

Dunedin Rudolf Steiner School Board Meeting

*Jerry 2/5/25
11/3/25*

Tuesday 11 February 2025 from 5.30pm

The Board is legally responsible for the school. Our role is to watch the far horizon, to support its direction as a Steiner school, and to ensure it arrives safely within the law. The Board provides guidelines within which the staff manage the school.

Present: Natalie Bartonova (NB) via Teams, Anna Noble (AN), Esther Gilbert (EG), Jerry Hsu(JH) via Teams, Angela Clark (AC), Clare Ridout (Board Secretary),
Visitors – Trisha Geraets and Zoe Cummings
Apologies : Kussi Hurtado (KH), *Meeting opened with a karakia and waiata .*

| 1. Conflicts of interest, minutes, matters arising | Who |
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| <p>The hui started with a karakia and a waiata.</p> | |
| <p>Reading: Balance in Teaching – The Three Fundamental Forces in Education by Steiner Discussion around perceptions of science. Noted it would be interested to read a more current Steiner article on gender. Speech and reference and music and enthusiasm referred to. Would be interesting to look at more modern readings too but will return to this chapter at the next Board hui for further thoughts.</p> | |
| <p>Register of conflicts of interests has been circulated. Agreed that this will also show Board members who have children in which class, and which class the staff rep is from. CR to make the changes.</p> | CR |
| <p>Approval of accuracy of prior minutes of 10 December 2024 moved by AC, seconded EG.</p> | |
| <p>Matters arising:</p> | |
| <ul style="list-style-type: none"> Property management report to be added to Board timetable for June | CR |
| <ul style="list-style-type: none"> Tagged funding – process still to be described in Finance Policy – 2 Finance Policies require amendment so they will be circulated to staff and community prior to next Board hui | CR |
| <ul style="list-style-type: none"> AC will draft expectations document for staff on leave during term time and send to AN | AC |
| <p>Succession planning for the Board</p> | |
| <p>AC will ask Board who plans to stand for election again.</p> | AC |
| <p>CR to draft email community that also invites visitors, the potential for new members who are co-opted to help with succession. AC proposes that the Board vacancy is filled by selection, EG seconds, all in favour.</p> | CR |
| <p>Class parent reps can be effective communicators to other parents. Nearly all classes have parent reps. It was suggested that a parent rep on the board takes on this role of being a link between the Board and class parent reps. The Board agreed this work was more of a priority than a policy portfolio.</p> | |
| <p>CR and AN will draft a portfolio and circulate to Board via email then send out with advert for new Board members and approval to fill vacant position by selection.</p> | CR AN |
| <p>Authorisation of 6 year olds in kindergarten who are enrolled at school: Angus Pentelow. AC proposed, EG seconded.</p> | |

Dunedin Rudolf Steiner School Board Meeting

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| | Who | <p>Board timetable has been circulated.</p> <p>Noted we have no provisional registered teachers this year.</p> <p>Members reminded to follow timetable in readiness for their items. JH will look at staff well-being survey. CR will forward supplementary staff survey questions to JH.</p> <p>AN will add outcomes to annual plan for each Board hui. She suggests we review the whole thing in more detail only in November as there will be ongoing reporting on it throughout the year.</p> <p>CR will add the election process to the timetable and the related induction of new Board members.</p> <p>Health and safety- have one report from NB a term.</p> <p>AC proposed these changes are approved, Eg seconded. All in favour.</p> |
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| | Who | <p>3. Principal's Report</p> <p>AN reported that there is a good feel in the school, wānaka helped, good feel among whānau too. People are enjoying te Puna Waiora. Board appreciated AN's work on getting the school signed up to the code for international students.</p> <p>Roll is healthy. Need to plan out next steps with roll cap, future single streaming, rooms etc. Would a teacher aide help in a larger class in the interim before we move to single stream? Capacities in rooms may prevent too large a class.</p> <p>Management will review teacher aide use for transitions as it has been very valuable.</p> <p>NB asked if there were any issues arising of an H and S nature with te Puna Waiora – it was confirmed that no issues had arisen.</p> <p>Website- what plan do we have to develop this? AN explained the planned move to Hail. There could be significant cost implications.</p> <p>International Student Policies- AC will send through with spell checks and then sign later.</p> <p>PD for teachers – AN advised Board that the general approach some things are planned, some emerge over the year and flexibility is welcomed by the teachers.</p> <p>Strategic plan- has been simplified with fewer goals. Looks good.</p> <p>Learning Support Coordinator- Emily has taken this up and is working very well in this role- congratulations to her from the Board.</p> <p>New Delegation Schedule accepted.</p> <p>The Board accepted the report and the actions above, and the annual and strategic plans.</p> <p>Proposed AC, seconded Eg.</p> |
| | Who | <p>4. Proprietors Report</p> <p>No report – Props have yet to meet this year.</p> |

