



ANNUAL IMPLEMENTATION PLAN 2024

This plan breaks down how we are going to achieve the goals in our 2024-2025 Strategic Plan in 2024.

STRATEGIC PLAN GOALS

KEY TARGET: A richly and authentically connected learning community, with 80% of the students at or above NZC expectation in Maths, Reading and Writing by the end of 2024.

1. Students grow in authentic self, essential life skills and core literacies

1.1 Update Timatanga Curriculum and embed in school

1.2 Support students to grow in their authentic self

1.3 Support students to develop in the core literacies and grow their life skills

2. Enhance and future proof our school environment

2.1 Upgrade exterior play and learning spaces

2.2 Improve interior creative, learning and play spaces

3. Build stability and sustainability

3.1 Support and enable teaching staff

3.2 Build a stable and sustainable learning community

Where we are currently at:

Regulation 9(1)(e)

In 2024, we have a new strategic plan with new targets in response to our post-Covid needs as a school, the 2023 Curriculum/Te Mataiaho, the NELPs, and the opportunity to design a more localised and authentic strategic plan and school curriculum. Our key focus is to raise student achievement through stabilising our learning community (retaining staff and families) updating our curriculum, and improving pedagogy for parents as well as staff. The board has determined that this necessarily involves hiring more staff than donations or funding cover in 2024 and we have budgeted to use some of our budget surplus this year.

Benchmarks

We begin 2024 with:

Roll: 18 (growing from 12 at the start of the year)

Student Achievement at or above NZC expectation: Maths: 74%, Reading: 74%, Writing: 74% (an improvement on our goal of 70%)

Groups of students needing additional support: Maths: Y2-4; Reading: Y3-7, exceptional; Writing: Y3-7, exceptional

Staffing: 3 teachers and 2 teacher-aides.

Stability: 1 student and no staff left at the end of 2023 (an improvement on 2020-2023. We lost 50% of the student body in 2022. We changed junior teachers mid-year in 2023 and have had a new junior teacher every year since 2020.)

Statement of Variance on 2023 Strategic Targets

https://docs.google.com/document/d/1fLbmSC6S0TRhMqK3shpnEXDxMTOR80IaxNFh_2qawzE/edit?usp=drive_link

How will our targets and actions give effect to Te Tiriti o Waitangi?

Regulation 9(1)(g)

This year, the NELPs are clearly tagged to the actions in the AIP. To summarise, we will give effect to Te Tiriti by ensuring that all students, whanau and staff are connected (whanaungatanga, mauritanga and wairuatanga), and able to be their authentic selves (rangatiratanga). This involves particular areas for improvement:

1. Cultural capacity—all parents able to pronounce correctly, understand tikanga, and speak Te Reo in the school to a minimum of level 1, all staff able to pronounce correctly, understand tikanga, and speak Te Reo at school to a minimum of level 2. The practice of normalising Māoritanga is maintained and increased in the school environment and pedagogy.
2. Upgraded school curriculum—giving effect to Te Ao Māori in an authentic way through our special character, ensuring that cultural ways of being and Te Reo are upheld throughout the curriculum including in Maths, Reading and Writing.
3. Parent co-operative—continue to rebuild our whanau culture through improved processes for parent meetings, a focus on parent education, and consultation with Māori whanau about their aspirations for their children and participation in our curriculum.

