

2015 – 2020 STRATEGIC PLAN



•Milkwood•
Steiner School

“The greatest thing in this world is not so much where
we stand as in what direction we are moving.” —

Johann Wolfgang von Goethe

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“Where is the book in which the teacher can read about what teaching is? The children themselves are this book. We should not learn to teach out of any book other than the one lying open before us and consisting of the children themselves.”

- Rudolf Steiner, Rhythms of Learning

Summary

This strategic plan is designed to ensure that Milkwood Steiner School has established a sustainable business model by mid-2020. In order to achieve this the following four strategic themes have been identified.

Strategy 1: Increase enrolment

Increase enrolment from 70 to 180 children over five years

- » Increase recognition of the Steiner Curriculum as an internationally-recognised curriculum that stands alongside the Australian National Curriculum.
- » Provide a Steiner Education Campus that is a school of choice for Top End families.
- » Retain children evenly across all age groups.
- » To provide a seamless transition from and to other Steiner Schools.

Strategy 2: Improve land and facilities

Obtain security of tenure of land on which to grow the school

- » Identify suitable land (at least 9 acres) on which to establish and/or grow a reputable Steiner Education Campus.
- » Ensure a long term lease at low or no rental.
- » Develop a facilities master plan commensurate with the underlying philosophy and curriculum to achieve a best-practice Steiner Education Campus for the 21st Century.

Strategy 3: Achieve financial sustainability

Generate 10% annual operating profit before depreciation

- » Set fees at a profitable yet competitive level.
- » Develop social enterprise income of at least 10% of gross fees.
- » Increase reliance on income streams outside of grant allocations.
- » Growth and expansion aligned to financial viability criteria.

Strategy 4: Recognised as a leading Steiner/Waldorf education campus

Provide a comprehensive Steiner education program

- » To provide complete range of educational levels from playgroups and preschool through to Middle School years.
- » To provide a complete range of support services, including out-of-schools care, holiday programs, adult education opportunities, and transport.
- » To provide an education program that reflects an innovative and adaptive Steiner Education program befitting the NT climate and demographic.
- » To become a sought after teacher training campus.

The plan is a living document and recognises the important role of all school stakeholders in ensuring a sustainable future. It provides details of specific actions and performance metrics that must be achieved in the first year in order to be sure of achieving longer term objectives. These actions plans will be constantly monitored and reviewed by the Board to ensure that overall objectives and vision are achieved.

Introduction

Milkwood Steiner School is a non-denominational, independent private school offering a primary level education to children from Pre-Transition to Class 6 based upon the educational philosophy of Rudolf Steiner. It was established in 2004 and relocated to its present premises at 107 Boulter Road, Berrimah, in 2010.

From an educational perspective the school has been successful in providing many children with a personal learning and creativity journey to help them become thinking, feeling human beings. These children have developed strong core values and a true sense of self so they can readily & confidently adapt to new situations in a fast paced modern world.

From a business perspective however, the school has been challenged to build financial sustainability. This strategic plan is aimed at ensuring the school will develop and secure a financially sustainable resource base that will enable it to continue to grow and provide a Steiner education alternative for families living in Top End of the Northern Territory.

The Plan is a living document and includes the following:

- 1) A situation analysis summarising various attributes of the school in mid-2015, current challenges and a simple vision for 2020. This analysis includes a description of what must change to ensure that the school is on track to achieve its 2020 vision.
- 2) Four key strategies and associated actions and performance indicators that will assist the Board to achieve a common focus throughout the planning period. The plan envisages that success will only be achieved through the collaboration of the entire school community including the Board, staff and parents. It also provides some high level performance indicators that will enable the school to measure its success in achieving the plan. These indicators are provided for 2016, 2018 and 2020.
- 3) A more detailed 12 month action plan focused on the three key operational strategies, namely:
 - » Improvement of land and facilities
 - » Achievement of financial sustainability, and
 - » Recognition as a leading Steiner education campus
- 4) A separate six month marketing action plan that focuses on increasing enrolments to a level that will ensure the school operates with a surplus during 2016.

The plan provides a strategic framework within which to achieve the schools longer term vision. It summarises the strategic business intent of the school and provides some clear primary objectives and indicators against which to measure their achievement. Because the plan is a living document, it provides detailed action plans for the 2015/16 financial year only. These actions are presented in a simple format designed to promote accountability within agreed timeframes. Progress will be reviewed by the Board at its regular meetings and as each action is achieved, others will be added.