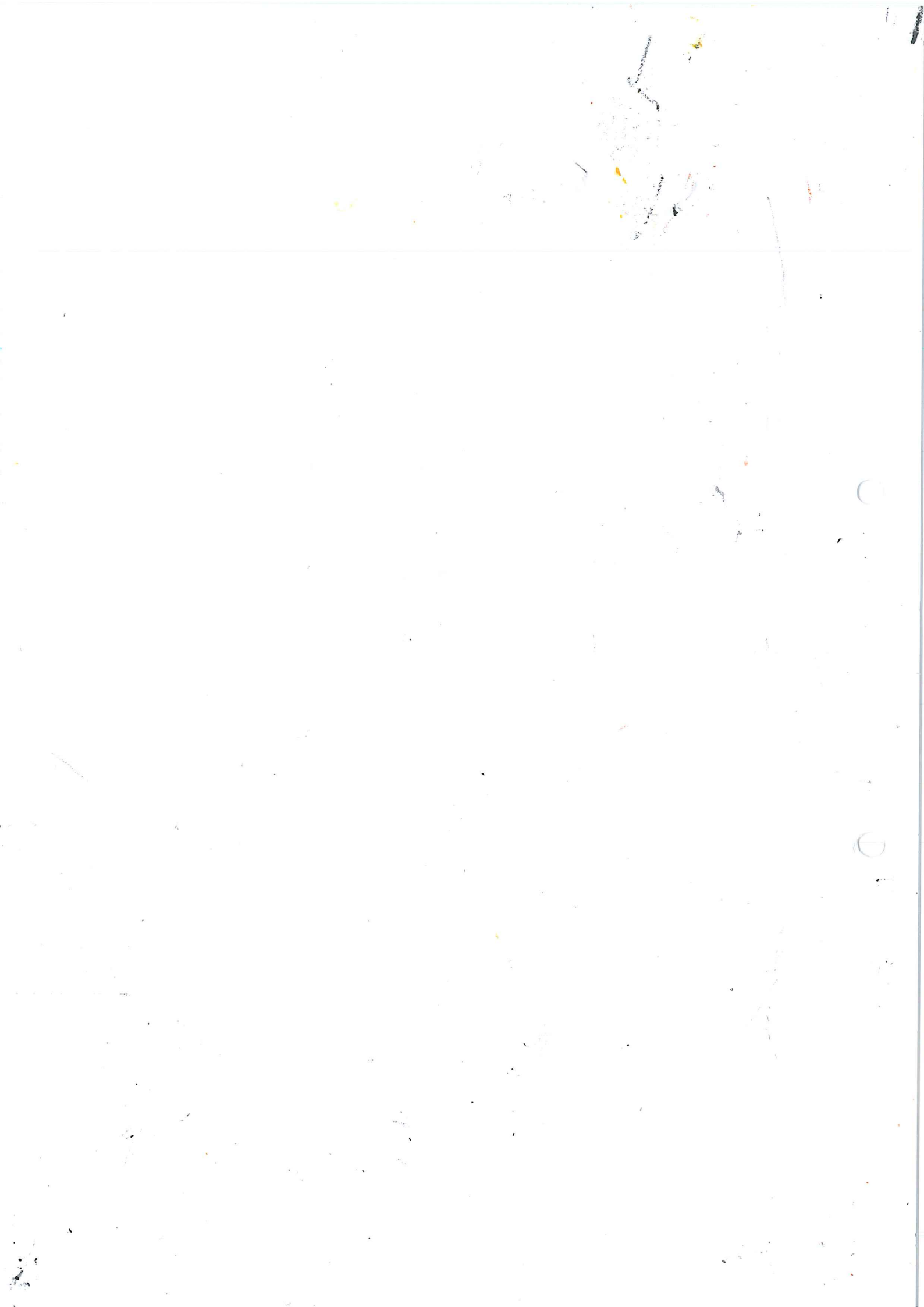
Moved from the Chair that all reports are accepted, Anna seconded. Passed Unanimously.

Dunedin Rudolf Steiner School Board Meeting

| 5. Any other business | Who |
|---|-----|
| <p>Fundraising document from Esther had been circulated- take to the next hui. Perhaps a parent subgroup could work as a fundraising team. Some discussion on this especially re taking work off teachers for fundraising for class camps. Need to have a cohesive approach. The Board should work alongside Props in establishing approach, principles applied in regards to sources of funding that we approach.</p> <p>EG will contact KH to have a conversation on this. He would then need to take it to props. Decision over which organisations that the school approaches for funding needs to rest with Props.</p> <p>Special character. JH raised the fact that clothing rules have recently been reinforced at school. Could the school also send out some guidance about watching videos, TV, video games etc ? AN suggested this may be better coming from a governing body. The matter is brought up in introductory interviews and parents sign against it in their pledge forms each year. Could also be brought to class meetings. To be further discussed at March Board meeting.</p> | EG |

Closing verse. Meeting ended 7.16pm **Next meeting date – 5.30pm Tuesday 11 March.**

Key to Initials : Clare Ridout (CR), Management Team (MT), Proprietors Trust (Props), James Guthrie (JG), Natalie Bartonova (NB), Jerry Hsu (JH), Anna Noble (AN), Esther Gilbert (EG), Angela Clark (AC), Kesava Sampath (KS).





School
Dunedin Rudolf Steiner
Learning with head, heart and hands

Agenda for the Board Meeting

Tuesday 11 February 2025, 5.30pm - 7pm

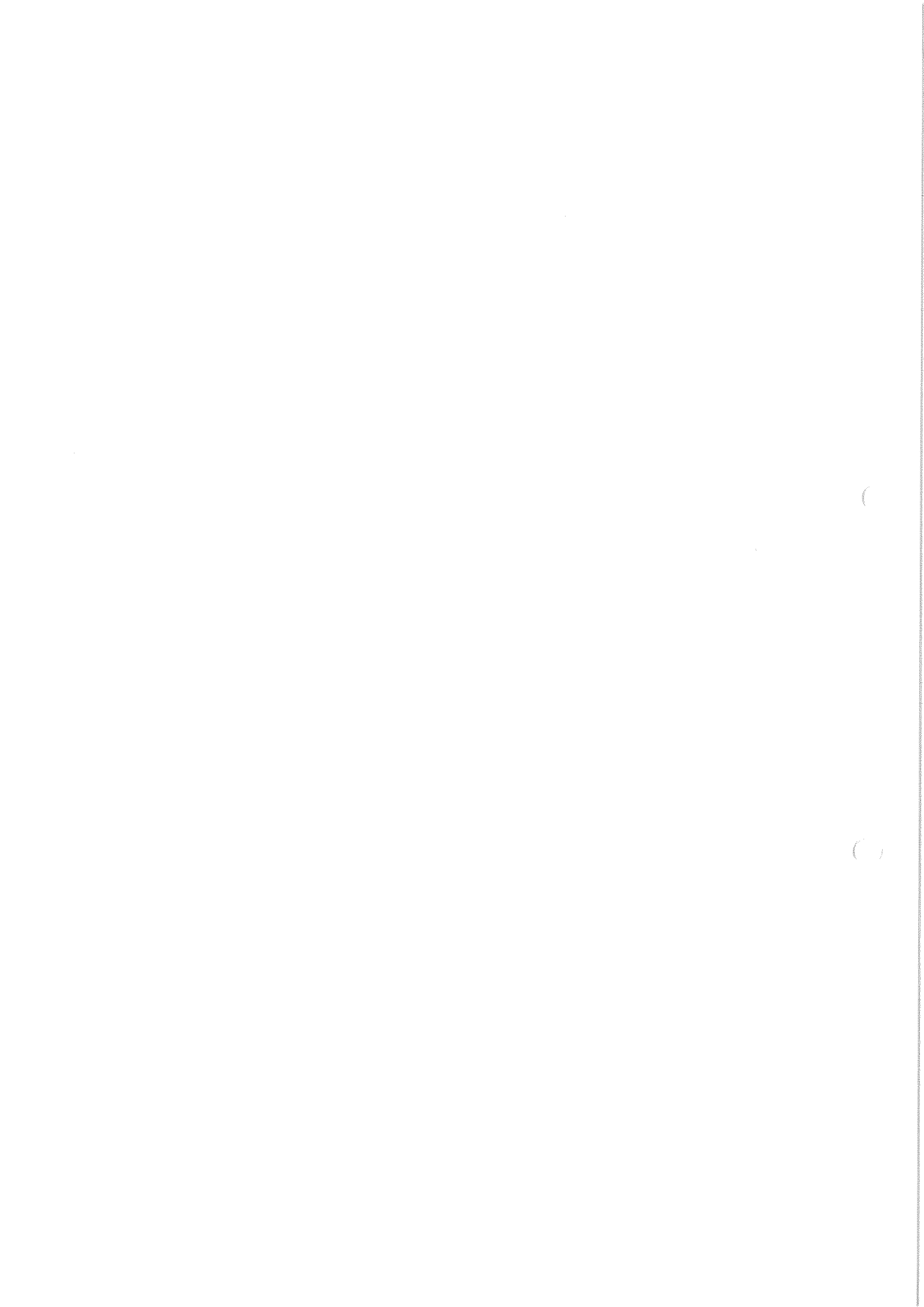
The Board is legally responsible for the school. Our role is to watch the far h Novemberorizon, to support its direction as a Steiner school, and to ensure it arrives safely within the law. The Board provides guidelines within which the staff manage the school.

Kia tau rā ngā manaakitanga a te runga rawa
Ki tēnā, ki tēnā o mātou e tau nei
Kia tūturu ōwhiti whakamaua
Kia tīna, tīna, haumi e hui ē, tāiki ē

*(May the blessings from above settle on each and every one of us gathered here,
that we may be vigilant and alert in what we do.
Let us be bound together and move forward together)*

1. Karakia and waiata
2. Reading - Balance in Teaching
3. Apologies, reminder re conflicts of interest
4. Approval of accuracy of past minutes
5. Matters arising from previous minutes
6. Authorisation of 6-year-olds in kindergarten
7. Current vacancy on the Board
8. Board Timetable
9. Principal's report – including professional growth cycle
10. Analysis of Variance 2024
11. Strategic and Annual Plans
12. International Policies
13. Schedule of Delegations 2025
14. Report from the Proprietors (KH)
15. Any other business
16. Next meeting's date

"The healthy social life is found when in the mirror of each human soul the whole community finds its reflection, and when in the community the virtue of each one is living". Rudolf Steiner



Special Character

- Class 1 was welcomed by the older classes.
- The clothing expectations are mostly adhered to. Some things had to be clarified but overall a positive response from the community.

School life

- Community meeting at the Puketeraki Marae was nourishing and informative. Community attending gave positive feedback and we will continue strengthening this partnership and the work that goes with it. We are waiting for the Kāti Huirapa Runakā ki Puketeraki to finalise the school pepeha.
- Opening of Te Puna Waiora was a lovely celebration with staff, children and community in attendance. The flowform is proving to be a big attraction for community and children.
- Class Kererū is offering activities for the younger children at lunchtime. This includes gymnastics, board games, football and opening the library.

Other

- We have been accepted as a signatory to the Code for the pastoral care of international students (The Code), which means we can now welcome international students in our kura. We currently have three German children in our kura, who will stay for two terms.
- Strategic and annual plan to be reviewed by the Board.