1.1 Update Timatanga Curriculum and embed in school					
Action required	Tasks & success measures	Timing	Responsible	Status	Budget
Complete first draft Ensure that our curriculum is an expression of our special character & current pedagogy, & that it makes connections with the NZC	Day-long sessions with mentors to focus on curriculum completion: Day 1: Structure (with Chris) Day 2: Finish section 1 and 2 (with Chris) Day 3: Cultural overview of section 1 & 2 (with Deborah) Day 4: Finish section 3 (with Chris and Deborah)	Term 1 02/23/24 03/08/24 03/15/24 TBD April Term 2 TBD	Eve Chris Chris Deborah Chris, Deb Eve	Done Done Done	MoE Grant
	Complete writing tasks before and after mentor sessions: Section 1 Section 2 Finish 1 & 2 Section 3 Finish Section 3	T1, release 03/06/24 03/13/24 03/20/24 TBD April Easter, T2 release	Eve	Done Done Done	PLD
	Incorporate the NELPs into the curriculum	T1 release; Sect. 3	Eve		PLD
	Submit final draft to Chris	04/16/24	Eve		
	Create final draft into an online(draft) document which is presentable	End of April holidays	Chris		MoE Grant
	Complete graphics: Identify and plan graphic treatments Hire a graphic designer Logo to principal for approval final logo design approved Full logo treatment Diagrammes and charts for to principal for approval Branding to principal for approval	T1 during writing End T1 March 2024 End April 2024 End April 2024	Eve BoT Amy Designer Designer	Done Done	gratis \$400 if AT
	Consultation: Staff (TOD) Board Maori whanau Remaining parents	T2 Friday 03/05 May meeting May-June June	Eve Chris to support Eve, Chris Eve, Chris Eve, Chris		
	Curriculum draft completed	T2-3 holidays wk 1	Eve		PLD
	Prepared for use (online and hardcopy)	T2-3 holidays wk 2	Chris		MoE Grant
	Staff training: identify what we are doing & what we want to incarnate first Plan to meet this	T3 TOD beginning Ongoing in 2025	Eve		

1.2 Support students to grow in their authentic self					
Action required	Tasks & success measures	Timing	Responsible	Status	Budget
Ensure adequate release time for the principal	Approve 1 extra week release time in T1 and T2 for writing curriculum Approve 1 extra week release time in T2 and T3 for refreshment, inspiration and fresh curriculum focusing time. Approve time TBD for consultation and editing curriculum in T3 Ensure that the Principal is getting it	February 2024 April 2024 May 2024 Ongoing	BoT		PLD PWF \$6,000
A completed curriculum that defines authentic self and identifies how to support it via our pedagogy	Complete Curriculum Section 2	As above	Eve		MoE Grant
Updated parent and teacher guides	Review and update of Staff and Parent Guides	Ready for T1, 2025	Eve		
Continue to live whanaungatanga, including all the cultures that the children belong to, in our learning and school culture	Invite and make space for families and whanau to share their knowledge and connections and to share their histories, traditions, language, etc.	T1: portrait project, parent meeting T2: Matariki, parent meeting T3: parent feedback	Eve		
	Establish the Children's Parliament; support students to work together to include the cultural festivals and practices belonging to our whanau Measure: student's opinions of impact	T1: establish, bring in new students T2: regular meetings, training	Eve		
Teach Emotional Intelligence	Developed and deliver EI curriculum in response to student needs: Y1-3: Feelings & Friendship Y4-6: Feelings & Friendship , You Good? You Good! Y7-8: Intermediate club curriculum, Jade Speaks Up Measure: student's opinions of impact	Ongoing	Rama, Aiyanna Eve Eve		
	Hold weekly school meeting	Ongoing	Eve		
	Hold restorative circles with children support children to hold them without adults as well	ongoing	Eve, Rama All staff		
Achieve tasks in 1.3			Eve		
Track progress against the NELPs	Track with Staff: monthly in Staff meetings, annually in appraisal Track with BoT: termly in Principal's Reports biannually Principal's appraisal Track with Parents: biannually at parent meetings	Monthly, Annually Termly biannually Bi-annually	Eve Eve Board chair Eve, parent reps.		