The plan recognises that many business plans fail because they attempt to achieve too much too soon and lack prioritisation and focus. The action plans are therefore based on the principle that a rolling plan which focuses on a small number of important issues at any one time is most likely to achieve success.

Situational Analysis

The following table articulates key attributes and challenges of the school in mid-2015, as well as “vision” for the school in 2020, and achievement targets for 2016. This situation analysis was used to build the statements of strategic intent and associated goals, actions and KPIs presented in the next section of the plan.

NOW – June 2015	Current Challenges	Vision 2020	Achievement 2016
CHILDREN <ul style="list-style-type: none"> » 63 current enrolments » Capacity is 100 » Enrolments peaks for 7-8 age group & drops off at ages 10 to 12. » Ages 4 - 12 years. » About 15% indigenous. » 10% special needs. 	<ul style="list-style-type: none"> » Enrolments fluctuate but progressively declining over time. » Current enrolment level presents challenge to ongoing viability. 	<ul style="list-style-type: none"> » 150-180 children » Enrolment will reflect culture of Darwin population, including strong indigenous segment. » Ages 4-15 years with plans to extend to senior school. » No overt focus on special needs. 	<ul style="list-style-type: none"> » 70+ children. » Same age groups and demographics as for mid-2015.
PARENTS AND FAMILIES <ul style="list-style-type: none"> » School comprises about 45 families. » Generally well educated. » Most (70%) live in Northern Suburbs. » Parents contribute towards craft and garden group, but less commitment than in during foundation years. 	<ul style="list-style-type: none"> » Decline in direct parental involvement/support at school eg. gardening/maintenance, working bees, etc. 	<ul style="list-style-type: none"> » Families will live across Top End (Darwin/Palmerston/Rural). » Active participation by parents in accordance with Steiner ethic. 	<ul style="list-style-type: none"> » Broader spread of families across Top End suburbs attributable to success of the marketing plan. » Improved community engagement.

NOW – June 2015	Current Challenges	Vision 2020	Achievement 2016
PROGRAMS			
<ul style="list-style-type: none"> » All activities follow Steiner curriculum. » Cater for preschool and primary children. » Two playgroups run offsite by parents. » Relationship with Kormilda College to provide extra curricula camps (3/4 and 5/6) and Class 6 sports activities. » Annually provide 1-2 cultural/ environmental excursions per class. » Annual festivals include Easter, harvest (Michaelmas), lantern (Winter Solstice) and Christmas. 	<ul style="list-style-type: none"> » Increased competition with Kormilda College following their introduction of kindergarten and primary school. » Community concerts not currently offered. 	<ul style="list-style-type: none"> » Offering preschool to Year 9. » Adult education facility. Possible partnerships with RTOs and/or Higher Education Providers. » Combination of single and multi-stream classes. » Own sports facilities. » After school care. » Holiday care. » Expansion of the music, eurythmy and language programs. » Short term exchange program with international students. » Accredited bush school. 	<ul style="list-style-type: none"> » Enlarged program of activities in comparison to mid-2015 through greater parental involvement in the school community and activities. » Introduction of after school and holiday care programs.

NOW – June 2015	Current Challenges	Vision 2020	Achievement 2016
STAFF			
<ul style="list-style-type: none"> » Teachers = 4 FT (Steiner Experienced/Trained). 		<ul style="list-style-type: none"> » 10 Steiner teachers. » 4 teaching assistants. 	<ul style="list-style-type: none"> » Principal appointed.

