



TIMATANGA

Community School



Charter 2019

Section 1: Introduction

This section of our charter summarises our vision, values, and educational aims in the light of our special character. Granted by the Ministry of Education in 1979, our special character forms the basis of our charter and the core of our educational philosophy.

Te Take Motuhake ō Timatanga/Timatanga's Special Character

Timatanga is an integrated open plan alternative primary school with students from year one to year eight. It is a secular, parent co-operative school, where parents have input into the day to day running of the school.

Timatanga has adapted and applied the educational philosophy of A.S. Neil, John Holt, and New Zealand Playcentre; with the emphasis being on education and learning that is inquiry based, child centred, and where possible child initiated.

The children, parents and teaching staff are involved in establishing and facilitating natural areas of interest of the individual child to enhance self-regulation, self-management and self-discipline.

The school operates in a village like atmosphere, surrounded by the Timatanga Community, in which learning is a normal, integral and continuing element of life, not something that occurs separate from other elements. As an important part of this, parents, whanau, community members and teachers are all welcome teacher-learners. Regular meetings and coordination through the principal ensure that continuity, connectedness and clear direction is maintained in the school.

The key components of our special character:

1. All learning at Timatanga is child centred
2. Much learning at Timatanga is child initiated
3. We are a secular school
4. We are a parent cooperative
5. We operate in relationship with Timatanga Community

Te Tirohanga ō Mātou/Our Vision

We will support our children to become self-motivated, resilient, connected, life-long learners and self-responsible, caring, citizens through a stimulating, happy, challenging, inclusive, and highly social learning environment where everyone is respected and valued, personal choice is maximized, most decisions are democratically made, and a high degree of self-management is expected.

Self-motivated, resilient, life-long learners:	Self-responsible, caring, members of society:
<ul style="list-style-type: none">• pursue their own passions and so feel that learning belongs to them• develop at their own pace and so respect their own and other people's learning and ways of learning by being encouraging and non-competitive• understand the inquiry process deeply• can plan a project, work hard to see it through, and feel proud of the result without extrinsic motivation• have a love of learning that lasts for their whole lives	<ul style="list-style-type: none">• respect themselves and others• listen actively and share their own opinions confidently• make agreements with others and abide by them• resolve conflicts in a way that leaves everyone's mana intact• are emotionally resilient and actively seek feedback on their ideas and actions• share happily• are kind• co-operate with others to come up with innovative solutions to problems for the rest of their lives

Nga Manaakitanga ō Mātou/Our Values

Our school values are:

Connectedness

Discovery

Play

Resilience

Self-management

Compassion

These values are deeply embedded in the culture of our school. Our culture supports each student's developing understanding of our values in a number of concrete ways, which are explained in-depth in our *Guide for Timatanga Parents*.

On-going, self-reflective learning discussion about our values and how we live them as a school community are also an integral part of our monthly parent and teacher meetings.



Nga Whāinga ō Mātou/Our Aims

We aim to support our children to become self-motivated, independent, life-long learners and self-responsible, caring, members of society through the culture of our school and through our pedagogy (the way we teach and learn).

We aim to:	Our culture supports this by:	Our pedagogy supports this by:
Support each student to become a self-motivated, independent, life-long learner	<ul style="list-style-type: none"> • Maintaining a seamlessness between home and school • Respecting everyone's learning and pace of learning • Granting students the freedom and opportunity to initiate their own activities 	<ul style="list-style-type: none"> • Expecting a high degree of self-management • Giving students a high degree of choice in both lesson content and the daily schedule • Providing a stimulating environment • Enabling children to challenge, question and inquire; to discover and explore • An integrated, inquiry led, approach to curriculum that combines curricular areas • Responsive planning that is based around the children's current interests • Being a constantly reflective practice that regularly reviews each student's progress and asks how their on-going needs can best be met. • Ensuring lots of fun and no bells!
Support each student to become a self-responsible, caring, member of society	<ul style="list-style-type: none"> • Maintaining a seamlessness between home and school • Respecting and valuing everyone and everything at school • Providing opportunities for the children to make decisions affecting their school life via meetings, discussions and other interactions between adults and students • Basing discipline on consideration of the needs of others 	<ul style="list-style-type: none"> • Rostering parents at school sessions so that children can benefit from relating to a wider range of adults, and from the skills, interests and resources that they bring • Allowing students to progress at their own pace as individuals in a non-competitive atmosphere • Valuing creative expression of all kinds, free from competition or prescription • Including the wider school community in our learning environment, both formally and in an ad hoc way • Maintaining a lively Te Ao Maori programme that includes te reo and taha Maori • Integrating Te Ao Maori into all curriculum areas in a natural way • Assisting the children to gain skills through support rather than by comparison or competition (except where competition is deliberately used in sports)

Section 2: Strategic Aims and Direction for 2018-22

This section of our charter presents the Board's strategic aims and direction for the next five years, and expands this via our strategic plan. Parents have also been consulted as to what they would like to have included here.

In this section, the Timatanga Board of Trustees identifies our current and future priorities for student progress and achievement. This strategy is set after a process of review, analysis of achievement data, and the analysis of variance; and in accordance with Timatanga's current vision and aims (see previous pages) and the current National Educational Guidelines (NEGs).

Vision 1: Curriculum

A personalised and integrated learning and teaching programme tailored to each child developing the attitudes, skills and knowledge on which a lifelong love of learning can be built.

Goals

- 1.1 Maintain or raise the current level of achievement in maths for all students
- 1.2 Maintain or raise the current level of achievement in literacy for all students
- 1.3 Maintain or raise the current level of metacognitive understanding about learning for all students
- 1.4 Enhance our Maori and Pasifika curriculum
- 1.5 Incarnate the NZ Curriculum in our school in a way that targets and embraces each child's interests and supports our special character
- 1.6 Ensure that parents' talents and skills are effectively used to support the curriculum
- 1.7 Ensure that the principles of Ka Hikitia are upheld in a living way in school documents, curriculum planning, and pedagogy
- 1.8 Ensure that students with special education needs are catered for within our whanau based, student centred pedagogy, in a way that supports our special character

Vision 2: Staff and Administration

A strong cohesive school of happy, thriving and purposeful students, parents and staff.

Goals

- 2.1 Fund the employment of a support staff teacher aide for classroom support Y1-2
- 2.2 Fund the employment of a teacher for Mathematics for Y1-8
- 2.3 Provide targeted PLD and support to teacher-learners
- 2.4 Hire a service provider to administer the accounts

- 2.5 Hire a support staff fiscal administrator to administer wages and family accounts
- 2.6 Hire a full time teacher once the roll gets to 26
- 2.7 Provide adequate office support to the Principal

Vision 3: Property and Finance

Responsibly providing for our needs in order to support our pedagogy and our goals.

Goals

- 3.1 Manage finances in accordance the MoE accounting recommendations
- 3.2 Allocate financial resources to meet strategic goals
- 3.3 Fundraise \$17,000 per annum for staffing
- 3.4 Ensure that property maintenance and development plans are well managed and carried out in a timely fashion, liaising with the proprietors

Vision 4: Environment and Pastoral Care

A safe, stimulating, attractive school environment that is kind to our world and valued by the children and their families.

