



# **Strategic Plan 2024 - 2025**

## TE TAKE MOTUKAHA O TIMATANGA - OUR SPECIAL CHARACTER

The key components of our special character are:

- All learning at Timatanga is child centred
- Much learning at Timatanga is child initiated
- We are a secular school
- We are a parent co-operative
- We operate in relationship with Timatanga Community

## TE TIROHANGA O MATOU - OUR VISION

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

## 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

## OUR VALUES

Connectedness

Discovery

Resilience

Self-management

Compassion

Play

# Timatanga School is in a phase of redevelopment

## Current state

### Community in renewal

- While significant loss of children and families at the end of 2022, sense of renewal in community with new families joining a group of engaged existing families
- New staff members joining in last 18 months to be supported
- Younger demographic of children
- Gaps in parent knowledge to effectively provide parent help
- Timatanga Community connection diminished through COVID and level of new families
- Many kids with literacy gaps due to COVID
- Roll currently below minimum of 26 students to obtain full funding, but growth must be sensitive to maintain balance of ages and stages.

### Physical structures in need of attention

- Many external structures ageing and/or damaged
- Outdoor gardens and play spaces tired, unfinished, and needing attention
- Main building not meeting lighting standards
- Some interior spaces not effectively supporting learning e.g. art space, conservatory

### External factors impacting future approaches

- Potential changes and transitions in proprietor community; varying levels of commitment to the school
- External environment with significant changes impacting families – financial, tech, climate
- Roading and zone changes in next ~10 years

## Goals

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

### 2. Enhance and future proof our school environment

### 3. Build stability and sustainability

## Initiatives

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

2.1 Upgrade exterior play and learning spaces

2.2 Improve interior creative, learning and play spaces

3.1 Support and enable teaching staff

3.2 Build a stable and sustainable learning community

# Building a richly and authentically connected learning community

| Goal   | What this means   |
|--|---|
| <b>1. Students grow in authentic self, essential life skills and core literacies</b> | <ul style="list-style-type: none"><li>• We believe that to enable children to learn the core literacies (what is outside of them) they need to feel safe and secure in who they are (what is inside of them) . Thus, children need both authenticity and connectedness at once.</li><li>• We support our children to stand true in who they are, valuing each as a person. They do not have to work hard to be seen and accepted, nor are they pressured to mask authenticity to be acceptable.</li><li>• We build citizenship skills through a connected and caring school culture of consensus decision making, in which the exploration of individual freedom is balanced by the needs of others in the learning community.</li><li>• We provide a personalised and integrated learning and teaching programme tailored to each child that develops the attitudes, skills and knowledge for a lifelong love of learning</li><li>• We make connections between special character and the NZ Curriculum draft Mataiaho, giving effect to Te Tiriti o Waitangi; incorporating the NELPS</li></ul> |
| <b>2. Enhance and future proof our school environment</b>                            | <ul style="list-style-type: none"><li>• Creating indoor and outdoor learning and play environments which support our special character, our children’s interests and curriculum</li><li>• Remove and repair damaged external structures</li><li>• Redesign external learning and play spaces with view to longer term use including upgrade and develop of school play structures with focus on natural play, ability to do outdoor learning, enable junk play, reflect Te Ao Maori</li><li>• Bring learning environments up to MoE standards including lighting, soundproofing and learning spaces</li><li>• Outdoor environment improvements to include mitigation planning for roading changes</li></ul>   |
| <b>3. Build stability and sustainability</b>   | <ul style="list-style-type: none"><li>• Creating a sustainable environment for staff, parents and other leaders of the school where individuals are supported to bring their best to their interactions with the school</li><li>• Building a cohesive parent co-operative, which can provide effective support to children's learning</li><li>• Growing our school roll to a minimum of 26 and a maximum of 30, with 28 as the ideal number, ensuring balance across ages, stages and genders.</li><li>• Effective marketing and public outreach to attract aligned families</li><li>• Maintaining our strong financial position while taking our community’s financial and energetic capacity into account, and ensuring funding to support staff and family retention.</li></ul>  |

