

Analysis of Variance Reporting



School Name:	Motueka Steiner School 2025	School Number:	946
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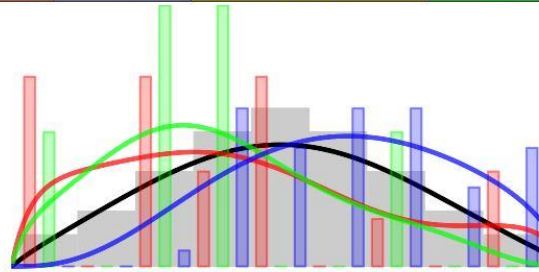
Strategic Aim:	<ul style="list-style-type: none"> • Strengthen the Special Character of the Motueka Steiner School. • Cultural Responsiveness • Improve Student Learning and Engagement • Further develop our environment to support the health and well-being of all ākonga and kaiako to provide a safe, aesthetically pleasing, and environmentally sustainable school
Annual Aim:	<p>Strategic Aim # 1</p> <ul style="list-style-type: none"> • Develop our movement and speech component in morning circle time to reflect Te Ao Māori. • Investigate and develop Special Character therapeutic intervention. • Develop a sustainable annual parent enrichment programme which articulates our Special Character and the developmental stages ākonga progress through, the way in which the curriculum supports this, and how home can work in partnership with the school. <p>Strategic Aim # 2</p> <ul style="list-style-type: none"> • Identify gaps in the implementation of He Reo Puāwai and develop a plan to address these. • Explore how our environment could reflect and celebrate Te Ao Māori • Review and plan how school festivals and learning activities ensure Te Ao Māori is evident. <p>Strategic Aim # 3</p> <ul style="list-style-type: none"> • Implement attendance action plan and related actions to lift attendance. • Focus on developing 'Rich Maths Tasks'. • Establish Learning Support programmes that address the needs of our learners. • Specialist teachers, i.e. Handwork, Farm to Table, Outdoor Classroom, explore ways in which to engage all ākonga to gain confidence in their handwork and EOTC skills, following the SEANZ curricula for handwork and outdoor classroom. <p>Strategic Aim # 4</p> <ul style="list-style-type: none"> • Outdoor Classroom programme timetabled for all classes. • Develop regular kaiako health and well-being practices. • Implement improvements to Farm to Table programme.
Target:	<p>Strategic Aim # 1</p> <ul style="list-style-type: none"> • Appropriate te reo Māori songs, verses and games will be incorporated in morning circle time in all classes. • Staff will research affordable and available Special Character therapeutic intervention that can be implemented in the classroom. • Work in partnership with the Proprietors Trust to establish termly parent enrichment evenings reflecting the Steiner curriculum and aspects of its pedagogy, and how this manifest in the home.

	<p>Strategic Aim # 2</p> <ul style="list-style-type: none"> • Staff will familiarise themselves with He Reo Puāwai and will identify the gaps in its implementation. • Staff will explore ways in which Te Ao Māori could be incorporated and represented in our school environment. • School festivals and learning activities will be planned to reflect Te Ao Māori. <p>Strategic Aim # 3</p> <ul style="list-style-type: none"> • Teachers will undergo professional development in structured numeracy. • Teachers will undergo professional development in structured numeracy. • Leadership will engage in discussions with SEANZ and other Steiner principals around best practice in maths • Leadership, together with the Office Manager will design an improved stepped attendance response and attendance rules. • Specialist teachers investigate and implement approaches within the SEANZ curricula for Handwork and Outdoor Classroom that will result in ākongā gaining confidence in their Handwork and EOTC skills. <p>Strategic Aim # 4</p> <ul style="list-style-type: none"> • All classes will receive appropriate outdoor classroom lessons and learn bush skills. • Leadership will investigate practicable and appropriate ways in which to support kaiako health and well-being practices. • Grow a variety of seasonal food in the school garden and orchard. Harvest and use produce from the school vegetable garden and orchard.
Baseline Data:	<p>End of year data</p> <p>Comment: Steiner schools do not run standardized tests in Years 1 – 4. Children in these years are assessed informally, and the teachers make interim teacher judgements mid-year and overall teacher judgements at the end of the year.</p>