1.3 Support students to develop in the core literacies and grow their life skills					
Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
Ensure that the core literacies and essential life skills are clearly defined in the new curriculum	Ensure that these are agreed on by staff and clearly defined in the new curriculum	T2 TOD	Eve		
NELP Objective 1, Action 2 Ensure that literacies and life skill learning (purpose, form and context) sustains student and family identity, language, culture, and aspirations	Consult with whanau as to their aspirations for their children; partner with them to support rangatiratanga, and Māori educational success as Māori Parent meetings; Child Focus Direct consultation with Māori whanau Consultation upon enrolment	T1 T2 Upon enrolment	Eve		
NELP Objective 1, Action 2	Increase Te Reo usage in the school PLD for teachers that need it (to be at L2 by end 2025) Parent help weekly kapahaka and Te Reo Consult with whanau on tikanga PLD in Te Reo for all teachers	T3 Ongoing Ongoing T2, T3	Eve Eve, Rachel, Allison Eve and Rachel Eve Eve, Allison		- PLD - PLD
NELP Objective 1, Action 2	Provide learning contexts that are responsive to student interests, project based, child-led, and connected to their families, ethnicities and communities, including digital. and the wider world. (project based learning, integrated curriculum , responsive curriculum)	Ongoing Festivals: Matariki T2, Norwegian Day T3, Diwali T4, Christmas T4	All Staff Accountable to Eve		
NELP Objective 2, Action 3, Action 4 Ensure those with learning support needs (including gifted and neurodivergent) are safe & included, their needs are supported, and that learning support programmes are robust and effective	Identify children in need of learning support and adjust programmes to meet their needs in consultation with whanau; track effectiveness against IEP goals.	Ongoing Start term Mid term End term	Eve, Rama, Jackie RTLb		Special needs fund
	Apply for learning support if needed; co construct programme of support with RTLb, parents, staff, child; track effectiveness against IEP goals	Mid term End term	Eve, Rama, Jackie		Special needs fund
NELP Objective 2, Action 3, Action 4	Share information about student support needs at Parent Meetings as part of culture of inclusion; empowering parents to support the child appropriately	Termly Child Focus at Parent Meetings On session as needed	Parents with Eve Teacher on session		
NELP Objective 3, Action 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	See above	As above	Eve		
NELP Objective 3, Action 5	Incorporate the Maramataka into planning Find interested parent(s) to lead this	T1	Eve to start then handover		

Strategic Goal 1: Students grow in authentic self, essential life skills and core literacies

Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
NELP Objective 4, Action 7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enable parents to share their skills, talents and creativity with the children and to make connections to their work and jobs	Ongoing Plan in parent meetings	All staff		
NELP Objective 4, Action 7	Continue to counter ethnic, gender and socioeconomic stereotypes around education and careers in the world outside of school through modelling, explicit teaching, and in every way normalising, non-sexist, non-racist authentic self, and by ensuring that every student's aspirations are supported.	Ongoing	All teachers (staff, parents)		
NELP Objective 4, Action 7 Support student and family passions and aspirations	Responsive curriculum to meet student interests. This may include coordination through the parent meetings (matching a skilled parent with student(s), ensuring PLD for teachers, prioritising funding for specialist staff or outing.	Ongoing	Staff		
Metacognition Continue to deliberately teach metacognitive skills to students, including the learning journey & diverse ways to understand & apply inquiry cycle	Planned lessons	Ongoing; at least once a term	Eve Rama		
	Display: thinking boards	ongoing	Eve		
Metacognition Continue to explore a diverse range of thinking strategies with students	Plan to ensure a range covered throughout the year	ongoing	Eve		
Metacognition Continue to support students to undertake rigorous personal inquiry and real life projects	Project based learning in class Measure against NZC Levels and student self-evaluation	At least once a term	All staff		
	Maximise real life projects (get parent help): Matariki celebration of our learning End of year performance Student run events (Halloween, Pet Day, Diwali, etc)	Ongoing	All staff		
Metacognition Explore responsive and creative ways for students to record and share their thinking about thinking, project planning, self-management, goal setting & evaluation, etc.	Record student-to-student and student-to teacher conversations on film and post on Storypark		Eve Rama Jackie Aiyanna		

Strategic Goal 1: Students grow in authentic self, essential life skills and core literacies

Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
	With students, continue to investigate ways for students to record their self-reflection about their learning, including journaling.		Eve Rama, Aiyanna		
Numeracy Assess students in maths to monitor progress & analyse current needs	Assess against NZC using GLOSS, IKAN, JAM etc.	End of Term 1 Beginning Term 4 Additionally as needed	Jackie		
	Assess any new students	Second week of attendance	Jackie		
Develop maths programmes to meet identified needs	Provide regular daily instruction at appropriate levels	T1-4	Jackie, Rama		
	Y3-8 to continue daily maths drill	T1-4	Jackie		
	Set up basic facts learning programme for Y4-7 and get parents to support/run it		Jackie		
Literacy Assess students in writing and reading to monitor progress and analyse current needs	Assess against NZC using e-AsTTLE, PAT, school rubrics, NZC; PROBE, Running records	End Term 1 and start Term 4 for reporting Probe termly running rec. Y1-4 regular as needed	Eve, Rama Eve Rama		
	Assess any new students	Second week of attendance	Eve, Rama		
Develop reading programmes to meet identified needs	Y1-3 reading support will include lots of story reading, structured literacy and whole language work, daily reading	T1-4: daily	Rama		
	Y4 reading support will include reading in groups and comprehension activities 3x weekly; daily reading for student still on readers	T1-4	Eve		
	Y5-6 reading support: weekly reading groups, daily self-guided reading comprehension activities	T1-4	Eve		
	Y7-8 reading support: weekly reading groups, daily self-guided reading comprehension activities; Weekly Intermediate Club (CLOSE reading, groups reading of books, themes, etc.)	T1-4	Eve		
Devise literacy progression for surface features from Y1-8 in reading & writing	Combine structured literacy and whole language approaches, build in tracking for students and teaches, and assessment	T1-2	Rama Toni		
Develop writing programmes to meet identified needs	Provide daily surface features instruction at appropriate levels for all students 4x a week	Terms 1-4	Eve, Sue Rama, Lesley		

Strategic Goal 1: Students grow in authentic self, essential life skills and core literacies

Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
Literacy Develop writing programmes to meet identified needs	Continue with Creative Writing programme at all levels	Terms 1-4, minimum twice a week	Eve Rama		
	SSW daily Y1-4	Daily	Eve Rama		
	Students write in a range of genres in the context of personal projects	Regularly	Eve Rama		
	Y7-8: Intermediate Club for writing and topics	Weekly	Eve		
	Y3-4 writing support will include targeted literacy groups, and morning parent help if needed	T1-4 3 mornings a week	Sue		
Democracy Improve consensus decision making processes to increase linguistic literacy	Bring socio-cratic circles method into the culture: school meeting parent meetings staff meetings	T1	Eve		
	Empower the Children's Parliament to manage daily life at school using the socio-cratic method	T1, T2, T3	Eve		
Staffing Provide adequate staffing to meet this goal	Continue to hire a part time Maths teacher Y1-8 Continue to hire a full time as Junior teacher Y1-3	January	Eve		3 OG .3 TS OG until roll 26
	Provide the following staffing support in 2024: Two teacher aides Y1-3 (Lesley Dixon and Sue Scarf) T1-T2 Two teacher aides Y1-3 (Lesley Dixon and Sue Scarf) if needed T3-T4	T1-2: January 2024 T3-4: April 2024	Eve Eve		5 OG; .5 ICS
Staffing Support staff to be effective	Hold regular Teacher Meetings	Weekly	Eve		
	Specifically to meet this target, support self-reflective practice, own goal setting, tracking and self-assessment, identifying own PLD needs	Beginning and end of each term	Staff		
	Student achievement data gathered 3x year		Staff		
	PLD plan for staff 2024 (feed into budget)	Ongoing	Eve		\$1,000
	PLD plan draft for staff 2025 (feed into 2025 budget draft)		Eve		
	Teachers appraisals	October	Eve		

Strategic Goal 1: Students grow in authentic self, essential life skills and core literacies

Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
Staffing Support staff to be effective	Principals performance agreement appraisal	June October	Board Chair		
Staffing Run peer learning sessions about literacies and skills teaching for parents	Plan annual cycle of Parent Meetings, ensuring that supporting core literacy and life skills learning is included	January	Eve		
	Peer learning plan developed for Parent Meetings to ensure training for parents over 2 year rotation	T1	Eve, parent meeting chair		
	Socio-cractic circles modelled and used at Parent Meeting Introduce to parents Get parent consent Model and use for as long as parents first decide Evaluate	T1 February March T2 End T2	Eve		
	Tikanga me Kaupapa Maori at Parent Meetings	Ongoing	Meeting Chair, Eve, Rachel		
	Investigate interest/availability for a Te Reo programme for parents at the school and organise one to be activated in 2025 at the latest	T2	Eve, Rachel		
Staffing Draw up a roster of parents' help time and talk to each about how they can contribute		First week of T1 First week of T2 First week of T3 First week of T4	Eve		
Staffing Share student's developing interests and plan to extend them, connecting skilled parents with children.		Termly: child focus meetings As required: parent newsletters	Eve, Rama, Jackie Eve, Rama, Jackie		

2.1 Upgrade exterior play and learning spaces

Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
Ensure that property maintenance & development plans are well managed and timely	Follow the project processes for property tasks	Ongoing	Property Team Fay		
	Employ a caretaker 20 hours p/m Contract and job description for Fay Collins	January	Eve		
	Conduct property reviews as per procedures and policies in Property folder	Monthly	Property Team Fay		
Fulfil 10YPP 2024	Approve 10YPP BoT (OG) Proprietors (Policy One)	October 2023 January 2024	BoT Proprietors	Complete	
	Activate 10YPP: Set up this year's jobs with tradespeople See the jobs done	March 2023 Ongoing	Property Team TBD		
	Property Team Choose chairperson set monthly meetings for the year set workplan for the year	February February February	BoT Chairperson Chairperson		
Continue to develop the school playground and outdoor school	Utilize parents with relevant skill and interest Share 10YPP with parents and link them in	Ongoing	Eve Parent reps		
	Continue to add to loose parts list and to ask whanau and community to help us gather it	Ongoing	Parent help at home		
	Fill in fire pit and replace with a portable metal one.	Term 1	Property Team		
	Enhance Kaitiaki Tree	Ongoing	Eve		
	Encourage a culture of respect, relating to the tree as kaitiaki	Ongoing	All staff		
	Cost and manage making children's sawhorses Making: Hire John Lawry T2	T1	Eve		
Design for upgrading playground	Seek consultation from parents, staff, BoT	T2	Property team		

	Determine what is possible for site (BoT, proprietors, MoE playground requirements)	T2	Property team		
	Create final plan for next 10YPP	T3	Property team		

Strategic Goal 2: Enhance and future proof our school environment

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2.2 Improve interior creative, learning and play spaces

Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
Fulfil 10YPP 2024	Approve 10YPP BoT Proprietors (Policy One)	October 2023 January 2024	BOT Proprietors	Complete	
	Activate 10YPP: Set up this year's jobs with tradespeople See the jobs done	March 2023 Ongoing	Property Team TBD		as per 10YPP
	Property Team Choose chairperson set monthly meetings for the year set workplan for the year	February February February	BoT Chairperson Chairperson		

3.1 Support and enable teaching staff					
Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
NELP Objective 3, Action 5 Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	Maintain existing tikanga, teach new parents and staff via Parent Guide		ET		
NELP Objective 3, Action 5	Maintain existing tikanga, teach new parents and staff via Parent Meetings	Ongoing	ET, Rachel		
NELP Objective 3, Action 5	Consult with Maori whanau through our parent meetings and whanau meetings	Ongoing	ET		
NELP Objective 3, Action 5 Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	Staff to learn Te Reo up to level 2 by end of 2025	T2-3, 2024, 2025	ET		
NELP Objective 3, Action 5	Allison and Rachel to support increasing usage and fluency in the school; particularly helping Eve to increase fluency		ET, AB		
NELP Objective 3, Action 5 Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	PLD pronunciation for Aiyanna Find out from her what will help	T1	ET, AB		
NELP Objective 3, Action 5	Morning whakataū: practicing correct pronunciation (eg a haka ma) discussing why it is important to pronounce correctly	T1 and ongoing as needed	ET, AB		
NELP Objective 3, Action 6 Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support	Staff identify PLD needs	beginning each term ongoing in staff meetings	All staff		
NELP Objective 3, Action 6	Staff receive PLD, incorporate it into their teaching practice, and share it with other staff				
NELP Objective 3, Action 6	Provide support to new teachers to reflect on, learn about, and embody our special character				