Goals

- 4.1 Continue to consult with families about meeting the needs of their children
- 4.2 Continue to provide inclusive support to children with special education needs and their families
- 4.3 Continue to develop the premises and gardens so that they reflect our targets, and are beautiful, interesting and child friendly; and demonstrate sustainable practices
- 4.4 Continue to develop our sustainable recycling programme
- 4.5 Review and upgrade Health and Safety policies and procedures to align with the current Health and Safety legislation
- 4.6 Rebuild the school playground

Strategic Plan	2019	2020	2021	2022	2023
1.1 Maintain or raise current levels of achievement in maths for all students	Assess students in maths to analyse current needs.	Assess students in maths to analyse current needs.	Assess students in maths to analyse current needs.	Assess students in maths to analyse current needs.	Assess students in maths to analyse current needs.
	Develop maths programmes to meet identified needs	Develop maths programmes to meet identified needs	Develop maths programmes to meet identified needs	Develop maths programmes to meet identified needs	Develop maths programmes to meet identified needs
	Provide specialised help to any children with special learning needs.	Provide specialised help to any children with special learning needs.	Provide specialised help to any children with special learning needs.	Provide specialised help to any children with special learning needs.	Provide specialised help to any children with special learning needs.
	Include Maori and Pasifika connections in planning	Include Maori and Pasifika connections in planning	Include Maori and Pasifika connections in planning	Include Maori and Pasifika connections in planning	Include Maori and Pasifika connections in planning
(see 2.2)	Employ a part-time teacher of Maths with enough time to support individual projects and goals	Employ a part-time teacher of Maths with enough time to support individual projects and goals	Employ a part-time teacher of Maths with enough time to support individual projects and goals	Employ a part-time teacher of Maths with enough time to support individual projects and goals	Employ a part-time teacher of Maths with enough time to support individual projects and goals
	Support Maths teacher to be self-reflective and to achieve her/his goals	Support Maths teacher to be self-reflective and to achieve her/his goals	Support Maths teacher to be self-reflective and to achieve her/his goals	Support Maths teacher to be self-reflective and to achieve her/his goals	Support Maths teacher to be self-reflective and to achieve her/his goals
	Provide an adequate set-apart space for Maths group learning	Provide an adequate set-apart space for Maths group learning	Provide an adequate set-apart space for Maths group learning	Provide an adequate set-apart space for Maths group learning	Provide an adequate set-apart space for Maths group learning
	Continue the peer learning programme for parents	Continue the peer learning programme for parents	Continue the peer learning programme for parents	Continue the peer learning programme for parents	Continue the peer learning programme for parents
1.2 Maintain or raise current levels of achievement in literacy for all students	Assess students in reading and written language to analyse current needs.	Assess students in reading and written language to analyse current needs.	Assess students in reading and written language to analyse current needs.	Assess students in reading and written language to analyse current needs.	Assess students in reading and written language to analyse current needs.
	Develop reading programmes to meet identified needs	Develop reading programmes to meet identified needs	Develop reading programmes to meet identified needs	Develop reading programmes to meet identified needs	Develop reading programmes to meet identified needs
	Develop writing programmes (surface and deeper features) to meet identified needs	Develop writing programmes (surface and deeper features) to meet identified needs	Develop writing programmes (surface and deeper features) to meet identified needs	Develop writing programmes (surface and deeper features) to meet identified needs	Develop writing programmes (surface and deeper features) to meet identified needs
	Provide specialised help to any children with special learning needs.	Provide specialised help to any children with special learning needs.	Provide specialised help to any children with special learning needs.	Provide specialised help to any children with special learning needs.	Provide specialised help to any children with special learning needs.

Strategic Plan	2018	2019	2020	2021	2022
1.2 Maintain or raise current levels of achievement in literacy for all students	Include Maori and Pasifika connections in planning	Include Maori and Pasifika connections in planning	Include Maori and Pasifika connections in planning	Include Maori and Pasifika connections in planning	Include Maori and Pasifika connections in planning
(see 2.1)	Employ a part-time teacher aide for Y1-2	Employ a part-time teacher aide for Y1-2	Employ a part-time teacher aide for Y1-2	Employ a part-time teacher aide for Y1-2	Employ a part-time teacher aide for Y1-2
	Support teacher aide to be self-reflective and to achieve her/his goals	Support teacher aide to be self-reflective and to achieve her/his goals	Support teacher aide to be self-reflective and to achieve her/his goals	Support teacher aide to be self-reflective and to achieve her/his goals	Support teacher aide to be self-reflective and to achieve her/his goals
	Continue the peer learning programme for parents	Continue the peer learning programme for parents	Continue the peer learning programme for parents	Continue the peer learning programme for parents	Continue the peer learning programme for parents
1.3 Maintain or raise the current level of metacognitive understanding about learning for all students	Continue to deliberately teach students about the learning journey and diverse ways to understand and apply the inquiry cycle	Continue to deliberately teach students about the learning journey and diverse ways to understand and apply the inquiry cycle	Continue to deliberately teach students about the learning journey and diverse ways to understand and apply the inquiry cycle	Continue to deliberately teach students about the learning journey and diverse ways to understand and apply the inquiry cycle	Continue to deliberately teach students about the learning journey and diverse ways to understand and apply the inquiry cycle
	Continue to explore a diverse range of thinking strategies with students	Continue to explore a diverse range of thinking strategies with students	Continue to explore a diverse range of thinking strategies with students	Continue to explore a diverse range of thinking strategies with students	Continue to explore a diverse range of thinking strategies with students
	Continue to support students to undertake rigorous personal inquiry and real life projects	Continue to support students to undertake rigorous personal inquiry and real life projects	Continue to support students to undertake rigorous personal inquiry and real life projects	Continue to support students to undertake rigorous personal inquiry and real life projects	Continue to support students to undertake rigorous personal inquiry and real life projects
1.4 Enhance our Maori and Pasifika curriculum	Plan units with interested parents and children	Plan units with interested parents and children	Plan units with interested parents and children	Plan units with interested parents and children	Plan units with interested parents and children
2.6	Seek to employ a teacher with experience in akonga Maori once roll rises above 26	tbd	tbd	tbd	tbd
1.5 Incarnate the NZ Curriculum in our school in a way that targets and embraces each child's interests and supports our special character	Continue to develop the Timatanga Curriculum adding new content annually (pedagogy and teaching topics/learning experiences that have proved to be enjoyable to students and which can be used to meet learning intentions.	Continue to develop the Timatanga Curriculum adding new content annually (pedagogy and teaching topics/learning experiences that have proved to be enjoyable to students and which can be used to meet learning intentions.	Continue to develop the Timatanga Curriculum adding new content annually (pedagogy and teaching topics/learning experiences that have proved to be enjoyable to students and which can be used to meet learning intentions.	Continue to develop the Timatanga Curriculum adding new content annually (pedagogy and teaching topics/learning experiences that have proved to be enjoyable to students and which can be used to meet learning intentions.	Continue to develop the Timatanga Curriculum adding new content annually (pedagogy and teaching topics/learning experiences that have proved to be enjoyable to students and which can be used to meet learning intentions.
	Capture the learning and share it with whanau	Capture the learning and share it with whanau	Capture the learning and share it with whanau	Capture the learning and share it with whanau	Capture the learning and share it with whanau

Strategic Plan	2019	2020	2021	2022	2023
1.5 Incarnate the NZ Curriculum in our school in a way that targets and embraces each child's interests and supports our special character	Ensure that literacy, numeracy and Key Competencies are being developed in each child while they are choosing the content and context as much as possible	Ensure that literacy, numeracy and Key Competencies are being developed in each child while they are choosing the content and context as much as possible	Ensure that literacy, numeracy and Key Competencies are being developed in each child while they are choosing the content and context as much as possible	Ensure that literacy, numeracy and Key Competencies are being developed in each child while they are choosing the content and context as much as possible	Ensure that literacy, numeracy and Key Competencies are being developed in each child while they are choosing the content and context as much as possible
1.6 Ensure that parents' talents and skills are effectively used to support the curriculum.	Draw up roster of parents' help times each term and talk to each about how they can contribute.	Draw up roster of parents' help times each term and talk to each about how they can contribute.	Draw up roster of parents' help times each term and talk to each about how they can contribute.	Draw up roster of parents' help times each term and talk to each about how they can contribute.	Draw up roster of parents' help times each term and talk to each about how they can contribute.
	Involve parents in learning review and forward planning sessions at the end of each term.	Involve parents in learning review and forward planning sessions at the end of each term.	Involve parents in learning review and forward planning sessions at the end of each term.	Involve parents in learning review and forward planning sessions at the end of each term.	Involve parents in learning review and forward planning sessions at the end of each term.
	Support parents with advice, teaching materials, timetables and student groups to ensure success.	Support parents with advice, teaching materials, timetables and student groups to ensure success.	Support parents with advice, teaching materials, timetables and student groups to ensure success.	Support parents with advice, teaching materials, timetables and student groups to ensure success.	Support parents with advice, teaching materials, timetables and student groups to ensure success.
2.3	Ensure that peer learning time in Parent Meetings is adequate and well facilitated.	Ensure that peer learning time in Parent Meetings is adequate and well facilitated.	Ensure that peer learning time in Parent Meetings is adequate and well facilitated.	Ensure that peer learning time in Parent Meetings is adequate and well facilitated.	Ensure that peer learning time in Parent Meetings is adequate and well facilitated.
1.7 Ensure that the principles of Ka Hikitia are upheld in a living way in school documents, curriculum planning, and pedagogy	Teach Te Reo and Taha Maori	Teach Te Reo and Taha Maori	Teach Te Reo and Taha Maori	Teach Te Reo and Taha Maori	Teach Te Reo and Taha Maori
	Use parent help as much as is practical	Use parent help as much as is practical	Use parent help as much as is practical	Use parent help as much as is practical	Use parent help as much as is practical
	Incorporate whenuatanga, including all the cultures that the children belong to, into our learning and school culture	Incorporate whenuatanga, including all the cultures that the children belong to, into our learning and school culture	Incorporate whenuatanga, including all the cultures that the children belong to, into our learning and school culture	Incorporate whenuatanga, including all the cultures that the children belong to, into our learning and school culture	Incorporate whenuatanga, including all the cultures that the children belong to, into our learning and school culture