<ul style="list-style-type: none"> » Teacher Assistants = 3 FT (all qualified). » Music Tutors = 3 PT. » Administration = 2 FTE. » Cleaners = 0.4 FTE. » Relief teachers = 6. » School too small for head teacher/Principal roles. » Approximately 1 in 15 staff are male. 	<ul style="list-style-type: none"> » Schools finances limit ability to appoint a Principal. » Staff stable in short term but significant risk if one teacher should leave. Difficult to access Steiner experienced/trained staff in NT. » Insufficient males on staff (gender skewed). » Small repairs difficult due to lack of maintenance staff. 	<ul style="list-style-type: none"> » 1 FT music teacher. » 5 admin staff plus maintenance and cleaning staff. 	<ul style="list-style-type: none"> » Exception is additional staff required to run afterhours/holiday programs.
GROUND <ul style="list-style-type: none"> » School on 4,000m². » Lease poorly formulated placing the school at undue risk. » Adjacent "bush block" 4,400m² is used regularly. » No frontage, footpaths or pedestrian access. » Inadequate parking. » Shared entrance with adjacent pre-school. » "School area" crowded but wonderful natural area that children use. » Irrigation recently installed in area around buildings. 	<ul style="list-style-type: none"> » Poorly formulated lease creates uncertainty regarding security of tenure. » Current lease is a financial liability that most (possibly all) other schools in the NT are not burdened with. » Future access to adjacent Crown land by no means certain. 	<ul style="list-style-type: none"> » Security of tenure over a minimum 9 acres. 	<ul style="list-style-type: none"> » Established working relationships with key decision makers and stakeholders regarding school's property requirements, security of tenure and future location.
NOW – June 2015	Current Challenges	Vision 2020	Achievement 2016
BUILDINGS & EQUIPMENT <ul style="list-style-type: none"> » Four classrooms in two buildings six years old. » No storage room in classrooms. 	<ul style="list-style-type: none"> » Classroom capacity limited to 100 children. » Depreciating building assets. 	<ul style="list-style-type: none"> » Mater plan in place including progress toward achieving it. 	<ul style="list-style-type: none"> » No change in overall infrastructure but attention to "kerb appeal".

<ul style="list-style-type: none"> » No storage structure for outdoor maintenance equipment or sporting facilities. » Limited library space. » Administration building 12 months old. 	<ul style="list-style-type: none"> » Library and music room too small. » No room for expansion unless impinge on nature area. » Limited outdoor play equipment. 	<ul style="list-style-type: none"> » Working towards seven classrooms plus separate music, library and technical studies rooms. » Inclusion of market gardening and sporting areas. 	<ul style="list-style-type: none"> » Improvements limited to critical safety maintenance and basic cosmetic appearance. » New playscape installed.
ALLIANCES			
<ul style="list-style-type: none"> » Steiner Education Australia. » AISNT (Australian Independent Schools Association of the NT) – advocate private schools and provide skills support + have some grant funding. » Kormilda College – working relationship but becoming competitive. 	<ul style="list-style-type: none"> » Relationship with Kormilda College may deteriorate as it strengthens its own competitive primary school. 	<ul style="list-style-type: none"> » Continued relationships with SEA and AISNT supports vibrant school culture. 	<ul style="list-style-type: none"> » Maintain existing relationships plus: <ul style="list-style-type: none"> • Relationships Child Care Centre directors per marketing plan. • Parent and staff involvement in targeted community groups as per marketing plan.

NOW – June 2015	Current Challenges	Vision 2020	Achievement 2016
MARKETING			
<ul style="list-style-type: none"> » Dynamic and interesting website » Regular Facebook activity (3 times per week) » Periodic newsletter. » Marketing focuses on craft markets, open day, teddy bear picnics and other local opportunities. 	<ul style="list-style-type: none"> » Unclear value proposition. » Lacks proactive (competitive) presence in market. 	<ul style="list-style-type: none"> » Clear value statements to communicate advantages of Steiner proposition to non-Steiner families. » Website content more comprehensively reflects combination of school and Steiner attributes. 	<ul style="list-style-type: none"> » As per vision 2020. This will be achieved through implementation of the marketing plan.

» Regular banner on various main roads.		» Families targeted on basis of their habits and likely receptiveness to Steiner philosophy.	
FINANCE			
» Have incurred successive losses.	» Poor cashflow. Unable to build cash reserves to finance further expansion.	» Fees and other recurrent income generates annual profits that enable cash reserves to be built.	» Surplus for the year.
» Cashflow is stagnant.		» School able to demonstrate financial sustainability in its own right.	» New programs (afterhours and holiday) operate at least on break-even basis.
» Successful unqualified audits for past two years.			
» Overly dependent of fees.			
» Scholarship uptake minimal.			

Action Plan

During the 2015/16 financial year the business strategy will focus on marketing the school and increasing enrolment. The table below identifies the key non-marketing actions that must be achieved during the 2016 period of the plan.