Year level

2024 Mathematics Mathematics Test 4: Y6,**Y7**,Y8
 2024 Reading Comprehension Reading Comprehension Test 4: Y6,**Y7**,Y8
 2024 Listening Comprehension Listening Comprehension Test 5: Y6,**Y7**,Y8
 2024 Mathematics Mathematics Test 2: Y4,**Y5**,Y6
 2024 Reading Comprehension Reading Comprehension Test 2: Y4,**Y5**,Y6
 2024 Mathematics Mathematics Test 3: Y5,**Y6**,Y7
 2024 Reading Comprehension Reading Comprehension Test 3: Y5,**Y6**,Y7

Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y5	24%(4)		24%(4)	12%(2)	24%(4)		6%(1)		12%(2)	4.06
Y6	17%(1)		33%(2)	33%(2)			17%(1)			3.67
Y7			2%(1)	20%(8)	15%(6)	20%(8)	20%(8)	10%(4)	15%(6)	6.22
#Pupils	8%(5)	0%(0)	11%(7)	19%(12)	16%(10)	13%(8)	16%(10)	6%(4)	13%(8)	(64)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	8%	11%		47%			22%		13%	

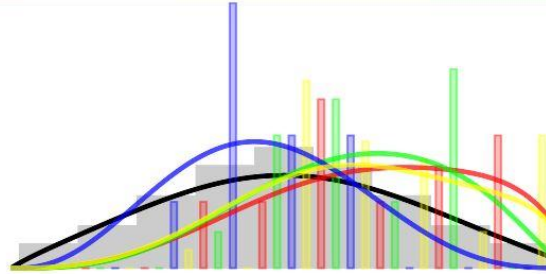


The bars are the actual percentages while the lines are a smoothed curve fitted to these values.
 See the 'Graph key' in the table above to identify the bars and lines.
 The grey background bars and the black curve show the expected national norms.

Year level

2025 Mathematics Mathematics Test 5: Y7, **Y8**, Y9
 2025 Reading Comprehension Reading Comprehension Test 5: Y7, **Y8**, Y9
 2025 Listening Comprehension Listening Comprehension Test 6: Y7, **Y8**, Y9
 2025 Reading Comprehension Reading Comprehension Test 3: Y5, **Y6**, Y7
 2025 Listening Comprehension Listening Comprehension Test 4: Y5, **Y6**, Y7
 2025 Listening Comprehension Listening Comprehension Test 3: Y4, **Y5**, Y6
 2025 Reading Comprehension Reading Comprehension Test 2: Y4, **Y5**, Y6
 2025 Reading Comprehension Reading Comprehension Test 4: Y6, **Y7**, Y8
 2025 Listening Comprehension Listening Comprehension Test 5: Y6, **Y7**, Y8

Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y5				11%(2)	11%(2)	28%(5)	11%(2)	17%(3)	22%(4)	6.78
Y6				6%(1)	22%(4)	28%(5)	11%(2)	33%(6)		6.44
Y7			11%(1)	44%(4)	22%(2)	22%(2)				4.56
Y8			3%(2)		31%(22)	21%(15)	18%(13)	6%(4)	22%(16)	6.57
#Pupils	0%(0)	0%(0)	3%(3)	6%(7)	26%(30)	23%(27)	15%(17)	11%(13)	17%(20)	(117)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	0%	3%		55%			26%		17%	



The bars are the actual percentages while the lines are a smoothed curve fitted to these values.
 See the 'Graph key' in the table above to identify the bars and lines.
 The grey background bars and the black curve show the expected national norms.