Strategic Plan	2019	2020	2021	2022	2023
1.7 Ensure that the principles of Ka Hikitia are upheld in a living way in school documents, curriculum planning, and pedagogy	Use the Ka Hikitia principals in all formal review processes (principal, teaching staff, BoT)	Use the Ka Hikitia principals in all formal review processes (principal, teaching staff, BoT)	Use the Ka Hikitia principals in all formal review processes (principal, teaching staff, BoT)	Use the Ka Hikitia principals in all formal review processes (principal, teaching staff, BoT)	Use the Ka Hikitia principals in all formal review processes (principal, teaching staff, BoT)
1.8 Ensure that students with special education needs are catered for within our pedagogy, in a way that supports our special character	Identify special education needs and consult with whanau and RTLB if needed to meet these needs. This might include regular IEPs, which are to be created in consultation with parents, RTLB, and the student as appropriate.	Identify special education needs and consult with whanau and RTLB if needed to meet these needs. This might include regular IEPs, which are to be created in consultation with parents, RTLB, and the student as appropriate.	Identify special education needs and consult with whanau and RTLB if needed to meet these needs. This might include regular IEPs, which are to be created in consultation with parents, RTLB, and the student as appropriate.	Identify special education needs and consult with whanau and RTLB if needed to meet these needs. This might include regular IEPs, which are to be created in consultation with parents, RTLB, and the student as appropriate.	Identify special education needs and consult with whanau and RTLB if needed to meet these needs. This might include regular IEPs, which are to be created in consultation with parents, RTLB, and the student as appropriate.
2.1 Fund employment of a teacher aide Y1-2 classroom support	Fund from Operations Grant	tbd	tbd	tbd	tbd
2.2 Fund the employment of teacher for Mathematics Y1-8	Fund 0.3 (OG, whanau donations and fundraising) (0.3 supplied by TS)	tbd	tbd	tbd	tbd
2.3 Provide targeted PLD and support to teacher-learners	<u>External formal staff PLD:</u> As needed	<u>External formal staff PLD:</u> As needed	<u>External formal staff PLD:</u> As needed	<u>External formal staff PLD:</u> As needed	<u>External formal staff PLD:</u> As needed
	<u>Internal formal staff PLD:</u> As needed Eve to give and receive professional support via her own networks, NZSTA etc.	<u>Internal formal staff PLD:</u> As needed Eve to give and receive professional support via her own networks, NZSTA etc.	<u>Internal formal staff PLD:</u> As needed Eve to give and receive professional support via her own networks, NZSTA etc.	<u>Internal formal staff PLD:</u> As needed Eve to give and receive professional support via her own networks, NZSTA etc.	<u>Internal formal staff PLD:</u> As needed Eve to give and receive professional support via her own networks, NZSTA etc.
	<u>Internal informal staff PLD and support:</u> Hold formal regular staff meetings and informal staff meetings as needed	<u>Internal informal staff PLD and support:</u> Hold formal regular staff meetings and informal staff meetings as needed	<u>Internal informal staff PLD and support:</u> Hold formal regular staff meetings and informal staff meetings as needed	<u>Internal informal staff PLD and support:</u> Hold formal regular staff meetings and informal staff meetings as needed	<u>Internal informal staff PLD and support:</u> Hold formal regular staff meetings and informal staff meetings as needed
	<u>Internal parent PLD:</u> Use Parent Guide in peer education. In T4, review the Guide with the school community in readiness for the new whanau in T1 of the following year.	<u>Internal parent PLD:</u> Use Parent Guide in peer education. In T4, review the Guide with the school community in readiness for the new whanau in T1 of the following year.	<u>Internal parent PLD:</u> Use Parent Guide in peer education. In T4, review the Guide with the school community in readiness for the new whanau in T1 of the following year.	<u>Internal parent PLD:</u> Use Parent Guide in peer education. In T4, review the Guide with the school community in readiness for the new whanau in T1 of the following year.	<u>Internal parent PLD:</u> Use Parent Guide in peer education. In T4, review the Guide with the school community in readiness for the new whanau in T1 of the following year.

Strategic Plan	2019	2020	2021	2022	2023
2.3 Provide targeted PLD and support to teacher-learners	Hold peer education seminars at the Parent Meetings once a term; pre-set topics with parents. At end of each meeting, and at the end of the year, review this practice with school community; make changes as necessary	Hold peer education seminars at the Parent Meetings once a term; pre-set topics with parents. At end of each meeting, and at the end of the year, review this practice with school community; make changes as necessary	Hold peer education seminars at the Parent Meetings once a term; pre-set topics with parents. At end of each meeting, and at the end of the year, review this practice with school community; make changes as necessary	Hold peer education seminars at the Parent Meetings once a term; pre-set topics with parents. At end of each meeting, and at the end of the year, review this practice with school community; make changes as necessary	Hold peer education seminars at the Parent Meetings once a term; pre-set topics with parents. At end of each meeting, and at the end of the year, review this practice with school community; make changes as necessary
	<u>Office Support</u> BOT & parents to assist with filing/other office tasks, BOT management and Property management.	<u>Office Support</u> BOT & parents to assist with filing/other office tasks, BOT management and Property management.	<u>Office Support</u> BOT & parents to assist with filing/other office tasks, BOT management and Property management.	<u>Office Support</u> BOT & parents to assist with filing/other office tasks, BOT management and Property management.	<u>Office Support</u> BOT & parents to assist with filing/other office tasks, BOT management and Property management.
2.4 Hire a service provider to administer the accounts	Fund from OG	Fund from OG	Fund from OG	Fund from OG	Fund from OG
2.5 Hire a support staff to administer wages and family accounts	Fund from OG	Fund from OG	Fund from OG	Fund from OG	Fund from OG
2.6 Hire a full time teacher once the roll gets to 26	Consult with staff and whanau Advertise, interview and hire	tbd	tbd	tbd	tbd
	Ensure quality de-schooling and pedagogical support for new staff-person	tbd	tbd	tbd	tbd
2.7 Provide adequate office support to the Principal	BOT to ensure adequate parent help one day a week	BOT to ensure adequate parent help one day a week	BOT to ensure adequate parent help one day a week	BOT to ensure adequate parent help one day a week	BOT to ensure adequate parent help one day a week
3.1 Manage finances in accordance with Ministry of Education accounting recommendations.	Continue to draw up a budget to allocate resources according to identified needs and goals	Continue to draw up a budget to allocate resources according to identified needs and goals	Continue to draw up a budget to allocate resources according to identified needs and goals	Continue to draw up a budget to allocate resources according to identified needs and goals	Continue to draw up a budget to allocate resources according to identified needs and goals
	Continue to balance monthly reports against the budget and produce an annual report	Continue to balance monthly reports against the budget and produce an annual report	Continue to balance monthly reports against the budget and produce an annual report	Continue to balance monthly reports against the budget and produce an annual report	Continue to balance monthly reports against the budget and produce an annual report
	Continue to receive an unqualified audit.	Continue to receive an unqualified audit.	Continue to receive an unqualified audit.	Continue to receive an unqualified audit.	Continue to receive an unqualified audit.