Strategic Goal 3: Build stability and sustainability

Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
NELP Objective 3, Action 6 Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	Staff identify PLD needs	beginning each term ongoing in staff meetings	All staff		
NELP Objective 3, Action 6	Staff receive PLD, incorporate it into their teaching practice, and share it with other staff				
NELP Objective 3, Action 6	Provide support to new teachers to reflect on, learn about, and embody our special character				
NELP Objective 3, Action 6 Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories & cultural values, to provide culturally responsive teaching	Staff identify PLD needs	beginning each term; ongoing in staff meetings	All staff		
NELP Objective 3, Action 6	Staff receive PLD, incorporate it into their teaching practice, share it together				
NELP Objective 3, Action 6	Provide support to new teachers to reflect on, learn about, & embody our special character		Jackie Eve		
NELP Objective 4, Action 7 Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women	Incorporate into the Intermediate Club classes Incorporate into responsive curriculum generated in response to student interests		Eve All Staff		
NELP Objective 4, Action 7 Support learners/ākonga to see the connection between what they're learning and the world of work	Incorporate into the Intermediate Club classes Incorporate into responsive curriculum generated in response to student interests		Eve All Staff		
TEACHERS Teachers receive PLD that they most need and want—external PLD	Find out what staff want and need	Term 1	Eve		
	Find the right courses to meet the need if possible	Ongoing	All staff		
	Assess afterwards how effective it was		Eve		
	Support staff to put what they learned into reflective practice		Eve		

Strategic Goal 3: Build stability and sustainability

Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
Teachers receive PLD that they most need and want— <u>internal</u> formal staff PLD & support	Weekly staff meetings Teacher only days	Weekly Termly	Eve		
	Support staff to put what they learned into reflective practice	Ongoing	Eve		
	Staff feedback designed & implemented at staff meetings				
	Whanau satisfaction data gathered				
	Teachers appraisals	October	Eve		
Staff Guide revised after new curriculum is complete	With staff: identify areas to change, update together at staff meetings	T3 2024 T1-3 2025	ET		
Ensure adequate trained in-class support for teachers	Hire a teacher aide for Y1-3 teacher to assist with play based learning and setting up good academic routines	February for T1-2 May for T3-4	Eve BoT, Eve		.5 OG
	Hire a teacher aide for “middles”— Y3-6 children who are below due to Covid disruption.	February for T1-2 May for T3-4	Eve BoT, Eve		In class support fund of \$4,756.00 top up of * from OG