Objectives	Actions	Responsible	Timing
IMPROVE LAND AND FACILITIES			
2016 KPI:	Clarity of stakeholder positions including DCM, SEA, AISNT, DLP and DoE regrading infrastructure requirements.		
	» Compile evidence for need for Steiner Education in Top End and where the school should be located.		

Prepare information pack that promotes credibility of requirements.

- » Present Strategic Plan to parents and wider school community.
- » Conduct parent surveys.
- » Obtain endorsements for requirements and plan.

Present to key external stakeholders.

- » Obtain AISNT and SEA advocacy and support for plan.
- » Present business case to DCM.
- » Collaborate with DLP and DOE and other stakeholders to move towards consensus on land allocation.

Objectives	Actions	Responsible	Timing
ACHIEVE FINANCIAL SUSTAINABILITY – Ensure financial sustainability by generating 10% annual operating profit (before depreciation).			
2016 KPI	Fee increase approximate to CPI. 10% of additional revenue generated through other activities and fundraising.		
Develop a budget that aims for a surplus in order to build a cash reserve that can be invested in future development.	<ul style="list-style-type: none"> » Develop budget that reflects surplus. » Agree on performance indicators (no more than five) and develop monitoring template. » Review at each Board meeting. 		
Implement profitable after hours and holiday care programs to generate additional revenue and increase appeal/convenience to parents.	<ul style="list-style-type: none"> » Develop budget based on parent survey. » Recruit additional staff. » Monitor results at monthly Board meeting. 		

Objectives	Actions	Responsible	Timing
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RECOGNISED AS A LEADING STEINER EDUCATION CAMPUS – To provide a comprehensive Steiner education program that benefits all stakeholders.

2016 KPI: Existing programs successfully meeting regulatory requirements.

Child and parent satisfaction. After school and holiday care programs implemented.

Meet expectations of all regulators to demonstrate professional credentials.

- » Review program and policy manuals as part of continuous improvement process.
- » Prepare all likely documentation prior to any external assessment.

Ensure parent satisfaction with school to maintain enrolment and minimise transfers to other schools.

- » Develop parent satisfaction survey that can stand the test of time.
- » Formally survey twice per year and provide feedback.
- » Be responsive to any complaint.

Marketing Plan

Objective

The most immediately pressing strategy for the school is to increase enrolment. The 2020 objective is that enrolment will be between 150 and 180 children and these numbers will be built from their present level of under 60.

The short term objective of the marketing plan is to achieve enrolment of 100 children for the 2017 calendar year. This will ensure that the school is operating at full present capacity. It should result in approximately \$150,000 additional revenue from fees plus a concomitant increase in government funding. This growth will not result in a significant increase in operational costs and will enable the school to build its cash reserves.

Parent demographics

Our customers are the parents of children who can potentially attend our school and usually the first point of contact is with the mother. Prospective families live across the Top End and are mostly middle income professionals in their early thirties. These families have young children that have ideally not yet started formal schooling. We aim to enrol the eldest child at our school with subsequent enrolment of younger siblings. We also aim to attract all young families with a previous commitment to Steiner/Waldorf education who relocate to the Top End so that their children can benefit from a continued Steiner/Waldorf education.

Our target customers are typically the parents of creative families with young children who are seeking viable and proven alternatives to mainstream education. They are often artistic, actively involved in their local communities and interested in nature. They are likely to be active in one or more of the following:

- » Community organic gardening
- » Environmental organisations
- » Music schools and events
- » Performance/dance groups
- » Special interest groups.

Customer needs and problems

In addition to a desire to be actively involved in community, artistic and environmental pursuits, target parents are likely to be seeking an educational system which addresses a range of needs. At the moment, not all identified needs can be addressed by Milkwood Steiner. These solutions will be articulated in marketing material along with the ways which the school addresses them. They include:

Learning Needs	Other Needs
<ul style="list-style-type: none">» Learning support» Behavioural support» Creative learning processes» Exposure to the natural environment» Alternative to government curriculum» Playgroups and community programs that feed into preschool and Kindergarten.» Good teacher-parent communication» Personal teaching attention» Stable teaching staff» Good pastoral care.	<ul style="list-style-type: none">» Transport options to and from school» Before and after school care» Holiday programs» Easy parking» Strong anti-bullying policy» Safe environment» Desire to be part of school community» Stable teaching, management & governance processes.