Strategic Plan	2019	2020	2021	2022	2023
3.2 Allocate financial resources to meet strategic goals.	Employ fiscal service provider to manage accounts	Employ fiscal service provider to manage accounts	Employ fiscal service provider to manage accounts	Employ fiscal service provider to manage accounts	Employ fiscal service provider to manage accounts
	Ensure that the Budget proportions sufficient financial resources to cover staffing and property requirements in order to meet strategic goals	Ensure that the Budget proportions sufficient financial resources to cover staffing and property requirements in order to meet strategic goals	Ensure that the Budget proportions sufficient financial resources to cover staffing and property requirements in order to meet strategic goals	Ensure that the Budget proportions sufficient financial resources to cover staffing and property requirements in order to meet strategic goals	Ensure that the Budget proportions sufficient financial resources to cover staffing and property requirements in order to meet strategic goals
3.3 Fundraise \$17,000 p/a for staffing	BOT sets donation amount to cover this sum (in consultation with parents and staff end of prior year). Revisit the amount required mid-year, once more clear on staffing costs.	Tbd; likely that we will not need to hire the same amount of staff as we will have an additional staff person on TS	TBD	TBD	TBD
	Fundraising level set by agreement with parents, to make up the difference between donations raised and donations required	Fundraising level set by agreement with parents, to make up the difference between donations raised and donations required	Fundraising level set by agreement with parents, to make up the difference between donations raised and donations required	Fundraising level set by agreement with parents, to make up the difference between donations raised and donations required	Fundraising level set by agreement with parents, to make up the difference between donations raised and donations required
3.4 Ensure that property maintenance and development plans are well managed and carried out in a timely fashion	Ensure that there is a Property team on the BOT consisting of proprietor's representatives and at least one other to manage the OG property maintenance tasks	Ensure that there is a Property team on the BOT consisting of proprietor's representatives and at least one other to manage the OG property maintenance tasks	Ensure that there is a Property team on the BOT consisting of proprietor's representatives and at least one other to manage the OG property maintenance tasks	Ensure that there is a Property team on the BOT consisting of proprietor's representatives and at least one other to manage the OG property maintenance tasks	Ensure that there is a Property team on the BOT consisting of proprietor's representatives and at least one other to manage the OG property maintenance tasks
	BOT hold property team accountable for getting jobs done in a timely fashion	BOT hold property team accountable for getting jobs done in a timely fashion	BOT hold property team accountable for getting jobs done in a timely fashion	BOT hold property team accountable for getting jobs done in a timely fashion	BOT hold property team accountable for getting jobs done in a timely fashion
	Create 2020 10 Year property plan in conjunction with Proprietors	Create 2021 10 Year property plan in conjunction with Proprietors	Create 2022 10 Year property plan in conjunction with Proprietors	Create 2023 10 Year property plan in conjunction with Proprietors	Create 2024 10 Year property plan in conjunction with Proprietors
	Investigate the role of caretaker and explore resourcing options to employ part time caretaker	Investigate the role of caretaker and explore resourcing options to employ part time caretaker			
	Finalise a project process for all property tasks that includes tasks and time frames for Proprietors, Principal and Board and that follows the relevant Property Policies.	tbd	tbd	tbd	tbd

Strategic Plan	2019	2020	2021	2022	2023
3.4 Ensure that property maintenance and development plans are well managed and carried out in a timely fashion	Conduct property reviews as per procedures and policies in Property folder	Conduct property reviews as per procedures and policies in Property folder	Conduct property reviews as per procedures and policies in Property folder	Conduct property reviews as per procedures and policies in Property folder	Conduct property reviews as per procedures and policies in Property folder
4.1 Continue to consult with families about meeting their children's needs.	Hold formal meetings once a month for the parents and teachers	Hold formal meetings once a month for the parents and teachers	Hold formal meetings once a month for the parents and teachers	Hold formal meetings once a month for the parents and teachers	Hold formal meetings once a month for the parents and teachers
	Principal to meet with whanau as needed	Principal to meet with whanau as needed	Principal to meet with whanau as needed	Principal to meet with whanau as needed	Principal to meet with whanau as needed
4.2 Continue to provide inclusive support to children with special learning needs and their families	With support from RTLB and others, continue to meet as needed with parents to problem solve, reflect and plan. IEPs to come from this consultative process.	With support from RTLB and others, continue to meet as needed with parents to problem solve, reflect and plan. IEPs to come from this consultative process.	With support from RTLB and others, continue to meet as needed with parents to problem solve, reflect and plan. IEPs to come from this consultative process.	With support from RTLB and others, continue to meet as needed with parents to problem solve, reflect and plan. IEPs to come from this consultative process.	With support from RTLB and others, continue to meet as needed with parents to problem solve, reflect and plan. IEPs to come from this consultative process.
4.3 Continue to develop the premises and gardens so that they reflect our targets, and are beautiful, interesting and child friendly; and demonstrate sustainable practices	Care for children's vegetable gardens.	Care for children's vegetable gardens.	Care for children's vegetable gardens.	Care for children's vegetable gardens.	Care for children's vegetable gardens.
	Complete garden mural and pizza oven	tbd	tbd	tbd	tbd
	Complete all interior and exterior property tasks according to 10YPP	Complete all interior and exterior property tasks according to 10YPP	Complete all interior and exterior property tasks according to 10YPP	Complete all interior and exterior property tasks according to 10YPP	Complete all interior and exterior property tasks according to 10YPP
	Complete all interior and exterior property tasks according to bi-annual maintenance reports	Complete all interior and exterior property tasks according to bi-annual maintenance reports	Complete all interior and exterior property tasks according to bi-annual maintenance reports	Complete all interior and exterior property tasks according to bi-annual maintenance reports	Complete all interior and exterior property tasks according to bi-annual maintenance reports
4.4 Continue to develop our sustainable recycling programme	Delegate responsibility for worm farm.	Delegate responsibility for worm farm.	Delegate responsibility for worm farm.	Delegate responsibility for worm farm.	Delegate responsibility for worm farm.
	Continue with recycling programme	Continue with recycling programme	Continue with recycling programme	Continue with recycling programme	Continue with recycling programme
	Investigate further sustainable practices for the school	Investigate further sustainable practices for the school	Investigate further sustainable practices for the school	Investigate further sustainable practices for the school	Investigate further sustainable practices for the school

Strategic Plan	2019	2020	2021	2022	2023
4.5 Review/upgrade Health & Safety policies and procedures to align with current Health & Safety legislation	Update procedures to align with the policy review done 12/18	tbd	tbd	tbd	tbd
4.6 Rebuild the school playground	Execute phase 1 of playground upgrade (ie: the plan made in 2017) as recommended by Nov 2016 safety report on playground	Execute phase 2 of the playground upgrade	Execute phase 3 of the playground upgrade	tbd	tbd
	Draw up phase 2 plan	tbd	tbd	tbd	tbd
	Train new project manager	tbd	tbd	tbd	tbd
	Apply for grants to fund upgrade	Apply for grants to fund upgrade	tbd	tbd	tbd
	Hold a fundraising event to fund upgrade as needed	Hold a fundraising event to fund upgrade as needed	tbd	tbd	tbd
	Use parent help as much as possible	tbd	tbd	tbd	tbd
	Continue to add to loose parts list and to ask whanau and community to help us gather it	tbd	tbd	tbd	tbd

Section 3: Annual Plan for 2019

This section of our charter identifies our aims and objectives for raising student progress and achievement for 2019. It consists of:

1. Four Annual Targets that are our most important goals for the year. These were set after consultation with staff and parents held in November-December, 2018.
2. An Annual Plan that breaks down our Strategic Plan goals into achievable tasks and steps for 2019.



Annual Target One: To raise student achievement in Science

The Principal will ensure that our Science programme is extended at NZCL3 and 4 by richer teaching, and deepened at NZCL1 and 2 by improved modelling of scientific questioning in response to natural areas of interest.

General outcome expected:

1. Scientific questioning and self-motivated research will be a prevalent, natural part of school life for all students
2. Student achievement in science rises
3. Students are enjoying Science and learning concepts and understandings through play as much as possible.