# 1.1 Update Timatanga Curriculum and embed in school

|                                   |  |                                |   |
|-----------------------------------|--|--------------------------------|---|
| <b>Initiative</b>                 | 1.1 Update Timatanga Curriculum and embed in school  |                                |   |
| <b>Lead</b>                       | Eve Tonkin   | <b>Support</b>                 | Sue, Chris  |
| <b>Objectives</b>                 | <ul style="list-style-type: none"> <li>To create a localised curriculum for Timatanga Community School that makes connections between our pedagogy and special character with the current NZC draft Mataiaho, authentic understanding of Te Tiriti o Waitangi, and incorporating the NELPS.</li> <li>The curriculum is designed to support authentic self. As this is both individually and collectively constructed the curriculum document will be inclusive and community focused both in its design and in its content.</li> <li>Implementation and ongoing embodiment of the curriculum will occur relationally in a range of ways to include everyone in the learning community</li> </ul>   |                                |   |
| <b>Key outcomes/ deliverables</b> | <ul style="list-style-type: none"> <li>A comprehensive, collaboratively created localised curriculum document that communicates our vision, values, aims and pedagogy and gives genuine effect to Te Tiriti in a foundational way, and in comprehensive detail.</li> <li>Our vision and curriculum include Te Ao Maori foundationally, explicitly and powerfully for our children's education.</li> <li>A collaborative process for the implementation and review of the curriculum is established in 2024</li> <li>Our Timatanga community (board, staff and whanau) will use the curriculum alongside the staff/parent guides to teach our schools vision, values and curriculum.</li> <li>The curriculum can be used as a tool to assist teachers to decolonise education in our own school context and the essence of our curriculum is more effectively upheld by the BoT, lived by the teachers, and experienced by students and whanau</li> </ul> | <b>Key measures of success</b> | <ul style="list-style-type: none"> <li>Curriculum for consultation by 1 May 2024</li> <li>Final curriculum by start Term 3 2024</li> <li>Staff, board and parents will annually evaluate the effectiveness of the curriculum against the NELPS</li> </ul> |
| <b>Priorities from the NELP</b>   | <ol style="list-style-type: none"> <li>Learners at the centre: Action 1, Action 2 ;</li> <li>Barrier Free Access: Action 3, Action 4 ;</li> <li>Quality Teaching and Leadership: Action 5, Action 6;</li> <li>Future of Learning &amp; Work: Action 7</li> </ol>   |                                |   |
| <b>TIMING</b>                     | <b>Activity</b>  | <b>Timing</b>                  | <b>Resp</b>   |
| <b>Key milestones</b>             | 2 day-long sessions with mentor to focus on Curriculum draft completion (23/2 & 8/3)   | Term 1                         | ET  |
|                                   | Final draft submitted to Chris   | 16 <sup>th</sup> April 2024    | ET  |
|                                   | Translate final draft into a draft online document for consultation  | Beg Term 2 2024                | CdLM  |
|                                   | Consultation with school community (teachers, parents, board, special character representatives)   | May/ Jun 2024                  | ET  |
|                                   | Curriculum completed by Eve (completed for presentation by Chris).   | End of T2->T3 holidays         | ET / CdLM   |
|                                   | Training for staff   | Term 3 2024                    | ET  |
|                                   | Training for parents and staff   | Term 1 2025                    | CdIM  |
|                                   | Ongoing leadership and teacher training to support embedding it.   | Term 2-4 2025                  | ET  |

# 1.2 Support students to grow in their authentic self

|                                   |  |   |  |
|-----------------------------------|--|---|--|
| <b>Initiative</b>                 | 1.2 Support students to grow in their authentic self   |   |  |
| <b>Lead</b>                       | Eve Tonkin   | <b>Support</b>                                | Board of Trustees, and other staff   |
| <b>Objectives</b>                 | <ul style="list-style-type: none"> <li>To support each child’s development as an authentic self by ensuring their connectedness, wellbeing, and integration (allowing the integration between internal self and the external world) and by giving them self-determination (agency) and choice in their learning.</li> <li>Our learning community prioritises and maintains authentic self, and resultantly uplifts the mana of every learner</li> </ul>  |   |  |
| <b>Key outcomes/ deliverables</b> | <ul style="list-style-type: none"> <li>A safe and inclusive school environment</li> <li>Every learner’s goals and aspirations are supported by the staff in partnership with whanau and community</li> <li>Every member of the learning community is connected, happy and engaged; participating and contributing, experiencing the school as inclusive &amp; empowering. They are practicing consensus decision making, and the school values, and supported with necessary training</li> <li>Peer learning at parent and staff meetings will build adult skills in supporting authenticity and inclusion, allow collaboration between staff and parents, and enable all voices to be heard (see 3.2)</li> <li>Staff will be well supported to support student interests and needs, including adequate staff/student ratio that enables us to meet these outcomes</li> <li>All teachers to speak Te Reo and to uphold tikanga Maori up to Level 2</li> <li>Teacher-learners are engaging with the question: “how do I fulfil Te Tiriti? What does Te Tiriti mean for me as a citizen of Aotearoa/New Zealand?”</li> <li>Play is prioritised as the fundamental learning context for being authentic in the world</li> </ul> | <b>Key measures of success</b>                | <ul style="list-style-type: none"> <li>A completed curriculum that defines authentic self and identifies how to support it via our pedagogy (refer 1.1) and in the parent and teacher guides (i.e. our best practice documents)</li> <li>Teacher-student ratio of 1: 15; adult to student ratio: 1:8</li> <li>Parent, learner and staff survey, feedback from parent meetings</li> <li>All teachers to speak Te Reo and to uphold tikanga Maori up to Level 2 by end 2025</li> </ul> |
| <b>Priorities from the NELP</b>   | <ol style="list-style-type: none"> <li>Learners at the centre: Action 1, Action 2</li> <li>Barrier Free Access: Action 3</li> <li>Quality Teaching and Leadership: Action 5, Action 6</li> <li>Future of Learning &amp; Work: Action 7</li> </ol>  |   |  |
| <b>TIMING</b>                     | <b>Activity</b>  | <b>Timing</b>                                 | <b>Responsibility</b>  |
| <b>Key milestones</b>             | PLD plan for all teachers to develop their Te Reo and Tikanga Maori<br>Develop review and revision process against the outcomes for authentic self(annual)<br>Complete review and revision process against the outcomes for authentic self (annual)<br>Staff complete Te Reo PLD to Level 2  | T1 2024<br>July 2024<br>Sept 2024<br>Dec 2025 | ET<br>ET<br>ET<br>ET   |

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

|                                   |   |                                 |   |
|-----------------------------------|---|---------------------------------|---|
| <b>Initiative</b>                 | <b>1.3 Support students to develop in the core literacies and grow their life skills</b>  |                                 |   |
| <b>Lead</b>                       | Eve Tonkin, Jackie Howard (maths)   | <b>Support</b>                  | Other teaching staff  |
| <b>Objective</b>                  | <ul style="list-style-type: none"> <li>To support each child to develop the essential life skills that they need to participate authentically in the world, and to continue to develop such capacities throughout their life</li> <li>Each student is developing: Physical, emotional and intellectual intelligence, literacy skills, numeracy skills, metacognitive skills: understanding the learning journey, resilience, self-management; as well as a sense of themselves as a responsible citizen of a collective (friends, school, Aotearoa/NZ, wider world; humans, non-humans)</li> </ul>  |                                 |   |
| <b>Key outcomes/ deliverables</b> | <ul style="list-style-type: none"> <li>Clear definition of the core literacies in the school curriculum, and these sustain student and family identity, language, culture, and aspirations</li> <li>Targeted support to lift student achievement including hiring Maths teacher and teacher aides as needed</li> <li>Staff up to date with best practice approaches including structured literacy</li> <li>Reading and writing pathway created that combines structured literacy, whole language learning, tracking and assessment templates to be used for each year level.</li> <li>Parents trained in how to support the school approaches at parent help and at home</li> <li>Clear definition of the essential life skills in the school curriculum, and these are embedded in the activities and flow of the school environment</li> <li>Parents and staff trained in what these are and how to support their growth</li> </ul> | <b>Key measures for success</b> | <ul style="list-style-type: none"> <li>By the end 2024: 70% of students will be at or above NZC expectation (R, W, M), Y4-8: 80% at or above NZC expectation (R, W, M)</li> <li>By the end of 2025: 70% of students will be at or above NZC expectation (R, W, M), Y4-5 – 85% or above, Y7-8 – 90% or above</li> <li>All children finish at Y8 with Timatanga meeting or exceeding the NZC expectation in Maths, Reading and Writing for their age if cognitively able.</li> <li>Students leaving at Y6 or Y8 leave Timatanga with key defined life skills</li> <li>Evidence: tracking how they are taught (daybook, meetings, discussions, learning stories, etc) with staff, students and parents as part of a continuous cycle of improvement</li> <li>Tracking how core literacies are taught with staff, students and parents as part of a continuous cycle of improvement</li> <li>Reading and writing pathway document created with Toni Howard</li> </ul> |