National Administration Guideline 1 – Curriculum

- Te reo Māori will be delivered as a timetabled subject in the senior classes and reviewed.
- Literacy and Numeracy assurance statement: with the new system of our LSC, staff have flagged all children of concern and we have developed a programme to support and monitor progress closely.

National Administration Guideline 2 – Reporting and Planning

Roll Term 1 2025

| | | |
|-----------|--------|-------------------------------|
| Class 1/2 | Kiokio | 11/12 (+ international) |
| Class 3/4 | Kākāpō | 10/15 (+international) |
| Class 5/6 | Kea | 8/11 (+international) |
| Class 7 | Kererū | 8 |
| Tuākana | | 3 (+8 by the end of the year) |

Total roll 78 (+3 international)

National Administration Guideline 3 – Personnel

- Feargal has received his full registration.
- We have employed Becky Busfield as a teacher aide to help transition children from kindergarten into class 1. She comes with a wealth of experience and is settling in well.
- PGC for primary staff were completed at the end of last year. The process will be further refined this year.
 - PD: Emily: Movement course at Taruna, Incredible Year Programme
 - Feargal: movement course at Taruna, Structured literacy course with other Steiner teachers in Wellington
 - James: PD in Māori games
 - Trisha: Movement course at Taruna
 - Anna: Beginning Principal Hui (CoP and individual support), MAC conference at Waitangi, Fellowship reading group, visiting other Steiner schools in Taikura, Wellington and Germany
- LSC: the learning support coordinator role has started well. Underlying philosophy and approach as well as a step-by-step guide have been developed and we have started to implement this.

National Administration Guideline 4 – Finance and Property

- Flowform (Te Puna Waiora) was officially opened on the 29th of January.

National Administration Guideline 5 – Legislative

- International Policies:
 - International Refund Policy (updated)
 - International Student Learner Policy (updated)
 - International Fee Protection Policy (no changes)

To be read with this report:

Analysis of Variance

Strategic Plan (Draft)

Annual Plan (Draft)

International Policies

- International Refund Policy (updated)
- International Student Learner Policy (updated)
- International Fee Protection Policy (no changes)



Dunedin Rudolf Steiner School Analysis of Variance 2024

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| <p>Strategic Aim</p> | <p>Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.</p> |
| <p>Annual Aim</p> | <p>1. Teaching practice in the classroom indicates that all teachers are in ongoing meaningful professional development in Steiner Education as well as extending knowledge of curriculum delivery in their chosen focus area. Teachers connect with other Steiner schools by visiting classes.</p> |
| | <p>2. Woodwork curriculum is further developed for classes 4-7.</p> |
| | <p>3. Senior singing is developed and the repertoire of waiata and songs increased.</p> |
| | <p>4. Literacy and Numeracy is continually reviewed, teaching methods adapted to the needs of the students and teachers have access to meaningful PD.</p> |
| <p>Target</p> | <p>1. Teachers' practice shows the continued deepening and application of special character understanding. 2. The woodwork curriculum is delivered on a regular basis to the classes 4 and up. 3. Leadership in singing can be seen from senior classes, repertoire of waiata is growing. 4. Supporting the teacher aide to develop understanding. Work on processes for regular assessments.</p> |
| <p>Baseline Data</p> | <p>Evaluation of the school's needs, including the teachers, whanau and students.</p> |

| <p>Actions What did we do</p> | <p>Outcomes</p> | <p>Reasons for variance Why did it happen</p> | <p>Evaluation Where to next</p> |
|---|---|---|--|
| <p>1. All teachers are part of College PD. All teachers participated in across school meetings. Three teachers attended movement course. Connection created between handwork/woodwork teacher and technology teacher from another Steiner school.</p> <p>2. Regular woodwork lessons from class 4 up. Woodwork space plan has</p> | <p>1. Teachers working through the years in movement course and increase repertoire and knowledge of movement in the classroom.</p> | <p>1. No Variance.</p> | <p>1. Visits to other schools and/or new courses at Taruna part of ongoing PD.</p> |



| Actions What did we do | Outcomes | Reasons for variance Why did it happen | Evaluation Where to next |
|---|--|--|--|
| <p>been developed and is to be completed.</p> <p>3. Moderation among teachers is strong. Developed the learning support area to be ready to be implemented in 2025.</p> | <p>2. Teacher and students are expanding their repertoire of knowledge and skills.</p> <p>3. Children got the support they needed. The support will now be further expanded from a LSC role.</p> | <p>2. No variance.</p> <p>3. Working with whānau has improved and next steps are taken to clarify expectations and next steps through IEPs and in class support.</p> | <p>2. Complete the development of teaching space, including strategic tools to support the teaching. Strengthening teacher connection between schools to share expertise.</p> <p>3. Develop the LSC space further, implement guidelines and next steps for every child and whānau.</p> |
| <p>Planning for next year</p> <ul style="list-style-type: none"> Teachers will continue to be in meaningful PD in relation to our special character. Woodwork space completed and pan developed that includes skills, acquiring equipment and connecting with other specialist teachers. The LSC role will be implemented and developed further. It will be the link between the teacher aide and the teachers and support with in class as well as extra lesson advice, guidance and programs. | | | |



Dunedin Rudolf Steiner School Analysis of Variance 2024

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| Strategic Aim Nuture the mana of te Tiriti | | | |
| Annual Aim 1. The school's relationship with local iwi is continually fostered and strengthened. The relationship with the Kāti Huirapa Runaka ki Puketeraki has been strengthened and the partnership is starting to grow into a reciprocal teaching and learning relationship. Use of te reo Māori and tikanga practices is normalised. 2. Use of te reo Māori and tikanga practice is normalised and can be seen and heard around the school. | | | |
| Target Deepen the understanding and foster the relationship with local iwi. | | | |
| Baseline Data Internal review of practices and language. | | | |
| Actions | | | |
| What did we do | Outcomes What happened | Reasons for variance Why did it happen | Evaluation Where to next |
| 1. Continued work with Kāti Huirapa Runaka ki Puketeraki. Wānaka at the Puketeraki marae to learn about school placing and history. 2. Continued te reo learning on a weekly basis. | 1. Developed pepeha and increased community understanding of the kura and our place in geography and time. 2. Staff confident in class 1 curriculum. Immersion painting experience for the tamariki. | 1. No variance. 2. No variance | 1. Implement the learnt knowledge about place names, our pepeha, waiata etc. Continue our relationship work. Kura visit to Puketeraki marae. 2. Continue with class 1 curriculum implementation, including didactics and dedicated time slots in the time table. . |
| Planning for next year | | | |
| 1. Work on our identity as a Steiner school in Aotearoa continues. Implementation of knowledge to become part of our everyday fabric. Marae visit for the entire kura. 2. Continue the work on te reo Māori and increase confidence in didactics as well as language knowledge. | | | |



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| Strategic Aim | Grow the School | | |
| Annual Aim | <ol style="list-style-type: none"> Marketing material will be redeveloped and updated with clear messaging and language. Numbers at the school increase to 12 in each year group in order to move to stand alone classes of 24 students per year level. | | |
| Target | Continue developing the path towards reaching our roll cap. | | |
| Baseline Data | The school is not widely known, which hinders growth. | | |
| Actions | Outcomes | Reasons for variance | Evaluation |
| What did we do <ol style="list-style-type: none"> Language to use for marketing was developed, clear messages that are consistent. Layout for marketing material agreed upon and used to support consistency. Regular open days for school and clear messaging about what we are about in our marketing material. | <ol style="list-style-type: none"> More consistent messaging and visual representation. The numbers are growing, school is being noticed in some areas. | <ol style="list-style-type: none"> More strategic marketing is necessary. We are on the right path. The school needs to grow from below. | <ol style="list-style-type: none"> Clear strategy with consistent and targeted marketing agreed and carried out throughout the year. Develop the website Growing the school from below means growing the kindergarten. Strategies to ensure sustainability need to be developed. |
| Planning for next year | | | |
| <ol style="list-style-type: none"> Have a plan for marketing for the entire year. Develop the website Grow the kindergarten, including buildings, strategically. | | | |



Dunedin Rudolf Steiner School Analysis of Variance 2024

| Strategic Aim | Foster a healthy community and environment | | |
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| Annual Aim | 1. Community events are being held regularly for the entire community 2. 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. 3. Survey the community about the purpose and vision for the Kaupapa Māori impulse group and revive the group with the purpose that lives in the community. | | |
| Target | The community are the representatives of the school and need to be supported in doing so. | | |
| Baseline Data | ERO indicated a higher amount of internal reviews were advisable. | | |
| Actions What did we do | Outcomes What happened | Planning for next year | Reasons for variance Why did it happen |
| 1. Community events are being held regularly for the entire community 2. Flowform (Te Puna Waiora) was installed creating a community space (not sure if this is the right place for this) 3. The community's understanding | 1. Festivals and celebrations were very well attended. 2. Parent experience evenings as well as offerings from the community have been taken up by some parents and staff. Attending adults were very positive about the offerings and workshops. 3. Community was surveyed and some offerings were taken up, e.g. Māori games for staff. The work of this group may have shifted and is held within the | 1. Working string music into festivals where appropriate. 2. Parent experiences to be advertised in a more timely manner. Continue offerings from community. 3. The space for a Kaupapa Māori group will be kept open. | 1. No variance. 2. No variance. 3. No variance. 1. Festivals to be continued as strong community events with kai. 2. Readings will be continued among staff and governance, parent evenings communicated in a timely manner. 3. Hold space for community involvement/engagement. |



Dunedin Rudolf Steiner School Analysis of Variance 2024

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| <p>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.</p> <p>4. Survey the community about the purpose and vision for the Kaupapa Māori impulse group and revive the group with the purpose that lives in the community.</p> | <p>relationship with Kāti Huirapa Runaka ki Puketaraki.</p> | | | |
| <p>Planning for next year</p> | | | | |
| <p>Two more parent experience evenings are planned.</p> | | | | |



Dunedin Rudolf Steiner School Analysis of Variance 2024

The development of an 'elevator pitch' to allow parents to speak about the special character.
Reviving the Kaupapa Māori impulse group and finding a place for it within our work in school.

Dunedin Rudolf Steiner School

Strategic Plan 2025 -2027

1. Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.

| 2025 | 2026 | 2027 |
|--|---|---|
| The connections with professionals beyond (within or outside of the Steiner movement) our own kura are continued and grown and undergo regular reviews so they remain relevant and responsive. | Teachers are building connections in specialist areas to enhance teaching practices. | Teachers are continually engaging and implementing learning and actively build connections within the Steiner movement. |
| Curriculum review document refined: <ul style="list-style-type: none"> • PE • Woodwork Literacy and Numeracy analysed. | Curriculum areas reviewed and added to if seen necessary. <ul style="list-style-type: none"> • History • Gardening and Sustainable living Literacy and Numeracy analysed. | Curriculum areas reviewed and added to if seen necessary. <ul style="list-style-type: none"> • Practical Projects and Work Experience • Life Sciences Literacy and Numeracy analysed. |

2. Nurture the mana of Te Tiriti

| 2025 | 2026 | 2027 |
|---|---|---|
| Continue the support of teachers' te reo Māori language learning with didactics and regular repetition of language. Explore timetables slots for language learning. | Reviewing confidence level of staff to widen timetabled slots for more classes. Staff need to be equipped with language as well as methodology. | All classes have timetabled slots of te reo Māori language learning. |
| Continuing to work with Kāti Huirapa Runaka ki Puketeraki in regard to developing our site, names, history etc. Nurturing our partnership by implementing tikaka into our protocols so it is woven into the fabric of our everyday life. | Continuing to work with Kāti Huirapa Runaka ki Puketeraki in regard to developing our site, names, history etc. Nurturing our partnership by implementing tikaka into our protocols so it is woven into the fabric of our everyday life. | Continuing to work with Kāti Huirapa Runaka ki Puketeraki in regard to developing our site, names, history etc. Nurturing our partnership by implementing tikaka into our protocols so it is woven into the fabric of our everyday life. |

3. Grow the School

| 2025 | 2026 | 2027 |
|--|---|---|
| Marketing strategy planned and implemented. Information distributed, using consistent messaging and visualisation. | Changes made if necessary and marketing strategy continued. | Impact of marketing reviewed and strategy refined if necessary. |
| Review current kindergarten set up and develop strategic plan regarding pathways for children and building development. Clear trigger points for build etc are identified. | Finalise building development for kindergarten buildings. | Start build of ECE space if found achievable, allowing for more children in the kindergarten space. |

4. Foster a healthy community and environment.

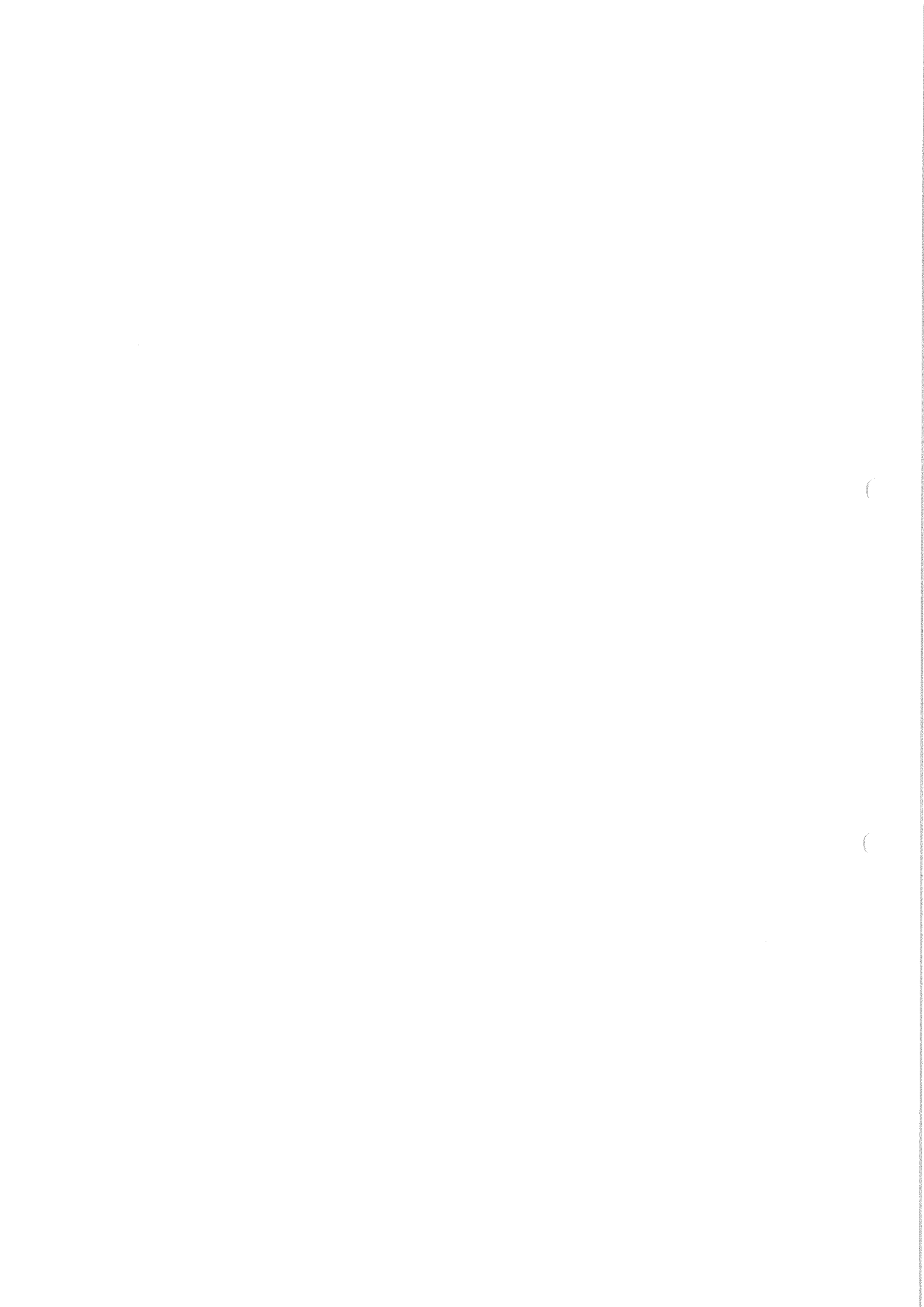
| 2025 | 2026 | 2027 |
|--|--|--|
| Extend on community understanding of ownership of the school in all its facets. Community input and work is understood as a vital part of who we are and what we do. | Review and develop next steps to: Extend on community understanding of ownership of the school in all its facets. Community input and work is understood as a vital part of who we are and what we do. | Review and develop next steps to: Extend on community understanding of ownership of the school in all its facets. Community input and work is understood as a vital part of who we are and what we do. |
| Survey the community regularly on topics of relevance. | Survey the community regularly on topics of relevance. | Survey the community regularly on topics of relevance. |