Competitive advantage / value proposition

“We keep you informed and value your input on your child’s path towards a lifetime of learning and creativity”

“We provide your child with a personal learning and creativity journey to help you raise your child to be a thinking, feeling human being. Your child develops strong core values and a true sense of self so he/she may readily & confidently adapt to new situations in a fast paced, modern world.”

Pricing and positioning

Milkwood Steiner School provides a quality, private education that is affordable to middle income families. In the context of Top End private schools fees are comparative and set to ensure a sustainable future for the school while enabling parents to enrol all of their children with sibling discounts as incentives.

Marketing activities and materials

Our marketing is targeted towards parents that are most likely to see the advantages of a Steiner education for their children. We use a variety of resources and processes to generate parental interest in the school. These include:

Parent referral – Our most effective marketing comes from referrals from existing Steiner families. We encourage parents to bring their friends and colleagues to visit the school and learn about Steiner education from staff and students themselves.

Staff advocacy – All of our staff are knowledgeable about, and advocates of, the Steiner education system. They are available to discuss the advantages of the program with parents and prospective parents at any time outside of normal school hours.

Facebook – This is an important source of information for Steiner families and prospective Steiner families. The Milkwood Steiner School Facebook page is designed to provide informal information about contemporary events occurring at the school, and also promote connections with relevant world content. It is updated, at least on a weekly basis.

Website – This provides a more structured presentation of the school, its staff, children, resources and the way we deliver our curriculum. It is primarily aimed at attracting new families to the school and provides links to more comprehensive information about the Steiner education system, its history, underlying philosophy, values and increasing acceptance throughout Australia and the rest of the world.

Community engagement – Children, staff and parents regularly demonstrate their commitment to creative, cultural and environmental issues through their participation in a range of activities. At some of these activities printed information including school contact details is made available to prospective parents and members of the public.

Childcare centres – Certain Childcare centres provide logical enrolment streams for the school. Relationships with the Directors of selected Top End Childcare centres enable the school to advertise in Childcare centre newsletters, increase the Directors awareness of the school and to identify individual children who may be most likely to benefit from a Steiner education.

Discounted first term – This is potential incentive, subject to Board discretion, for new families to join the school community whilst minimising the initial financial commitment. It is designed to encourage enrolment and demonstrate our confidence that children and parents will enjoy the learning processes used at the school.

Testimonials – these provide social proof that the school is making a real positive difference to the lives of its children and their parents. Testimonials are actively sought and used in an appropriate manner in all marketing material whether electronic, printed or verbal.

Print advertisements – These include general brochures and infomercials placed in specific media at selected times of the year to ensure that parents are made aware of the existence and advantages of a Steiner school in the Top End. Generally they are placed in media most likely to be accessed by our target parent group.

Action Plan

The Action plan on the next page details how marketing initiatives will be implemented in the six months prior to the first 2016 semester when it will be updated to ensure that 2018 enrolment objectives are achieved.

The KPI for this action plan is successful enrolment of more than 70 children in 2016.