# 1.3 Support students to develop in the core literacies & grow their life skills (cont)

|                                 |   |                  |                       |
|---------------------------------|---|------------------|-----------------------|
| <b>Initiative</b>               | <b>1.3 Support students to develop in the core literacies and grow their life skills</b>  |                  |                       |
| <b>Lead</b>                     | Eve Tonkin, Jackie Howard (maths)   | <b>Support</b>   | Other teaching staff  |
| <b>Priorities from the NELP</b> | 1. Learners at the centre: Action 2<br>2. Barrier Free Access: Action 3, Action 4<br>3. Quality Teaching and Leadership: Action 5, Action 6<br>4. Future of Learning & Work: Action 7 |                  |                       |
| <b>TIMING</b>                   | <b>Activity</b>   | <b>Timing</b>    | <b>Responsibility</b> |
| <b>Key milestones</b>           | Peer learning plan for 2024 (staff and parents)   | T1 2024          | ET                    |
|                                 | Curriculum finished   | T3 2024          | ET                    |
|                                 | Track development of how life skills are taught   | T3 2024          | ET                    |
|                                 | PLD plan for staff  | T1 2024          | ET                    |
|                                 | NELP measures developed   | July 2024        | ET                    |
|                                 | Reading and writing pathway Y1-3 Toni Howard, Rama  | July 2024        | ET                    |
|                                 | Reading and writing pathway Y4-8 Toni Howard, Eve or Jackie   | July 2024        | ET                    |
|                                 | Develop annual review and revision process  | T1 2024          | ET                    |
|                                 | Complete review and revision process  | T4 2024 and 2025 | ET                    |



## 2.1 Upgrade exterior play and learning spaces

|                                  |  |                     |   |
|----------------------------------|--|---------------------|---|
| <b>Initiative</b>                | <b>2.1 Upgrade exterior play and learning spaces</b>   |                     |   |
| <b>Lead</b>                      | Jackie with Proprietors Representatives  | <b>Support</b>      | Property team (EC, FC + others), parents  |
| <b>Objective</b>                 | <ul style="list-style-type: none"> <li>Redesign and build external learning and play spaces to promoting and extend play, movement, creativity and connection with the natural world.</li> <li>Design to take into consideration long-term use of spaces and prepare to mitigate impacts from road build on learning and play spaces</li> </ul>  |                     |   |
| <b>Key outcomes/deliverables</b> | <ul style="list-style-type: none"> <li>Long term plan for integrated outdoor spaces to improve flow, play experiences and with utilisation of natural materials where possible, including planting, firepit and forge space, vege garden, sheds/buildings, junk play</li> <li>Spaces to meet learning support needs, e.g.: a quiet space, equipment for children with disabilities, proprioception, vestibular, etc.</li> <li>Design that reflects the diverse identities and cultures in our learning community</li> <li>Include children and parents in the process from design, doing, completion</li> <li>Year-round space for sports play</li> <li>All structures safe and healthy for use by school community</li> </ul> | <b>Key measures</b> | <ul style="list-style-type: none"> <li>Greater utilisation of different play spaces by students</li> <li>Ability to play sport outside safely year-round</li> <li>Playground safety policy upheld by residents</li> </ul> |
| <b>Priorities from the NELP</b>  | <ol style="list-style-type: none"> <li>Learners at the centre: Action 2</li> <li>Barrier Free Access: Action 3</li> <li>Quality Teaching and Leadership: Action 5</li> <li>Future of Learning &amp; Work: Action 7</li> </ol>  |                     |   |
| <b>TIMING</b>                    | <b>Activity</b>  | <b>Timing</b>       | <b>Responsibility</b>   |
| <b>Key milestones</b>            | Junk play  | T1 2024             | ET  |
|                                  | Drainage plan for sports field   | End March 2024      | Proprietors   |
|                                  | Implement sports field plan  | Summer 2025         | Proprietors   |
|                                  | Remove or repair Whare Tamariki  | T2 2024             | JH, KC  |
|                                  | Outdoor space design process started   | T3 2024             | JH  |
|                                  | Outdoor space design process complete  | T1 2025             | JH  |
|                                  | Start outdoor space re-build   | T3 2025             | JH & Proprietors  |
|                                  | Outdoor space re-build complete  | 2026                | JH & Proprietors  |

## 2.2 Improve interior creative, learning and play spaces

|                                  |  |                     |  |
|----------------------------------|--|---------------------|--|
| <b>Initiative</b>                | 2.2 Improve interior creative, learning and play spaces  |                     |  |
| <b>Lead</b>                      | Jackie with Proprietors for investment and build   | <b>Support</b>      | JH, Property team  |
| <b>Objectives</b>                | <ul style="list-style-type: none"> <li>• Provide interior spaces which enable play, creativity and learning for all learners</li> <li>• Provide improved storage, and ensure tools and resources are still fit for need</li> </ul>   |                     |  |
| <b>Key outcomes/deliverables</b> | <ul style="list-style-type: none"> <li>• Core learning and play spaces promote creativity, play and connection</li> <li>• Music and instrument learning opportunities for children utilising music equipment</li> <li>• Meets MoE design guidelines and standards for learning environments wherever possible; to bring up to state standards in alignment with our special character</li> <li>• Visually pleasing learning and play spaces with effective storage</li> <li>• Spaces to meet learning support needs, e.g. a quiet space, equipment for children with disabilities, proprioception, vestibular, etc.</li> <li>• Design that reflects the diverse identities and cultures in our learning community</li> <li>• Include children and parents in the process from design, doing, completion</li> </ul> | <b>Key measures</b> | <ul style="list-style-type: none"> <li>• Meets MoE design guidelines and standards for learning environments, including lighting, sound, airflow by end of 2025</li> <li>• Learner ability to work in different spaces effectively</li> <li>• Students developing expertise in musicality</li> <li>• Level of satisfaction from staff, learner and parent surveys</li> </ul> |
| <b>Priorities from the NELP</b>  | <ol style="list-style-type: none"> <li>1. Learners at the centre: Action 2</li> <li>2. Barrier Free Access: Action 3</li> <li>3. Quality Teaching and Leadership: Action 5</li> <li>4. Future of Learning &amp; Work: Action 7</li> </ol>  |                     |  |
| <b>TIMING</b>                    | <b>Activity</b>  | <b>Timing</b>       | <b>Responsibility</b>  |
| <b>Key milestones</b>            | Music plan   | T3 2024             | ET   |
|                                  | Art room project complete  | Start T2 2024       | FC (Policy One)  |
|                                  | Lighting installed to meet MoE standards and learning community needs  | T1-T2 holidays 2024 | Proprietors  |
|                                  | Review learning environments and staffing needs  | T1 2024             | Jackie, consult ET   |
|                                  | Review materials, tools and resources to minimise visual noise whilst maintaining accessibility  | T2 2024             | Jackie, consult ET   |
|                                  | Design plan complete for staff and learning needs incl sound proofing  | End 2024            | Jackie, consult ET   |
|                                  | Sound proofing complete  | Before T1 2025      | Proprietors  |
|                                  | Technology space improvements  | Before T1 2025      | JH, KC   |

# 3.1 Support and enable teaching staff

|                                  |   |  |  |
|----------------------------------|---|--|--|
| <b>Initiative</b>                | <b>3.1 Support and enable teaching staff</b>  |  |  |
| <b>Lead</b>                      | Eve Tonkin (Chairman for Eve)   | <b>Support</b>   | Jackie   |
| <b>Key outcomes/deliverables</b> | <ul style="list-style-type: none"> <li>Principal and staff's health and wellbeing supported</li> <li>All teaching staff to feel supported, enabled &amp; empowered</li> <li>New teaching staff receive support to develop and deepen their understanding of our special character</li> <li>Students to enjoy their learning with new junior staff, and learn concepts and understandings through play and discovery as much as possible, with their needs and interests providing the basis for their learning</li> <li>Staff to learn Te Reo up to level 2 by end of 2025</li> </ul> | <b>Key measures</b>  | <ul style="list-style-type: none"> <li>Staff Te Reo Capability – progress towards learning Te Reo level 2 by end 2025</li> <li>Feedback for staff appraisals</li> <li>Feedback from staff – survey and discussions</li> <li>Staff retention</li> </ul> |
| <b>Priorities from the NELP</b>  | 3. Quality Teaching and Leadership: Action 5, Action 6<br>4. Future of Learning & Work: Action 7  |  |  |
| <b>TIMING</b>                    | <b>Activity</b>   | <b>Timing</b>  | <b>Responsibility</b>  |
| <b>Key milestones</b>            | Staff identify PLD needs<br>Staff guide revised with new curriculum<br>Staff survey/feedback process designed and implemented<br>Staff receive PLD<br>Staff incorporate PLD into their teaching practice<br>Student achievement data gathered 3x year<br>Whanau satisfaction data gathered  | By start T1 2024<br>T3 2024<br>By end T2 2024<br>2024 - and 2025<br>2024 and 2025<br>End T1 and T3<br>T2 and T4; parent meetings | ET<br>ET (support JH)<br>ET<br>ET<br>Staff<br>ET, RG, JH, LD<br>Chairperson  |