ACTIONS	EXPECTED OUTCOME
Teacher will run weekly science focused workshops, with Living World in Term One and the remaining strands covered throughout the rest of the year.	1. Students will receive cohesive teaching in each strand of Science throughout the year
Teacher will ensure that physical, emotional and academic development are included in curriculum planning	1. Student growth
Teacher will meaningfully assess student understandings and abilities (physical, emotional, and academic) before and after a unit	Staff will be able to track student achievement, identify needs, and plan to meet them.
Focus on scientific thinking/inquiry with students ("Nature of Science")	1. Students will create useful resources for themselves (eg: a list of "useful questions" for students, parents and teachers to use)
	2. Students will be empowered to use scientific enquiry and inquiry cycles in their personal projects
Integrate Te Ao Maori into Science	Students understand that the scientific worldview has similarities and differences with Te Ao Maori.
Integrate outdoor experiential learning into Science	1. Students will gain a wholistic understanding of Science
	2. Students will learn through play and doing as much as possible which will support their physical and emotional development
Continue with weekly "outdoor school" session in the orchard in Term One	Interest in the natural world in our place stimulates an interest in scientific inquiry and is extended by it
Principal and teacher to coordinate planning	Science learning will be more integrated into the rest of the learning—for example, following the same topics of interest.
Provide PLD (external) in science for staff	1. Teachers are more confident to stimulate and extend children's interest in science
	2. Principal is more confident to teach and assess science (if PLD funding permits)
Cultivate a new parent to continue to aid Science	Science is still held as a learning focus by a parent one day a week
Hold a teacher-learner education seminar on science and the scientific method at a Parent meeting, T2	Parents are more confident in using inquiry questioning and in supporting and understanding inquiry led learning

Annual Target Two: To upgrade the school playground

Understanding the environment is a teacher, we will provide a learning environment that stimulates rich learning through play.

General outcome expected:

1. The playground is rebuilt
2. An outdoor classroom area is created
3. Play improves in range, variety and quality

ACTIONS	EXPECTED OUTCOME
Find a project manager	The project will get done more effectively
Obtain quotes for the planned work	1. The BOT will have received 3 quotes by March 2019
Apply for grants to do the work	1. Project manager will find out all possible grants to apply for by March 2019
	2. The BOT will approve Jackie and Ines to apply for these grants at March BOT meeting
Create a workplan (jobs in order of importance and costings)	BOT will agree on the order of importance of each item on the plan
	Project manager will know the order in which to do things
	Parent help can be utilised most efficiently
	BOT and project manager will have an estimate of cost for fundraising and grant applications
Once money is available, hiring a Playground building company to do the work	Building will commence as soon as is possible and safe
Explore additional funding options for the build	Funding will be found
The Principal ensures that ample loose parts are provided to the children to enhance playground play and discovery	1. A range of loose parts will be provided responsively throughout Term 1
	2. Adults will vary set ups and provocations
	3. Children will learn through building, creating games, music making, etc. (Technology, Science, participating and contributing, etc)
Once the second fort is removed, the Principal will create an outdoor classroom area	Children will have a technology area for focused learning out of doors

Annual Target Three: To provide a provocative, nurturing and challenging learning environment for students

Understanding the environment is a teacher, we will provide a learning environment that stimulates rich learning through play and maximal exposure to wholistic educational experiences in nature and the wilderness.

General outcome expected:

1. The inside of the school houses a variety of learning spaces (calm caves, buzzing meeting places, exploratory zones, e.t.c.)
2. Play set ups ("provocations") improve in range, variety and quality
3. Play leads to increasingly deeper learning as children grow up in the school and this is recorded in learning stories
4. Children become more independent in their learning as they discover and explore their own interests
5. The school begins to develop an outdoor curriculum
6. The school creates meaningful outreach and connection with our wider community

ACTIONS	EXPECTED OUTCOME
Adults support learning through play by: -setting up a range of indoor and outdoor "provocations" throughout the week	Children are: 1. learning through play: attracted to use materials creatively, highly engaged, learning across the NZC, and peaceful
	2. increasingly independent: adapting and extending the initial set ups and highly motivated in meaningful play
-keeping art and technology areas clean and tidy	Children are: 1. attracted to use materials creatively
	2. learning to value an orderly work area
-measuring the success of this conscious work	Learning stories become useful evidence of learning in accordance with the NZC and the basis for evaluations and planning forward in Parent Meetings
Adults are supported in the above actions through our school parent peer learning network. The quality of the school environment is a focus for our adult peer learning this year, and adults undertake to provide more varied and creative provocations for children	1. Adults inspire each other to focus on creative and rich set ups
	2. The quality of provocations improves
	3. Adults notice and capture evidence of increasing depth of learning through play in Learning stories
	4. Adults use this data in evaluations and forward planning at Parent Meetings
The BoT supports the staff to receive PLD in outdoor education	1. Principal creates a list of learning goals and prioritises them over the next two years.
	2. Staff and whanau learn necessary skills
	3. The Principal ensures that we engage with groups beyond the school to share/trade resources and to reduce costs
Principal to ensure that students have multiple opportunities to discover a range of curriculum areas through their interaction with their environment while at school.	1. Principal will write an outdoor curriculum that includes physical, emotional and mind/will development
	2. Students will receive cohesive teaching across the curriculum in an outdoor or wild context
Continue with weekly "outdoor school" session in the orchard in Term One	1. Interest in the natural world stimulates an interest in literacy, numeracy, scientific inquiry, Te Ao Maori, wilderness survival and empathy with nature
	2. Students are supported so that this interest is developed into learning goals and learning contexts
	3. Children learn some bush survival skills like orienteering, building shelters, finding bush food, and other

	areas of interest that arise for them
	4. Children are challenged physically in a natural context, for example learning surfing, learning to whittle wood, etc.
Integrate Te Ao Maori	1. Students understand that the scientific worldview has similarities and differences with Te Ao Maori.
	2. Students gain an appreciation for Maori cultural practices pertaining to the natural world, for example Rongo Maori, the creation stories
BOT to develop more comprehensive Health and Safety procedures	Students will be kept safe learning in the outdoors
Parents and staff to creatively integrate an interesting range of PE and sporting activities	Students will be challenged and extended physically, and will learn skills and understandings related to particular sports. Children will learn about teamwork in a supportive and experiential way.
The Principal to ensure a balanced learning context between the familiar school environment and the wider community	1. Children are strong in who they are individually and collectively
	2. Children are resilient and able to participate appropriately in a wide range of situations and relational contexts
	3. Parents and staff create meaningful community connections to provide <u>sporting</u> and <u>cultural</u> opportunities for our students
	4. Parents and staff support our students to create meaningful ways to connect to the wider community and do <u>altruistic service</u>

Annual Target 4: Support teacher-learners to protect, strengthen and develop our pedagogy

All parents, teacher aides and teachers are teacher-learners who can learn together from one another in the special environment that our school provides. We will actively develop our culture through sharing our knowledge about learning

General outcome expected: Parent and teacher understanding of our pedagogy will continue to develop, resulting in:

1. Continued high student achievement in numeracy and literacy
2. Continued growth in student understanding and use of the learning journey paradigm
3. Continued high level of learning support for Y1-3 students
4. Continued quality music programme for all students who are interested
5. Support for the new teacher to learn his/her job
6. Support for new whanau to integrate into the school culture
7. Meaningful assessment that tracks physical, emotional-social, and academic/will development
8. Self-reflective, responsive teaching
9. A cohesive culture of learning in which staff, parents and students teach and learn together and staff and parents work together
10. A high level of parental involvement in meeting the Charter Targets

ACTIONS	EXPECTED OUTCOME
Eve to set weekly school staff meetings for 2019	1. Staff will have the opportunity to be self-reflective and to learn from one another in a supportive and confidential environment
	2. Student achievement will be tracked effectively
	3. The new teacher will be supported to integrate into the school
	4. Staff can pursue focus of tracking student's physical, emotional and academic/will development
	5. Principal can ensure that general outcomes 1-5 are met
Eve to set annual round of peer learning meetings; topics to be based on the Charter Targets and focus areas asked for by parents in 2018 (which include more time to reflect/vent, and further learning about our pedagogy).	1. All whanau in the school will feel more confident in supporting students to learn academically/physically/socially (Measure this through polls, discussions.)
	2. Students will experience a more cohesive and targeted level of support and expectation from all adults in the school and will be extended fully as a result. Measure this through discussions with students—ask them how they would like to give feedback to teachers on this goal
	3. Charter Targets are met more effectively and sustainably because parents are more involved
	4. New whanau feel welcome and are integrated easily into the school culture, being able to share their knowledge and experience with us
Improve the quality of peer learning meetings by: 1. Allowing sufficient time to plan for them	At the end of the meeting, Parents can share what they have learned and what they will apply in future
2. After evaluation rounds (eg: Child Focus), set clear targets and goals for the following time period and circulate these to everyone	Concrete planning based on evaluation
3. Measuring effectiveness of learning and parent satisfaction	Good self-evaluation feeding forward into improvement
4. Ensuring that the following are incorporated: consideration of the nature of learning at Timatanga, making connections with “ako” as defined in <i>Ka Hikitia</i> , and with our vision, values and best practice	1. All whanau in the school will feel more confident in supporting students to learn academically/physically/socially

	2. Students will experience a more cohesive and targeted level of support and expectation from all adults in the school and will achieve more as a result.
Continue to capture and share our learning and student's current interests outside of the peer learning meetings	1. Staff and parents will use the Storypark platform to share learning stories, or observations of our special character in action, and their understanding of, and/or appreciation for, our special character will deepen.
	2. Principal will include short updates in the weekly newsletters
	3. "What's up?" on Parents whiteboard out front; parents and children to be encouraged to participate
	4. Principal to provide daily list of potential activities and jobs that could be supported by parent help (based on current student interests)
Principal to support after hours learning	School will be used for learning by parents outside of school hours
Principal to work cooperatively with her professional network to bring extra-PLD events to parents and staff	Participants will feel more inspired, and connected to current happenings in progressive education.
Parents to take ownership of Parent Meetings	1. Parents will set meeting Agendas
	2. Parents will run the meetings
	3. Parents will train one another and actively learn together; evidence of this to be recorded in meeting minutes and reflected on at the last meetings of each school term.
Principal to encourage and demonstrate a sustainable work ethic and parents to support this	1. All staff to take 2 10-minute breaks in solitude throughout the day.
	2. Daily five-minute quiet rest period for all (students, parents, and staff) facilitated by a teacher learner.
	3. Principal to provide daily list of jobs of jobs that can be passed on to parents.
	4. Principal to provide daily list of potential activities that could be supported by parent help (based on current student interests)
	5. BOT to support principal in developing a sustainable work ethic
	6. Adults and children will respect the requirement not to come in or knock on the office door when it is shut, except for in an emergency.

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
Vision 1: Curriculum					
1.1 Maintain or raise current levels of achievement in maths for all students	Assess students in maths to monitor progress and analyse current needs	Assess against NZC using GLOSS, IKAN, JAM etc.	End of Term 1 and beginning Term 4	Jackie	n/a
		Assess any new students	Second week of attendance	Jackie maths	n/a
	Develop maths programmes to meet identified needs	Provide regular daily instruction at appropriate levels	T1-4	Jackie	n/a
		Y3-8 to continue daily maths drill on Mathletics and/or workbooks	T1-4	Jackie, Eve	n/a (parents)
		Set up basic facts learning programme for Y4-7 and get parents to support/run it	T1-3	Jackie, Eve	n/a
	Provide specialised help to any children with additional learning needs	Identify children in need of learning support	T1, T4	Jackie	n/a
		Apply for learning support	As needed	Eve	n/a
See 1.7	Include Maori and Pasifika connections in planning	Uphold the principals of <i>Ka Hikitia</i>	T1-T3	Jackie	n/a
		Liase with parents to bring in relevant aspects of children's lives	T1-T3	Jackie	n/a
		Get PLD to integrate Te Reo into Maths	T1-T3	Jackie	Te Reo teacher budget
	Employ part-time Maths teacher for Y1-8	Create contract and Job description	January, 2019	Eve	
		Fundraise \$17,000	T1-4	BOT	\$17,000
	Support teacher to be self-reflective and to achieve her goals	Teacher only days once a term T1-3	First week of term T1, T2, T3	Eve	
		Hold regular Teacher Meetings	Weekly	Eve	
		Identify goals and needs and communicate these to other staff	First day of term, T1, T2, T3	Sue/Eve	
		Teacher self-reviews (reflective practice)	Ongoing; goals start of each term; evaluations at end	Sue/Eve	

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
1.1 Maintain or raise current levels of achievement in maths for all students	Support teacher to be self-reflective and to achieve her goals	Teachers appraisals; incorporate <i>Ka Hikitia</i>	October	Eve	n/a
		Principals performance agreement appraisal	October	Eve	n/a
		Moderation support via TKI online examples	As needed	Eve	n/a
		Moderation support at Hare Krsna School	T1, T3	Eve	
		Identify goals and needs and communicate these to other staff	First day of term, T-3	Jackie	n/a
		Self-evaluate	Ongoing; end term	Jackie	n/a
		Allow sufficient financial resources for PLD	Budget January 2019	BOT	n/a
		Arrange visits to some other Primary schools	T1, T2, T3	Eve	n/a
	Provide an adequate set-apart space for Maths group learning	Maintain kitchen Maths space	Working Bees	Eve	n/a
	Continue the peer learning programme for parents	Plan annual cycle of Parent Meetings, ensuring that Maths is there	January	Eve	n/a
		"How to support Maths learning at home and at school" taught at Parent Meeting	Term 1 or T2	Jackie	n/a
		Maths resources for learning at home posted onto Storypark	February, and then as needed	Jackie	n/a
1.2 Maintain and raise current levels of achievement in literacy for all students See Target 2	Assess students in writing and reading to monitor progress and analyse current needs	Assess against NZC using e-AsTTLE, PAT, school rubrics, running records, Probe	End Term 1 and start Term 4; Probe termly; regular running rec. Y1-3	Eve	n/a
		Assess any new students	Second week of attendance	Eve	n/a
	Do anniversary reporting for first 3-years	Assess and report to parents on children's progress against 3 year requirement	Annually, as child turns 7	Eve	n/a
	Develop writing programmes to meet identified needs	Provide regular daily and weekly surface features instruction at appropriate levels	Terms 1-3	Eve, Sue/new teacher	n/a
		Continue with Creative Writing programme at all levels	At least once a week	Eve Sue/new teacher	n/a
		SSW daily Y1-4, at least weekly Y5-8 (not counting students own projects).	Daily	Eve Sue/new teacher	n/a
		Students write in a range of genres in the context of personal projects	Regularly	Eve Sue/new teacher	n/a
		Y7-8: Intermediate Club for 4 writing and topics	Once a week	Eve	n/a
		Y3-4 writing support will include targeted literacy groups, and morning parent help if needed	T1-4 3 mornings a week	Eve	

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
	Develop reading programmes to meet identified needs	Y1-2 reading support will include lots of story reading, Jolly Phonics, daily reading practice, sharing one's own work by reading aloud	T1-4: daily	Sue/new teacher	n/a
		Y3-4 reading support will include reading in groups and comprehension activities 3x weekly; daily reading for student still on readers	T1-4	Eve	n/a
		Y5-6 reading support: weekly reading groups, daily self-guided reading comprehension activities	T1-4	Eve	n/a
		Y7-8 reading support: weekly reading groups, daily self-guided reading comprehension activities; Weekly Intermediate Club (CLOSE reading, groups reading of books, themes, etc.)	T1-3	Eve	n/a
	Provide specialized help to any children with additional learning needs	Identify children in need of writing or reading support and apply for learning support; co-construct programme of support with RTLB, parents, staff, child	T1, T4	Eve	n/a
See 1.7	Include Maori and Pasifika connections in planning		T1-T4	Eve	n/a
See Target 2	Employ a part-time teacher aide for Year 1-2 students	Create contract and Job description	T4, 2019	Eve	n/a
	Support teacher to be self-reflective and to achieve her goals	Teacher only days once a term T1-3	First day of term T1, T2, T3	Eve	n/a
		Hold regular Teacher Meetings	Monthly	Eve	n/a
		Identify goals and needs and communicate these to other staff	First day of term, T1, T2, T3	Sue/new teacher /Eve	n/a
		Teacher self-reviews (reflective practice)	Ongoing; goals beginning of each term and evaluations at end	Sue/new teacher /Eve	n/a
		Teachers appraisals; incorporate <i>Ka Hikitia</i>	October	Eve	n/a
		Principals performance agreement appraisal	October	Matt	n/a
		Moderation support via TKI online examples	As needed	Eve	n/a
		Moderation support: Hare Krishna School	T1, T3	Eve	n/a
		Arrange visits to some other Primary schools	T1, T2, T3	Eve	n/a

