SCHOOL CONTACTS AND PROFILE

In completing this Indication of interest please single click on the shaded text box and type in your text.

Proposed School

Name: Motueka Rudolf Steiner School

Proposed Sponsor

Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a "body," such as a board, trust, company, or other legal entity.

The sponsor is able to delegate any of their responsibilities to a third party, for example, they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.

Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.

Name: Motueka Rudolf Steiner School Trust Board

Primary Contact.

Identify the person who will be the primary point of contact for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your indication of interest.

Name: Peter Garlick

Mailing Address: 91 Trewavas Street, Motueka, 7120

Phone: Day: 03 7441102

Cell phone: 07 7441103

Email: peter.g@motueka.steiner.school.nz

Fax: 03 7441103

School Profile

School Type (e.g. primary, middle, secondary, bilingual, immersion): Full Primary (Years 1 to 8)

Proposed Location: Motueka

Year levels in first year of operation: 1-8

Year levels at full enrolment: 1-8
A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

We have an existing private school in Motueka with 55 pupils, year 1-8. The school has the potential to grow and offer Steiner education to more children. We are the only Steiner school in the top of the South Island. Our current facilities are full and we need an additional source of funding to be able to expand and accept more students.

Describe the school's distinctive mission/vision and how will it enable student engagement and achievement.

The school motto is Nurturing Children, Enriching Community. We foster strong bonds between students, families and school. A feature of Steiner education is the holistic approach pioneered by Rudolf Steiner, often expressed as “head, heart and hands learning”. Our parent body is united in their commitment to this holistic approach. We teach to the Steiner curriculum, as used in the other New Zealand Steiner schools and around the world. This curriculum is used, with local variations, in over 1000 schools in 60 countries. We believe it is important for New Zealand education that a high quality and internationally recognised alternative to the state curriculum is fostered. Both state schools and Steiner schools benefit from the formal and informal comparative studies.

2. Goals

What are the school's performance goals and how will these be measured?

The Steiner educational philosophy's overarching goals are to provide young people the basis on which to develop into free, morally responsible and integrated individuals. Such individuals are more likely to reach their full potential in specific
tasks and studies. The state integrated Steiner schools in New Zealand have negotiated an agreement with the Ministry of Education to assess students and report to parents and Boards of Trustees against National Learning Steps rather than the National Standards system which is considered inappropriate for Steiner education.

We propose to adopt the National Learning Steps system.

B. EDUCATIONAL PLAN

1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs. The Student population at the end of 2012 consisted of 63 Students.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Rudolf Steiner School, Full primary (Year 1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Roll 2012</td>
<td>63</td>
</tr>
<tr>
<td>International Students</td>
<td>3</td>
</tr>
<tr>
<td>Gender composition</td>
<td>Male 44, Female 19</td>
</tr>
<tr>
<td>Ethnic composition</td>
<td>NZ European 49</td>
</tr>
<tr>
<td></td>
<td>Maori 4</td>
</tr>
<tr>
<td></td>
<td>Other European 10</td>
</tr>
</tbody>
</table>

The proposed school will grow to a roll of 120.

Motueka is a low income town servicing the rural sector and tourism industry. The town has a high proportion of retired aged people on fixed incomes. The one local high school is decile 4. Most of our parents are in low income work but they put a
high value on the education of their children. It is too easy for children from low income neighbourhoods to have low aspirations. We have developed a school culture to support the parent's educational hopes for their children. The school has a strong focus on family and community support.

The school currently asks for a $5000 donation per student. This is cheap for a private school but it is still beyond the means of many local families. We hope the extra funding from government will allow us to reduce or eliminate this barrier so more local families will have the choice of Steiner education.

The greater emphasis on art and movement in our curriculum has proven very effective with students with learning difficulties such as dyslexia. This creates a dilemma for us. We have something special to offer these students but we struggle to afford the extra costs of their higher needs. As a private school we can not access Ministry of Education funds to provide the extra support needed.

2. **Learning Environment, Teaching and Curriculum**

Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies. Describe the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMoA) please describe how this aligns with the key elements of one of these documents.

The proposed school will be using the Steiner school curriculum as used in 8 state integrated Steiner schools in New Zealand.

Curriculum statements for each class provide a framework for the years learning and teaching content, linked to the students' identified developmental needs. Each day is structured to provide children with thoughtfully selected experiences to build their confidence, skills and understanding. Students are provided with regular specialised teaching in handcraft, music and te reo Maori.

Teachers are developing strategies to manage a personalised school curriculum, this includes using the local setting and being culturally responsive to better match the needs of their students, particularly boys. Links in the school documentation to the
New Zealand Curriculum effectively strengthen teaching and learning.

Teachers know their students and their families well. Reports to parents celebrate student’s successes and milestones. They reflect a high level of knowledge about individual qualities, strengths and needs. Parents receive a range of information about curriculum and school events throughout the year. Teachers monitor and assess learning in various ways, and nationally standardised tests (PAT tests) are used to measure academic achievement in reading and mathematics in senior classes.

Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.

Our school has operated for over 10 years. For the last 3-4 years we have produced graduates who go onto to Motueka High School. Almost all our graduates are placed in the top stream at high school. Our educational success is proven and can be verified by the local high school.

Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.

This needs to be answered by a Steiner trained teacher.

How will the learning environment look through the eyes of a learner in your school?

Beauty and natural objects are a feature of our teaching spaces. Considerable effort is made by teachers and parents to provide a simple, uncluttered and beautiful environment for students. The proposed new campus will be developed using permaculture design principles. The wonder of nature will be celebrated and honoured.

**Evaluation**

Reviewers will be looking for an overview which demonstrates the following qualities:

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school’s statement of purpose and goals.
- If the NZC / TMoA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear