

Strategic plan 2021 - 2023 Updated October 2022- incorporated into the Primary School, the Proprietors Trust and Kindergarten strategic plans

Goal 1 Enhance the expression of special character				
Objective	Success Indicators	Tasks strategies and resources	Who	Timeline
Teachers obtain special character training and professional development	All teachers are in ongoing meaningful professional development in Steiner Education	- Primary School Teachers attend Steiner movement training	Primary School/Board	2022 - 2023
		- Kindergarten will strengthen the special character content of kindergarten by <ul style="list-style-type: none"> o Collegial sharing of circles, stories, songs o Deepening pedagogical understanding through reading together 	Kindy/Props	2021 -2023
		- The school and kindergarten develop effective reporting mechanisms for teachers' professional development to show the Board and Props	Props Board	2022 -23
The governing bodies alongside the College of Teachers develop a mechanism to evaluate and track special character development and monitor its delivery	The school's practices display strong evidence of Steiner special character	- The Props uses the SEANZ special character review tool to review special character practice annually. - Teachers will review two areas of SEANZ review tool in teacher only days before the new school year	Props	From 2021 From 2023
The delivery of the Steiner curriculum is extended.	Special character components are taught, including (but not limited to) a second language (te reo Māori), woodwork etc.	- Te Reo Māori is the main second language taught (see goal 2) - In addition, the school and kindergarten will further develop its resources of poems and songs in other languages related to the curriculum - Woodwork is delivered in the primary school curriculum	See below (Goal 2) Primary School/Board/ Kindy	See below (Goal 2)
			Primary School/Board	From 2022
The community's understanding of special character is deepened through study and workshops in order to have governors and parents in a more informed position to support special character	Increased awareness of special character in the parent community and in governing bodies	Next step 2022-23 is an internal evaluation of this	Primary School/Board Kindy	2022 2023
		The school will share aspects of the arts and general curriculum with the community through a termly report on one curriculum thread as it runs through the whole school	See below (Goal 4) Primary School/Board	See below (Goal 4) 2022 onwards
		Possibility of a group meeting to explore the theme once or twice a year	Primary School/Board	2023
		Professional development opportunities are explored for parents on the Board and Trust. This includes training for Proprietors in effective governance.	Primary School/Board/ Kindy	2023

Goal 2 - Nurture the mana of te Tiriti				
Objective	Success Indicators	Tasks strategies and resources	Who	Timeline
The culture of the school, its pedagogy and operations increasingly reflect Te Ao Māori	A Kaupapa Māori impulse group has been established and has regular meetings	<ul style="list-style-type: none"> - Establish a Kaupapa Māori impulse group - The impulse group undertakes a review of internal evaluation of kaupapa Māori across the school's operations to inform a kaupapa Māori strategy that is embedded in the school's annual and strategic planning processes 	Management	2022 -3
	Te reo and tikanga practice is normalised in daily rhythm/ conversation	<ul style="list-style-type: none"> - Provide ongoing support for staff learning of Te Reo - Funding allows teachers to attend courses, purchase teaching resources and receive support to expand our delivery of te reo Māori, waiata, kapa haka and tikanga 	Primary School/Board/Kindy	2022-3
			Props	2022-3
The physical environment reflects the culture of Te Ao Maori	There is a plan in place of the school's physical environment design, which reflects Kaupapa Māori ideas	<ul style="list-style-type: none"> - Support te Reo Māori me ngā tikanga in playgroup - A forum working group (with a name) is established by the Kaupapa Māori impulse group to work on expression of special character and Te Ao Māori in the grounds 	Impulse group MT Props	2023
Relationships are formed with mana whenua as well as with relevant stakeholders and initiatives	The school has a pool of informed contacts to assist in this kaupapa	Relationships are developed with <ul style="list-style-type: none"> - Mana whenua - Ministry support workers - Other local initiatives and schools The school offers help in local initiative– eg planting etc or clean up at Harwood	Props Primary School/Board	2022-3

Goal 4 - Foster a healthy community and environment				
Objective	Success Indicators	Tasks strategies and resources	Who	Timeline
To develop and deliver an extended environment curriculum	We have an extended environment curriculum	Re-evaluate what the school does, what we want to do, and what we can do in this area	Primary school teachers	2023
Continue and enhance community gatherings, events and opportunities for parents to engage with each other and with the school bodies and staff	Healthy connected parent community reflecting our value of whanaungatanga	<ul style="list-style-type: none"> - A space is provided as a Parent hub for social, craft group work and parent education, discussions - 4 Working bees each year, Parent nights, an annual whole school social event - Enhance opportunities for fathers to come together with 2 specific events a year. Projects to be developed include continuing the building of raised beds and entrance way carving - Workshops for carving / weaving. - Strengthening the healthy social life in the kindy through parent education, tours and parent times in kindy eg picnics 	Primary School/ Board	
			Kindy	
			Kindy	

SMART objectives

Specific
 Measurable
 Attainable/Achievable
 Relevant (to the goal)
 Timely (defined deadline)