



Annual Implementation Plan – 2025

Incorporating the National Education and Learning Priorities (NELPS) <https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf>

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.

NELP Objective 1

LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education.

NELP Objective 2

BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner.

NELP Objective 3

QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau.

NELP Objective 4

FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Annual Aim	Actions - what will happen in 2025 to support this aim?	Measures/Indicators - How will we know we are making progress?	Who will be Responsible?	When?
1.1 Develop our movement and speech component in morning circle time to reflect Te Ao Māori.	Appropriate te reo Māori songs, verses and games will be incorporated in morning circle time in all classes.	Morning circle time in all classes will reflect a robust movement and speech component reflecting Te Ao Māori	Principal Assistant Principal Teachers	Terms 1 - 2
1.2 Investigate and develop Special Character therapeutic intervention.	Staff will research affordable and available Special Character therapeutic intervention that can be implemented in the classroom.	Some affordable and available Special Character therapeutic intervention has been implemented in the classroom.	Principal Assistant Principal Teachers	Terms 3 - 4
1.3 Develop a sustainable annual parent enrichment programme which articulates our Special Character and the developmental	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.	Termly parent enrichment evenings have been established that reflect the Steiner curriculum and aspects of its pedagogy, and this is beginning to manifest in the home.	Principal Assistant Principal Teachers Proprietors Trust	Terms 2 - 3

stages ākonga progress through, the way in which the curriculum supports this, and how home can work in partnership with the school.				
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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 ākonga's cultural knowledge, life experiences, frames of reference, languages, and performance and communication styles.

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Annual Aim	Actions	Measures	Responsible	When
2.1 Identify gaps in the implementation of He Reo Puāwai and develop a plan to address these.	Staff will familiarise themselves with He Reo Puāwai and will identify the gaps in its implementation.	He Reo Puāwai will be more effectively implemented in the classroom.	Principal Assistant Principal Teachers	Terms 3 - 4
2.2 Explore how our environment could reflect and celebrate Te Ao Māori.	Staff will explore ways in which Te Ao Māori could be incorporated and represented in our school environment.	Te Ao Māori will be recognisable in our school environment.	Principal Assistant Principal Teachers	Terms 1 - 2
2.3 Review and plan how school festivals and learning activities ensure Te Ao Māori is evident.	School festivals and learning activities will be planned to reflect Te Ao Māori.	Te Ao Māori is evident in our festivals and learning activities.	Principal Assistant Principal Teachers	Terms 2 - 3

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.

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Annual Aim	Actions	Measures	Responsible	When
3.1 Implement the MoE's new structured numeracy approach in accordance with our Special Character, Steiner curriculum guidelines and methodology.	Teachers will undergo professional development in structured numeracy. Leadership will engage in discussions with SEANZ and other Steiner principals around best practice.	Structured numeracy will begin to be implemented in the classrooms, in accordance with our Special Character and Steiner curriculum.	Principal Assistant Principal Teachers Motueka Kahui Ako SEANZ	Terms 1 - 3
3.2 Implement attendance action plan and related actions to improve attendance.	Leadership, together with the Office Manager will design an improved stepped attendance response and attendance rules.	An improvement in student attendance will reflect the MoE's target of 80% of students attending school 90% of the time.	Principal Assistant Principal Teachers Office Manager	Terms 1 - 4

3.3 Specialist teachers, i.e. Handwork, Farm to Table, and 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.	Specialist teachers investigate and implement approaches within the SEANZ curricula for Handwork and Outdoor Classroom that will result in ākonga gaining confidence in their Handwork and EOTC skills.	Students demonstrate improved skills and confidence in Handwork and EOTC skills and knowledge. Students demonstrate improved enthusiasm for these subjects.	Principal Specialist Teachers Teachers	Terms 1 - 4
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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.

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4.1 Outdoor Classroom programme timetabled for all classes.	All classes will receive appropriate outdoor classroom lessons and learn bush skills.	Outdoor Classroom programme has been timetabled for all classes. Regular EOTC lessons have resulted in skills and knowledge about our local environment. This contributes towards the MoE's requirements for one hour per day of reading, writing and mathematics.	Principal Assistant Principal Specialist Teacher	Term 1
4.2 Develop regular kaiako health and well-being practices.	Leadership will investigate practicable and appropriate ways in which to support kaiako health and well-being practices.	Staff well-being has improved and staff absenteeism and leave without pay have diminished.	Principal Assistant Principal Board of Trustees	Terms 2 and 3

4.3 Implement improvements to Farm to Table programme.	Grow a variety of seasonal food in the school garden and orchard. Harvest and use produce from the school vegetable garden and orchard. Sell surplus harvest to the school community.	Students are familiar with seasonal produce, cultivation methods, and harvesting best practice. Food has been used to bake and cook healthy meals, e.g. apple crumble, preserves, salads, and soups. Surplus harvests have been sold to the school community. This contributes towards the MoE's requirements for one hour per day of reading, writing and mathematics.	Principal Assistant Principal Teachers Specialist Teacher	Terms 1 - 4
Target The Outdoor Classroom programme has been incorporated into the weekly timetable for all classes.				