, evidenced in standardised assessments and OTJs at the end of the year.	Principal Assistant Principal Teachers	Terms 1 - 4

	<ul style="list-style-type: none"> numeracy Strengthen Maths building blocks 			
3.3 Review the new SEANZ Handwork curriculum and adjust it to meet the needs and capabilities of ākonga at our school.	The Handwork teacher and Principal will review the new SEANZ Handwork curriculum and adjust our programme to meet the needs and capabilities of the twenty-first century child.	Our Handwork programme reflects the new SEANZ Handwork curriculum and meets the needs and capabilities of the twenty-first century child.	Principal Specialist Teachers Teachers	Terms 1 - 4

Strategic Aim # 4 2025

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

Kaitiakitanga: as a school on a farm, we accept guardianship of the farm environment - The Motueka Steiner School will provide a safe, aesthetically pleasing, and environmentally sustainable school with particular emphasis on EOTC.

Annual Aim	Actions	Measures	Responsible	When
4.1 Upgrade our school recycling, creating a clear system with labelled bins for paper, plastics, cans, and organics, and providing education on proper sorting and waste reduction.	The Office manager and Principal will investigate ways to upgrade our school recycling system. Education will be provided to foster awareness amongst the students on proper sorting and waste reduction.	Our school recycling has been upgraded with clearly labelled bins for paper, plastics, cans, and organics. Students have been educated on proper sorting and waste reduction, and this is successfully being implemented.	Principal Assistant Principal Teachers Office Manager	Terms 1 - 4
4.2 Establish regular kaiako health and well-being practices, e.g. rostered regular morning teas, and skills to facilitate "difficult conversations."	Regular, termly morning teas will be rostered. The Principal will investigate appropriate PD to facilitate "difficult conversations."	Regular, termly morning teas were rostered. Appropriate PD to facilitate "difficult conversations" has been delivered.	Principal Assistant Principal Teachers School Board	Terms 1 - 3
4.3 Investigate ways to engage ākonga with farm animals, especially chickens and bees. Eggs and honey can be sold to fund the Farm to Table programme.	The Farm to Table teacher and other staff members will facilitate the renovations of the existing chicken coop. Students will learn how to care for the chickens and how to collect the eggs. The possibility of hosting a beehive on the campus will be investigated.	The chicken coop has been renovated. Students are successfully caring for the chickens and collecting the eggs. A beehive is hosted on the campus. Surplus eggs have been sold to the community as a fundraiser. We are beginning to harvest honey.	Principal Assistant Principal Teachers Specialist Teacher	Terms 1 - 4

Target