3.2 Build a strong cohesive learning community					
Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
Build a stable and sustainable school roll Roll reaches 26 by the end of T1 Roll between 26-30 end of T4	Effective advertising Online Word of mouth Open Day T1 Open Day T4 for 2025	February Ongoing March October	ET Parents ET ET		
	Strong school culture Focus on democratic culture and practices Slow growth Careful vetting at whanau interviews	T1 Ongoing	Staff ET BoT		
	Effective Marketing Branding	Ongoing T1 & T2	BoT Graphic designer		
Support the Principal to ensure quality leadership in the learning community; ensure that the principal's wellbeing is being valued, supported, and expected in our culture, systems and practices, understanding the principal has worked in an unsustainable manner for the past 14 years and that change is needed for stability.	Principal uses part of the Principal's Health & Wellbeing Fund to receive PLD within democratic education community (Natural Phenomena, visiting other schools in NZ) to share curriculum work and establish a supportive network (which does not yet exist in Aotearoa/NZ)	Proposal to BoT April 2024 Fund to be used by end December 2024	Eve Eve		
	Principal uses part of the Principal's Health & Wellbeing Fund for refreshment leave after local curriculum is complete	Proposal to BoT April 2024 Fund to be used by end December 2024	Eve Eve		
	Principals performance agreement appraisal	June, October	Board Chair		
	Principal reports to BoT on her wellbeing	Monthly	Eve		
	BoT identifies the principal's wellbeing needs and problem solves in order to meet them, including adequate release time for admin and curriculum and adequate support	Monthly	BoT		
Principal receives office support to reduce her actual work hours as per her PA	Find regular parent help for office tasks that the principal does not have to do.	Ongoing	BoT		
	Hire Support Staff person to administer wages & family accounts and to do admin tasks 0.2 Contract and job description	January	Eve		\$9,655

Strategic Goal 3: Build stability and sustainability

Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
Principal receives admin support to reduce her actual work hours as per her per PA	Designate a BoT Secretary to undertake BoT tasks	T1	BoT		
	Do BoT tasks so that the principal does not have to: Take meeting minutes; File minutes Make changes to Policies and update policy folder Insure that the annual cycle of policy review is undertaken, as per Implementation Plan Changing Policies from NAGs to NELPs; creating new taxonomy for BoT Policy folder Receive, lodge and file Correspondence in and out	Monthly	BoT Secretary		
Include parents in planning, evaluation, curriculum development & delivery, & decision making that impacts their families	Hold formal Parent Meetings for the parents and teachers Create an annual cycle of meetings for 2024	January	Eve PM Chairperson		
	Continue to provide inclusive support to children with special education needs and their families	Ongoing	All staff		
	Continue to consult with all parents to ensure that they and their children are able to share their cultural treasures (taonga tuku iho) with the wider community	Ongoing	All staff		
Consult with parents about meeting their children's needs	Ensure that meetings are meeting parents' needs	Monthly Oct-Nov evaluation	PM Chairperson		
	Principal consult with parents to find out whether they would prefer teacher/parent interviews twice yearly or child focus meetings once per term; implement	February	Eve PM Chairperson		
	Staff to meet with whanau as needed Continue Weekly set times for parents to meet with Principal Continue with parent/teacher meetings after school as needed	Set up in February Continue to remind in newsletters	Eve		
Support parents to develop pedagogically	Provide ongoing <u>internal</u> parent PLD Hold peer education seminars on pre-set topics according to parent needs and interests. Review with school community; improve as necessary	Monthly parent meetings	Eve PM Chairperson		
	Use Parent Guide in peer education Update Guide	Monthly For Feb 2025	Eve Eve		

3.3 Maintain stable and sustainable financial position					
Action required	Tasks & Success Measures	Timing	Responsible	Status	Budget
Hire a service provider to administer the accounts	Continue with CES Investigate a better service for 2025	February Own convenience	BoT Jackie		\$7,000
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	BOT		
	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		\$4,691
Allocate financial resources to meet strategic goals	Employ fiscal service provider to manage accounts	Nil. Contract is ongoing	BoT		\$6,000
	Employ Maths teacher Y1-8	January	Eve		\$28,000
	Allow sufficient financial resources for staff PLD Finalise Budget 2024 Draft Budget 2025	January November	BoT		As above
	Allow sufficient financial resources for property Draft Budget Finalise Budget	January November	BoT		As above
Track spending against budget	Monthly accounting	monthly	BoT		
	Mid-year budget review	July	BoT		
Collect donations	Monthly statements; All donations collected	Ongoing	Jackie		
Create 2025 budget	staffing plan, roll projection, 10YPP plans, whanau consultation to BoT	October	Eve		
	draft budget	November	Eve, Jackie		
	Seek family donations to balance the budget	December	Parent reps		
	Finalise family donations	after consultation	BoT		
	Finalise budget	January 2025	BoT		