Annual Plan 2025

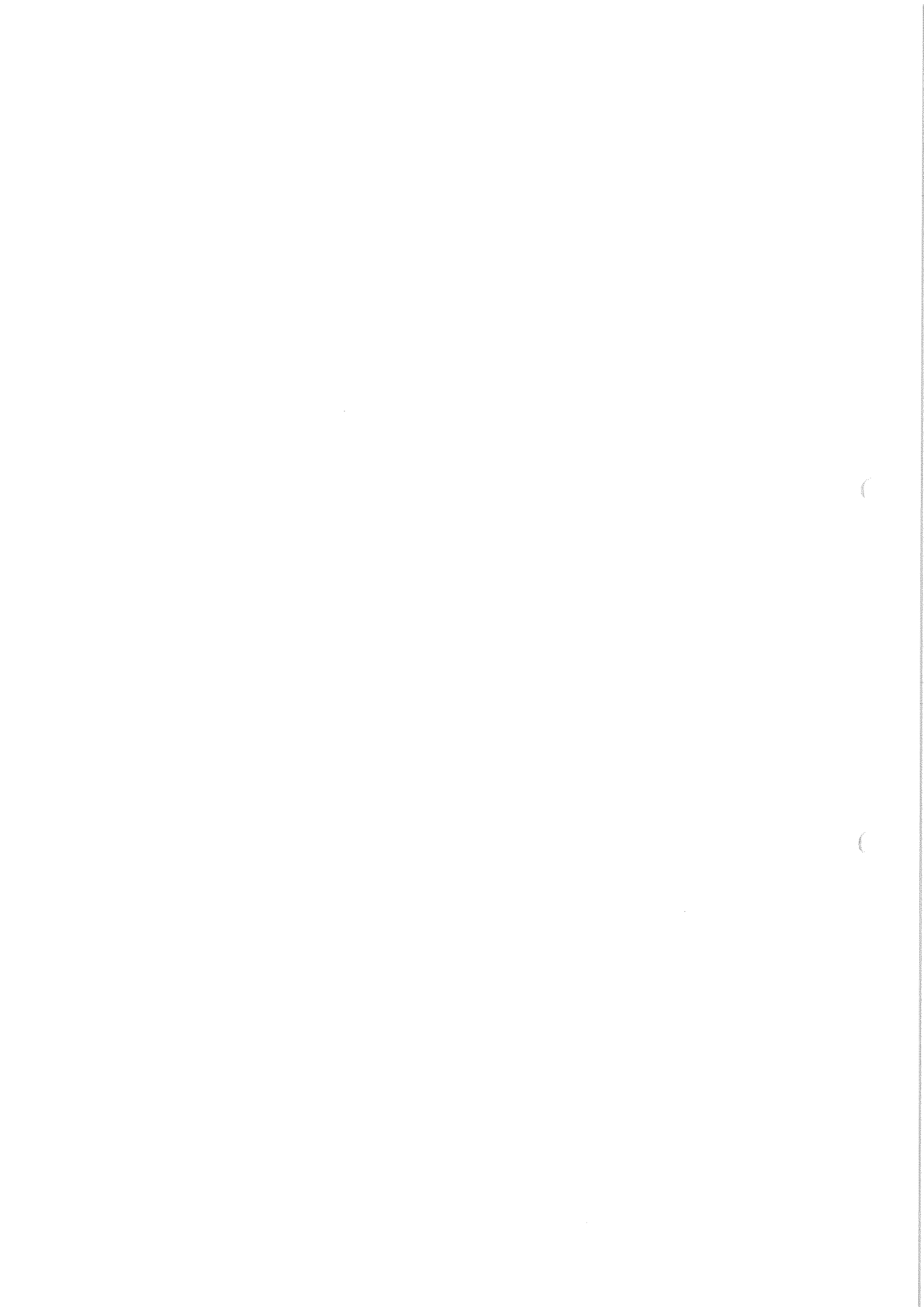
Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.