## 3.2 Build a stable and sustainable learning community

|                                  |   |                     |  |
|----------------------------------|---|---------------------|--|
| <b>Initiative</b>                | <b>3.2 Build a stable and sustainable learning community</b>  |                     |  |
| <b>Lead</b>                      | Eve   | <b>Support</b>      | Amy Tonkin, Sean   |
| <b>Objective</b>                 | <ul style="list-style-type: none"> <li>Strong, stable roll with thought taken into cohort groups, long term commitments to school, age, and fit with existing students</li> <li>Parent community aligned with the special character of the school, and supported to be a key part of the learning community</li> </ul>  |                     |  |
| <b>Key outcomes/deliverables</b> | <ul style="list-style-type: none"> <li>Happy, thriving purposeful students, parents and staff</li> <li>Leadership grown within the parent group to provide shared leadership across school community</li> <li>Clarity and consistency of Timatanga way</li> <li>Ability to have committed funding for teaching staff with minimum 26 kids</li> <li>Marketing and promotional activities to build waitlist and roll with aligned families, supported by effective branding and marketing materials (logo, web-design, prospectus)</li> <li>Effective trials and time with families before starting to ensure children and families are the right fit for Timatanga and aligned with Timatanga way</li> <li>Parent involvement in planning and budgeting process, particularly on investment in teaching staff, and other high budget items which impact donations</li> <li>Peer learning plan and programme including to support parents understanding of the learning journey, the new curriculum, and our literacy and numeracy pedagogy.</li> </ul> | <b>Key measures</b> | <ul style="list-style-type: none"> <li>Parent survey in Term 2 and 4 on what is working, not working, satisfaction levels</li> <li>Survey and qualitative feedback on understanding of parent guide and Timatanga Way (aim for high level of understanding by end 2025)</li> <li>Level of parent engagement for parent help, working bees etc</li> <li>Grow roll to 26 by end of T1, 2024</li> <li>Maintain a roll of 26-30 students ongoing</li> <li>Waiting list growth with aligned families, pipeline of children to start in 2025 and 2026</li> <li>Retention of teaching staff</li> <li>Maintenance of funding from MoE to finance key teaching staff, with risk mitigation of savings buffer of minimum \$35k to cover cost of teacher for 6 months if roll below 26</li> </ul> |
| <b>Priorities from the NELP</b>  | <ol style="list-style-type: none"> <li>Learners at the centre: Action 2</li> <li>Barrier Free Access: Action 3</li> <li>Quality Teaching and Leadership: Action 6</li> <li>Barrier Free Access: Action 3</li> <li>Quality Teaching and Leadership: Action 6</li> </ol>  |                     |  |

## 3.2 Build a stable and sustainable learning community (cont.)

|                       |  |                     |                       |
|-----------------------|--|---------------------|-----------------------|
| <b>Initiative</b>     | <b>3.2 Build a stable and sustainable learning community</b>   |                     |                       |
| <b>Lead</b>           | Eve  | <b>Support</b>      | Amy Tonkin, Sean      |
| <b>Objective</b>      | <ul style="list-style-type: none"> <li>• Strong, stable roll with thought taken into cohort groups, long term commitments to school, age, and fit with existing students</li> <li>• Parent community aligned with the special character of the school, and supported to be a key part of the learning community</li> </ul> |                     |                       |
| <b>TIMING</b>         | <b>Activity</b>  | <b>Timing</b>       | <b>Responsibility</b> |
| <b>Key milestones</b> | Peer Learning programme planned in advance for the year ahead, listed on the parent calendar   | Start T1 2024       | ET                    |
|                       | Whanau satisfaction data gathered  | T2 and T4 each year | ET                    |
|                       | New Parent Guide   | Complete T4 2024    | ET                    |
|                       | Parent workshops on curriculum   | T1 & T2 2025        | ET                    |
|                       | Roll of 26 students  | 1 April 2024        | ET                    |
|                       | Marketing plan for 2024  | Mar 2024            | Amy                   |
|                       | New promotional materials created  | T2 2024             | Amy                   |
|                       | Marketing plan for 2025  | T4 2024             | Amy                   |
|                       | Updated website  | T4 2024             | Amy                   |
|                       | Maintain roll of 26 students   | 1 Feb 2025          | ET                    |
|                       | Review of family selection, induction and support processes  | T1 2025             | ET                    |