Strategic Aim # 3	<p>teachers are focussed on enhancing Te Ao Māori in their presentations and classroom experience, e.g. using te reo Māori terms, and exploring Māori crafts such a flax weaving/harakeke.</p>	Achieved	
	<p>Karakia and waiata are incorporated as part of our celebrations and festivals. At the end of Term Two we celebrated a successful Matariki festival with appropriate waiata and karakia. Class 1&2's play in term three was "How Maui caught the Sun". Māori Language week was celebrated on Wednesday 17 September: whole school waiata and rakau, followed by a performance of the Wednesday kapahaka group, as well as Putiputi boys' haka.</p>	Achieved	
	<p>The MoE's maths resources (Numicon) have been received by the school and staff have engaged in PD around this in Nelson. Selected staff members attended the Motueka Kahui Ako PD sessions on structured mathematics on 24 March. Selected staff members attended the second Motueka Kahui Ako PD session on structured mathematics on 30 May.</p>	Achieved	
	<p>The principal and office manager have improved and streamlined our attendance procedures.</p>	Achieved	
	<p>The Farm to Table lessons now include a workbook for recipes and observations. Class 5&6 built several vegetable boxes and have planted garlic, onions, chives, and strawberries. Seedlings are being cultivated in the hothouse. The class also pruned the tree lucerne in and around the vegetable garden. The Farm to Table teacher is implementing the Steiner Waldorf woodwork curriculum in her classroom release time lessons. Class 5&6 are making wooden eggs as the first woodwork project in the Steiner/Waldorf woodwork curriculum.</p>	Achieved	

Strategic Aim # 4	The Handwork teacher offers individual lessons at selected lunch times to improve handwork skills in some students.	Achieved	
	The Outdoor Classroom now also include forging skills and leather work.	Achieved	
	Class 5&6's three-phase pond is still under construction and fundraising is on-going. Class 5&6 students and some parents volunteered on 13 August at the Farm-to-Table teacher's property in rewilding a creek. They planted 152 trees and were treated to a sausage sizzle and some chocolates.	Achieved	
	All classes now engage in Outdoor Classroom activities due to the appointment of a teacher focussed specifically on delivering our Outdoor Classroom programme for classes 1 – 6. Class 7 receives Outdoor Classroom instruction on Wednesdays with a long-standing Outdoor Classroom teacher, for the duration of the day after main lesson.	Achieved	
	We will continue with the termly cooked lunch for all staff. Staff will continue to receive a card and small gift for their birthdays. A teacher has been given permission to take her CRT (classroom release time) in one block off campus. Term One College meetings focus on the healing power of music. Termly afternoon tea with KG staff to create connections and coherence. Term Two College meetings now include a short restorative yoga session. A teacher affected by the recent floods have been granted three days discretionary leave to recover her property.	Achieved	
In Term One students are harvesting and cooking apples from the school orchard, baking apple crumbles and making it available for sale to the school community. Surplus fruit, green beans and garlic from the school vegetable	Achieved		

garden and orchard have been sold to the community on an on-going basis. Students are engaged in planting food for harvesting and cooking in Spring/Summer: spring onions, garlic, broccoli, cauliflower, strawberries, amongst others. Students are building vegetable boxes from recycled wood.

Planning for next year: 2026

Strategic Aim #1 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.

- Review and update all teaching planning documents, including main lessons, literacy, numeracy, movement, outdoor classroom, farm to table, and Steiner-specific arts.
- Upskill teachers in Eurythmy to enable them to use it in morning circle.
- Upskill parents in Steiner-specific arts such as handwork, painting, and outdoor classroom.

Strategic Aim #2 Cultural Responsiveness

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

- Te reo is spoken confidently, correctly, and often in all domains of the school.
- Te Ao Māori is integrated into our Special Character and evidenced in the school environment.
- Ākonga's cultural knowledge, perspectives, and skills are employed as a resource for teaching.

Strategic Aim #3 Improve Student Learning and Engagement

The Motueka Steiner School will ensure that all students are empowered to extend themselves to reach their full potential.

- 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).
- Increased achievement levels in Mathematics for all ākonga.
- Review the new SEANZ Handwork curriculum and adjust it to meet the needs and capabilities of ākonga at our school.

Strategic Aim #4

Further develop our environment to support the health and well-being of all the students and staff 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 focus on Education Outside the Classroom.

- 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.
- Establish regular kaiako health and well-being practices, e.g. rostered regular morning teas, and skills to facilitate "difficult conversations."
- 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.