Strategies			Actions			KPIs		
Strategic Intent	Primary Objective	Goals	Parents	Staff	Board	2016	2018	2020
Increase enrolments	Increase enrolment from 70 to 180 children.	<ul style="list-style-type: none"> Increase recognition of Steiner Curriculum as an internationally-recognised curriculum that stands alongside the National Curriculum. Provide a Steiner Education Campus that is a school of choice for Top End families. Retain children evenly across all age groups. To provide a seamless transition from and to other Steiner Schools. 	<p>Participate in Working Bees, Gardening Groups, Craft Groups, festivals & events.</p> <p>Contributions to marketing campaigns.</p>	<p>Proactively communicate core strengths and values to the school community and beyond.</p> <p>Ensure delivery of education programs provides a seamless pathways for children coming from or going to other Steiner Schools.</p> <p>School events extend into the public domain.</p>	<p>Establish marketing and enrolment plan.</p> <p>Inform community and staff through consistent reporting and analysis.</p> <p>Proactively communicate core strengths and values to the school community and beyond.</p>	Enrolments are greater than 70.	Enrolments are between 75 and 120.	Enrolments are between 150 and 180.
Improve land and facilities	Obtain security of tenure of suitable land (9+ acres).	<ul style="list-style-type: none"> Identify suitable land on which to establish and/or grow a reputable Steiner Education Campus. Ensure a long term lease at low or no rental. Develop a facilities master plan commensurate with the underlying philosophy and curriculum to achieve a best-practice Steiner Education Campus for the 21st Century. 	<p>Parents to participate in landscaping and development of playscapes.</p> <p>Advocacy.</p> <p>Ongoing income through complimentary programs.</p>	<p>Leadership for parents and children through effective scheduling and coordination.</p> <p>Collaboratively work according to Business Plans and Governance Framework.</p>	<p>Effecting appropriate research.</p> <p>Multi-stakeholder interactions and advocacy.</p> <p>Leadership in business and strategic planning.</p>	Clarity of stakeholder positions.	Land or tenure is secured. Master plan in place.	School establishment has begun.
Achieve financial sustainability	Ensure financial sustainability by generating 10% annual operating profit (before depreciation).	<ul style="list-style-type: none"> Set fees at a profitable yet competitive level. Develop social enterprise income of at least 10% of gross fees. Increase reliance on income streams outside of grant allocations. Growth and expansion aligned to financial viability criteria. 	<p>Lead, coordinate and participate in fundraising activities.</p>	<p>Research and act upon appropriate income generating activities.</p> <p>Adhere to all financial and regulatory requirements.</p> <p>Adopt a conservative and responsible approach to expenditure.</p>	<p>Annual review of fees. Research and facilitate effective fundraising activities.</p> <p>Adopt a conservative and responsible approach to growth.</p>	Fee increase approximate to CPI. 10% of additional revenue generated through other activities and fundraising.	Fee increase approximate to CPI. 10% of additional revenue generated through other activities and fundraising.	Fee increase approximate to CPI. 10% of additional revenue generated through other activities and fundraising.
Recognised as a leading Steiner Education Campus	To provide a comprehensive Steiner Education program that benefits all stakeholders.	<ul style="list-style-type: none"> To provide complete range of educational levels from playgroups and preschool through to Class 9. To provide a complete range of support services, including out-of-ours care, holiday programs, adult education opportunities, and transport. To provide an education program that reflects an innovative and adaptive Steiner Education program befitting the NT climate and demographic. To become a sought after teacher training campus. 	<p>Education support programs are underpinned by parent participation and assistance.</p>	<p>Teaching staff strive for best-practice teaching and learning.</p> <p>Ensure financial, legal and regulatory compliance is best practice.</p>	<p>Ensure quality and reputation are upheld through good governance.</p>	Existing programs successfully meeting regulatory requirements. Child and parent satisfaction. After school and holiday care programs implemented.	Existing programs successfully and consistently meeting regulatory requirements. Development business plan to support Class 7, 8 and 9. School bus.	Existing programs successfully and consistently meeting regulatory requirements. Middle School plan enacted.

Marketing Action Plan

NOW July 2015

- » Enrolment approximately 60% of capacity
- » Low community awareness of Steiner Education
- » Limited active marketing
- » Moderate use of social media
- » Limited parental involvement

WHERE January 2016

- » Enrolment of 70 children for 2016 year
- » Increased awareness of the school and benefits of Steiner education within targeted family groups and general Top End community
- » Multifaceted marketing actions with clear parental/ teacher/Board responsibilities.

Objectives	Actions	Responsible	Timing
Optimise use of social media to communicate with prospective and current families.	<ul style="list-style-type: none"> » Use internet resources to review social media strategy. » Review content and compare with similar sized Steiner Schools. » Appoint social media coordinator and Develop One Page Plan to update. 		
Develop relationships with Childcare Centres and other schools to feed enrolment pipeline.	<ul style="list-style-type: none"> » Communicate Childcare Centre Directors. » Develop messaging and resources (brochure/handouts, CCC/School newsletters). » Visit each location twice before year end (develop schedule). 		
Raise awareness of the school amongst potential families through involvement with community groups.	<ul style="list-style-type: none"> » Identify community groups with which to be involved. » Encourage volunteer families to commit to involvement. » Provide parents with info/ resources/ to attract new families to visit the school. 		
Develop relationships with Childcare Centres and other schools to feed enrolment pipeline.	<ul style="list-style-type: none"> » Develop the "tour" – addressing needs and benefits plus introduction to key personnel, including, if possible, children. » Develop "take away" material. » Follow every parent up after one week and one month. 		



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