

| IMPLEMENTATION SCHEDULE   |                                 | 2024                      |                           |                           |                                      | 2025                              |    |    |    | 2026 |    |    |    |
|---|---------------------------------|---------------------------|---------------------------|---------------------------|--------------------------------------|-----------------------------------|----|----|----|------|----|----|----|
| Strategic Project   | Responsible                     | T1                        | T2                        | T3                        | T4                                   | T1                                | T2 | T3 | T4 | T1   | T2 | T3 | T4 |
| <b>A1 Pride in our school, perceptions, expectations (critical 2024)</b><br>Further develop and implement elements of our vision, reframe expectations to provide clarity throughout the school, role model pride and shape perceptions of Michael Park School.   | Principal                       |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>A2 Our special character (significant 2025)</b><br>Promote and use our statement in promotional material to showcase our kura as a Rudolf Steiner school in Aotearoa, New Zealand. Bring our students, whanau, staff and community along for the journey and celebrate it. Develop main lesson and curriculum content throughout the school to reflect the transitional journey of child development throughout the school.                                | Curriculum SLT                  |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>A3 Culture of excellence (valuable 2026)</b><br>Further develop a commitment to achievement by all students, be it academic success, performing arts success or achievement in sports.   | Curriculum SLT                  |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>B1 Support for and development of purposeful Steiner pedagogy courses to support student learning expectations (significant 2025)</b><br>Provide professional learning and development opportunities for staff to expand their understanding of Steiner pedagogy practices in the classroom which support student learning expectations. Grow and support the uptake of staff to enrol into te Reo Māori immersion courses.                                | Curriculum SLT                  |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>B2 Leadership capacity within staff (significant 2025)</b><br>Identify and provide opportunities for staff to develop their leadership capabilities, both within school and the wider educational sector, through professional learning and participation in the implementation of the strategic plan.   | Principal                       |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>B3 Recognition for our staff (significant 2025)</b><br>Investigate and implement ways to acknowledge the exceptional efforts and achievements of staff that are personally meaningful to them.   | Board                           |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>C1 Steiner parent education seminars (RSST lead) (critical 2024)</b><br>Develop a parent education programme for our community to support whanau to further their knowledge and understanding of Steiner Education and what that looks like for the development of the child while attending Michael Park School. Use the opportunity to highlight parallels between Steiner Philosophy and Te Ao Maori to support a child's development through school    | Proprietors                     |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>C2 Engagement with whanau and our wider community (valuable 2026)</b><br>Develop and implement a strategic plan for community engagement and partnerships.   | Curriculum SLT                  |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>C3 Alumni connections (RSST lead) (significant 2025)</b><br>Build an active network of 1000 alumni by the end of 2026. Reach out to existing members and revitalize their membership.  | Proprietors                     |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>D1 Marketing plan (RSST lead) (critical 2024)</b><br>RSST identify and develop a comprehensive marketing plan to raise awareness, increase enrolment and generate support among targeted audiences. <i>Internal marketing</i> – harness word-of-mouth endorsement and promote a strong sense of pride within the school community more consistently, and overtly celebrating the achievements of present and past students across a range of social media. | Proprietors Board               |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>D2 Community presence (critical 2024)</b><br>Explore opportunities to expand the range of activities in the community in which students are involved, eg. ecological projects or community service which provide learning experiences that underpin our values.  | Curriculum SLT                  |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>D3 Marketing function (RSST lead) (significant 2025)</b><br>Undertake a cost/benefit analysis to determine the value of employing a dedicated person to implement and monitor the marketing plan, as well as the operation and logistics of the school fair.   | Proprietors Board               |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>E1 New Playground (critical 2024)</b><br>Secure funding (including sponsorship) for a school playground that provides a purposeful experience for our lower school students  | Proprietors Board               |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>E2 Kitchen upgrade (valuable 2026)</b> Secure funding and confirm a construction date to upgrade the kitchen to a commercial standard that can be used for teaching and external purposes.   | Proprietors Board               |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>E3 Refurbishment and revitalisation of our auditorium (valuable 2026)</b><br>Upgrade foyer carpet, reupholster seats, upgrade IT system and PA speakers  | Proprietors Board               |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>E4 Revitalisation of school grounds (critical 2024)</b><br>Identify areas of the school that impact on first impressions (paint work, grounds, pathways) and develop a program for upgrades.   | Proprietors Board               |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>E5 Whare refurbishment (valuable 2026)</b><br>Explore options to install a kitchenette and toilet facilities.  | Proprietors Board               |                           |                           |                           |                                      |                                   |    |    |    |      |    |    |    |
| <b>Reporting Key:</b>   | <b>1</b><br>No progress/stalled | <b>2</b><br>Slow progress | <b>3</b><br>Some Progress | <b>4</b><br>Good Progress | <b>5</b><br>Completed can be removed | <b>6</b><br>Completed but ongoing |    |    |    |      |    |    |    |