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
		Allow sufficient financial resources for PLD	Budget January 2019	BOT	
See Target 4	Continue the peer training programme for teacher-learners	Timetable regular education about literacy into the annual round of parent meetings	January	Eve	n/a
		Literacy resources for learning at home posted onto Storypark	February; as needed	Eve	n/a
		Hold literacy training session at parent meeting	As needed	Eve	n/a
1.3 Maintain or raise the current level of metacognitive understanding about learning for all students	Continue to deliberately teach students about the learning journey and diverse ways to understand and apply the inquiry cycle	Planned lessons	Ongoing; at least once a term	Eve/Sue	
		Display: thinking board and thinking up on boards	ongoing	Eve	
	Continue to explore a diverse range of thinking strategies with students	Plan to ensure a range covered throughout the year	ongoing	Eve	
	Continue to support students to undertake rigorous personal inquiry and real life projects	Project based learning in class	At least once a term	Eve/Sue	
		Maximise real life projects (get parent help): Matariki celebration of our learning End of year performance Student run events (Halloween, Pet Day, etc)	ongoing	Eve	
	Explore responsive and creative ways for students to record and share their thinking about thinking, project planning, self-management, goal setting and evaluation, etc.	Record student-to-student and student-to-teacher conversations on film and post on Storypark		Eve/Sue/new teacher	
		With students, continue to investigate ways for students to record their self-reflection about their learning, including journaling.		Eve	
1.4 Enhance our Maori and Pasifika curriculum	Plan units with interested parents and children	Balance pre-planning with responsive planning to ensure a cohesive spread through the year	Ongoing; before each new term	Eve	
		Consult with parents, whanau	Ongoing; before each new term	Eve	
		Liaise to ensure connections and integration throughout the curriculum	Ongoing; teacher-only days	Eve	
		Integrate Te Ao Maori into Science – similarities and differences between this world view and the materialist world view.		Eve	
2.6	Hire a new teacher who can speak Te Reo	Write job description, advertise, interview, hire	January-February 2019	BoT	

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
1.5 Incarnate the NZ Curriculum in our school in a way that targets and embraces each child's interests and supports our special character	Ensure that literacy, numeracy and Key Competencies are being developed in each child while they are choosing the content and context as much as possible	Regular review of student progress	end of term Staff Meetings; further process tbd at weekly staff meetings	Eve	n/a
		Continue to incorporate "where students come from" into the learning, exploring te Ao Maori, te Ao Pakeha), and the additional cultural heritages present.	Ongoing	Eve/Jackie/Sue	n/a
		Review the curriculum document with staff	October	Eve	n/a
	Capture the learning and share it with whanau	Parent Meetings	Monthly	Eve	n/a
		Storypark posts that exemplify this learning	Weekly or as they occur	Staff, parents	n/a
1.6 Ensure that parents' talents and skills are effectively used to support the curriculum	Draw up a roster of parents' help time and talk to each about how they can contribute		First week of each Term	Eve, parents	n/a
	Involve parents in learning review and forward planning sessions	Hold meetings Ensure that goals are set and circulated	Child Focus meetings; Last Parent Meeting of each Term	Parents	n/a
		Ensure that peer learning time is adequate and well facilitated	Peer learning meetings	Eve	n/a
	Support parents with advice, teaching materials, timetables and student groups to ensure success.		Ongoing as needed Parent education meetings	Eve	n/a
	Ensure that peer learning time in Parent Meetings is adequate and well facilitated.	Ensure adequate release time for Principal; administration support from parents		BoT	n/a
		Continue to evaluate effectiveness of every meeting after every meeting		Current chairperson	n/a
1.7 Ensure that the principals of Ka Hikitia are upheld in a living way in school documents, curriculum planning, and pedagogy	Teach Te Reo and Taha Maori as much as possible	Teachers maximise use of Te Reo and Taha Maori as a natural part of the school day	Ongoing	Eve	n/a
		Plan unit with a Maoritanga focus leading up to Matariki (unless student led inquiry learning is occurring and should not be interrupted)	Term 2	Eve	n/a

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
1.7 Ensure that the principals of Ka Hikitia are upheld in a living way in school documents, curriculum planning, and pedagogy		Hold a Matariki celebration of matauranga; plan the event with the children. Deepen student understanding of our Matariki celebration with planned Te Reo and Taha Maori learning	Term 2 Matariki	Eve	koha
	Use parent help as much as is practical	Parents to create resources (poi, posters, etc)	Ongoing	Eve (depending on parent help)	n/a
		Taha Maori and everyday te reo as much as possible, e.g. in games, waiata, kapahaka, art	Ongoing	Eve (depending on parent help)	n/a
	Incorporate whenuangatanga, including all cultures that the children belong to, into our learning/culture		Ongoing	Eve	n/a
	Use the Ka Hikitia principals in all formal review processes (principal, teaching staff, BoT)	Incorporate the Ka Hikitia Review tool into review processes; evaluate effectiveness	Parent Meetings: Termly; Staff appraisal: October	Eve	n/a
	Further extend the principals of Ka Hikitia into school documents, planning and pedagogy	Review Curriculum	January	Eve	n/a
		Workshop at staff meeting	Teacher only Days: self-reflection	Eve	n/a
		Workshop at Parent meetings: Timetable in Seek appropriate person to lead		Eve	n/a
1.8 Ensure that students with special education needs are catered for within our pedagogy, in a way that supports our special character	Identify special education needs and consult with whanau and RTLb if needed.	Regular formative and summative assessment in class	Ongoing	Eve in consultation with staff and parents	n/a
		Report needs and strategies at Child Focus meetings (with parent consent)	Twice a year	Eve	n/a
		Special meetings with child's parents	As needed	Eve	n/a
		IEP for child who needs one, created in consultation with parents, teachers, and RTLb. As/if child becomes more interested in self-management, they will play a larger part in setting their own goals	Beginning of each term	Eve	n/a

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
Vision 2: Staff and Administration					
2.1 Fund the employment of a teacher aide for classroom support Y1-2	Fund the Y1-2 junior aide from the Operations Grant (BG)	BOT to set in Budget 2019	Finalise January	Fiscal Service Provider	\$28,080
2.2 Fund the employment of a Maths teacher for Y1-8	.3 Fund from TS .2 Fund from the OG	BOT to set in Budget 2019	Finalise January	Board Chair	TS: \$21,600 OG:\$14,400
	Raise \$17,000 to cover staffing	BOT to set donations for 2019	December 2018	Board Chair	n/a
		Plan fundraising actions for 2019	Ongoing	Parents	n/a
		Seek donations from school families	December 2018	BOT	n/a
		Hold effective fundraising drives	Ongoing	Parents, BOT	n/a
2.3 Provide targeted PLD and support to teacher-learners	Provide external PLD: Leadership: Eve Wilderness skills/craft: Eve, new teacher First Aid: Eve, Sue, Jackie, new teacher Pedagogy: Jackie, Eve, new teacher Moderation: Eve, Jackie Spelling: Eve, Sue Te Reo: Eve	Investigate possible PLD, select the best options and book people into it	Term 1	Eve	PLD budget: \$1,000 p.a.; reliever \$500 p.a
		Assess afterwards how effective it was		Eve	n/a
		Support staff to put what they learned into reflective practice		Eve	n/a
	Provide ongoing <u>internal</u> formal staff PLD and support: Pedagogy: Jackie, Sue, Eve, new teacher Leadership: Eve (Eve's networks)	Organise times for PLD	Ongoing	Eve	n/a
		Support staff to put what they learned into reflective practice	Ongoing	Eve	n/a
		Hold formal regular staff meetings and informal staff meetings as needed	Weekly	Eve	n/a
	Provide ongoing <u>internal</u> parent PLD support	Use Parent Guide in peer education	Once a term	Eve	n/a
		Review the "Guide for Timatanga Teacher-Learners" with the school community	T1, February best	Eve	n/a
	Provide ongoing <u>internal</u> parent PLD support	Hold peer education seminars at the Parent Meetings; pre-set topics with parents. At end of each meeting, and at end of the year, review; make changes as necessary	once a term	Eve	

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
2.3 Provide targeted PLD and support to teacher-learners	Provide ongoing <u>internal</u> parent PLD support	Hold peer education seminars at the Parent Meetings; pre-set topics with parents. At end of each meeting, and at the end of the year, review this practice with school community; make changes as necessary	once a term	Eve	
		Meet with parents privately as necessary and at formally established times	As needed; once a fortnight	Eve; parents	n/a
2.4 Hire a service provider to administer the accounts	Continue with Leading Edge Services	nil		BoT	\$6,000
2.5 Hire Support Staff person to administer wages and family accounts		Prepare Contract	January	Eve	n/a
		Hire for 2020	December	Eve	\$2,970
		Wages person set up payment	January	Jackie	n/a
2.6 Hire a full time teacher once roll gets to 26		Write job description	January	Eve; BOT to approve	n/a
		Advertise in Gazette and networks	January, February	BoT	n/a
		Create shortlist and conduct interviews, decide on candidate	tbd	Staffing subcommittee	
		Inform of acceptance	tbd	Eve	
		Prepare job description and contract	tbd	Eve	
	Expedite roll increase	Ask that all visits be completed within the first 2 weeks	January	Eve	
		Process enrollments within the first 2 weeks	February	BoT	
2.7 Provide adequate office support to the Principal	Parents and BOT members will assist with filing and other office tasks, BOT management and property management	Find a regular parent to do weekly filing and other basic office tasks	Weekly	Eve	n/a
		Find parent or BoT member to take responsibility for property management		BoT	
		Find parent or BoT member to take responsibility for BOT filing and management		BoT	
	Fund typing support person for the Principal; RSI dependent	Principal to inform BoT of any RSI returning; to report in monthly Principal's Report	As needed	BoT	\$700
		Continue to hire Fay Collins as ad hoc typist	As needed	BoT	

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
Vision 3: Property and Finance					
3.1 Manage finances in accordance MOE accounting recommendations	Continue to draw up a budget to allocate resources according to identified needs and goals.	Finalise Budget	January 2019	BOT	tbd
	Continue to balance monthly reports against the budget and produce an annual report		Monthly; Dec— March	Fiscal service Provider	tbd
	Continue to receive an unqualified audit		Nov— May	Fiscal service Provider	\$4,020
3.2 Allocate financial resources to meet strategic goals	Employ fiscal service provider to manage accounts (2.4)	Nil.		BOT	n/a
	Employ Maths teacher Y1-8 (1.1)		January	Jackie	n/a
	Employ Junior Aide Y1-3 (1.2)		January	Eve	\$28,080
	Allow sufficient financial resources for staff PLD	Finalise Budget for staff PLD	January	BoT	\$1,500
	Allow sufficient financial resources for property	Finalise Budget Finalise amount for playground rebuild	January	BoT	
	Employ fiscal service provider to manage accounts	Nil	Contract is ongoing	Eve	\$6,000
3.3 Fundraise \$17,000 per annum for staffing See 2.3	BOT sets donation amount to cover this sum (in consultation with parents and staff end of prior year)	December consultation meeting BoT set donation	December 2018 and January 2019	Eve; Jackie collection	
	Fundraising level set by agreement with parents, to make up the difference between donations raised and required	Seek donations from school families; letters to parents following up on consultation and asking for pledges	Beginning of T1 & T4; as new families join	Matt for the BOT	n/a
		Fundraising meetings	As needed	BOT (fundraising)	n/a
		Include fundraising in Parent Meeting Agenda	Once per term	Eve	n/a
		Provide parents with fundraising updates and reports	T1 and T4	BOT (fundraising)	n/a
	Set up parent fundraising team	Fundraising strategy; liase with BOT and parents	T1	BOT	n/a

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
3.4 Ensure that property maintenance and development plans are well managed and carried out in a timely fashion	Ensure that there is a Property team on the BOT consisting of proprietor's representatives and at least one other	Appoint a Property team and delegate responsibility to them	January	BOT Chair	n/a
See 4.3	BOT hold property team accountable for getting jobs done in a timely fashion	Property team to submit a monthly property update to BOT prior to each upcoming meeting	Monthly meetings	Property team	n/a
	Create 2020 10YPP and submit to Proprietors and BOT for approval		November	Property team or principal	
	Finalise a project process for all property tasks that includes tasks and time frames for Proprietors, Principal and Board and that follows the relevant Property Policies.		February	Proprietors Reps, BoT: Matt, Elaine, Gary	
	Conduct property reviews as per procedures and policies in Property folder		Monthly	Property Team	
Vision 4: Environment & Pastoral					
4.1 Continue to consult with families about meeting their children's needs	Hold formal Parent Meetings for the parents and teachers	Create an annual cycle of meetings for 2019 that includes Child Focus, educational, and problem solving meetings/slots	January	Eve	n/a
		Ensure that meetings are meeting parents' needs	Monthly Nov evaluation	Parent chair Eve	n/a
	Principal to meet with whanau as needed	Continue fortnightly set times for parents to meet with Principal Continue with special meetings after school	T1 newsletter	Eve	n/a
4.2 Continue to provide inclusive support to children with special education needs and their families	With support from RTLB and others, principal to meet as needed with parents to problem solve, reflect and plan, etc.	IEPs to come from this consultative process.	Beginning of each term	Eve	n/a
	Continue to live a culture of inclusion, tolerance and peer support		Ongoing	Eve, staff, parents	n/a
4.3 Continue to develop the premises and gardens so that they reflect our targets, and are beautiful, interesting and child friendly; and demonstrate sustainable practices interesting, exciting, child friendly and demonstrate sustainable practices	Care for children's vegetable gardens.	Person responsible for children's vegetable gardens will develop them with the children, empowering the children to feel involved in the yearly gardening cycle Hold meetings with the children, develop plans and put them into action; get support from the Principal as needed	Ongoing	Eve	Seeds etc. from Learning Needs budget (110): \$50 p/a
	Complete garden mural and pizza oven			Eve	

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
4.3 Continue to develop the premises and gardens so that they reflect our targets See 3.5	Complete all interior and exterior property tasks according to bi-annual maintenance reports			BoT property team	
	Develop school and grounds in accordance with our 10YPP	Prepare 10YPP and Property Plan for the following year and submit to BOT for approval	October	Eve	
		Submit 10YPP to Proprietors for approval	February	Proprietor's Reps	
	Complete all outstanding interior and exterior property tasks according to 2018 10YPP		January School holidays	Proprietor's Reps	tbd
	Complete all interior and exterior property tasks according to bi-annual Maintenance Reports	See 10YPP, and Maintenance Reports	January School holidays	Proprietor's Reps	tbd
4.4 Continue to develop our sustainable recycling programme	Continue with recycling programme	Continue to process worm food, compost, paper for trees, tins, plastic and paper	Ongoing	Ines, Tony; all interested	n/a
		Include any updated information about our recycling programme in "Guide for Timatanga Teacher-Learners"	February	Eve	n/a
	Delegate responsibility for worm farm		February parent meeting	Eve	n/a
	Investigate further sustainable practices for the school		ongoing	Property team	n/a
4.5 Review and upgrade Health and Safety policies and procedures to align with the current Health and Safety legislation	Work through the list of tasks identified during ERO review (Nov 2016) and added to 2017 Annual Workplan and policy review cycle		January	Eve	n/a
4.6 Rebuild the school playground	Set up the project manager	Pass project on to Greta	January	Eve	
	Execute phase 1 of playground upgrade (ie: the plan made in 2017 as recommended by Nov 2016 safety report on playground)	Obtain 3 quotes for the planned work	By March	Greta	
		Draw Up work-plan	January	Greta	
		Look up all possible grants	End February	Ines	
		Approve Jackie to apply for these grants	March	BOT	
		Apply for grants	tbd	Jackie	
		Investigate additional funding options for the build	Ongoing	Greta	
		Hire building company	Tbd	Greta	

		Use parent help as much as possible		Kris; Greta	
	Ensure that ample loose parts are provided to the children to enhance playground play and discovery	Update loose parts list and ask whanau and community to help us to gather it		Eve	
	Once second fort is removed, create outdoor classroom	Create plan, consult, and find items	tbd	Eve	