| Success Indicators | Tasks strategies and resources | Who | Evidence to show the objective has been met/ is in progress |
|---|--|--|---|
| <p>Teaching practices and learning takes place beyond the classroom. Connections with other kura and professionals are sought and maintained.</p> | <ul style="list-style-type: none"> • PD focus in school • Across school meetings • Visiting other schools • Connecting with specialist teachers online • Relevant PD | <p>Teachers</p> | <p>Teachers are supported in developing specialist knowledge (e.g. music, te reo Māori, technology etc) as well as connected with other teachers in their area for a healthy and relevant exchange.</p> |
| <p>Literacy and Numeracy focus: akonga, who are not achieving at the expected levels, will be supported by the LSC, TA and classroom teacher.</p> | <ul style="list-style-type: none"> • Every child that needs support has an IEP, reviewed regularly • Classroom teacher, LSC, TA and whānau work closely together • Guidelines are developed, implemented and reviewed | <p>Teachers LSC TA LSC advisor (external) Whānau</p> | <p>Every child that needs support is identified, has an IEP and is reviewed regularly.</p> |



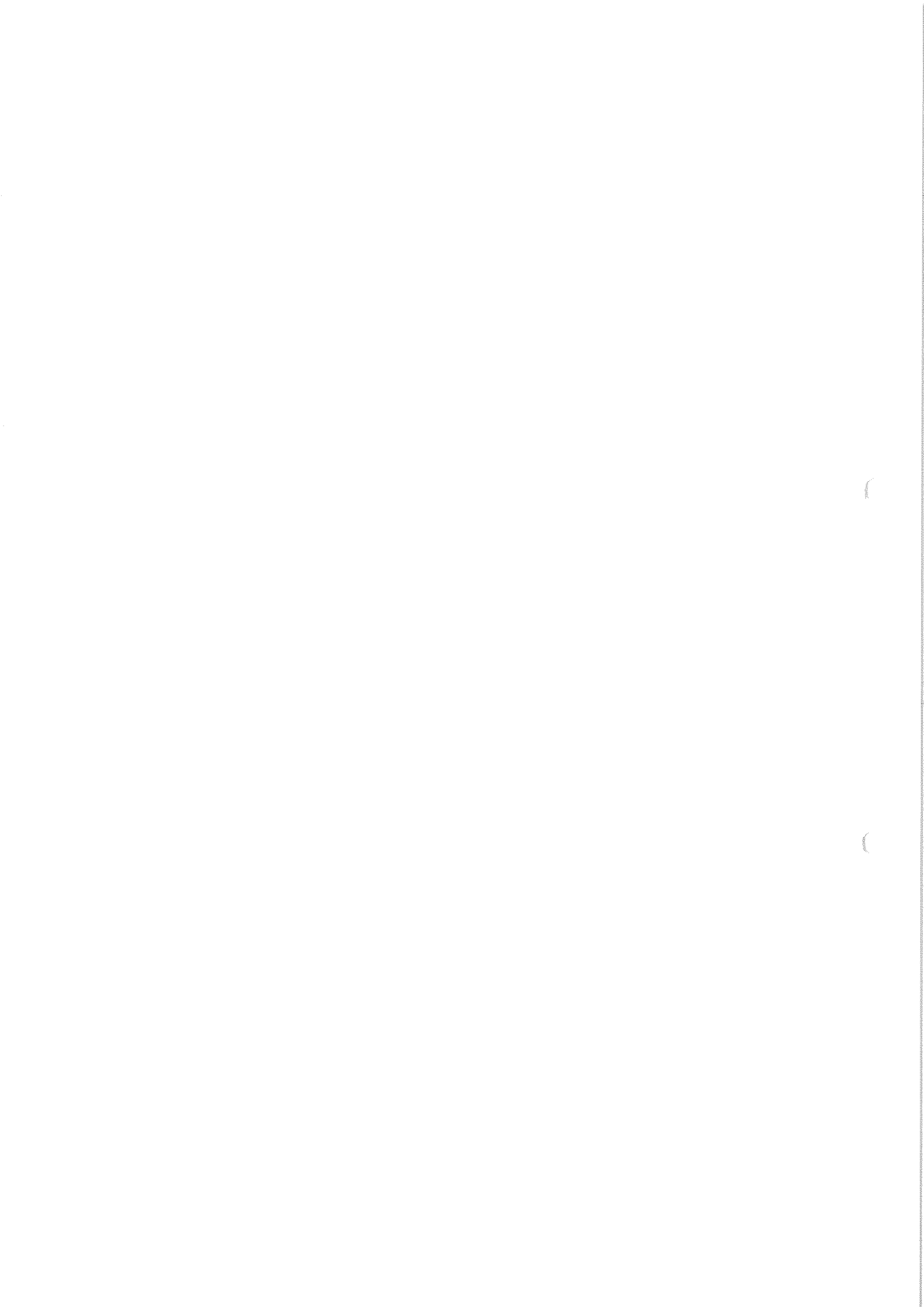
Goal 2 - Nurture the mana of te Tiriti

| Success Indicators | Tasks strategies and resources | Who | Evidence to show the objective has been met/ is in progress |
|---|---|--|--|
| <p>Tikaka</p> <p>Implementing tikaka into the fabric of our everyday life.</p> | <ul style="list-style-type: none"> • Pepeha, waiata, whakatauki, karakia are being woven into the daily lives at school when they become available. • Familiarise the children and the community with the learning from the wānaka at the start of 2025. • School visit to the Puketeraki marae. | <p>Teachers</p> <p>College, Proprietors, Board</p> | <p>Increasing understanding and use of the school's pepeha by children, community and staff.</p> <p>The children have spent a day at the Puketeraki marae.</p> |
| <p>Te reo Māori</p> <p>Staff increase confidence in the class 1 te reo Māori curriculum as well as methodology of teaching a second language.</p> | <ul style="list-style-type: none"> • Regular language learning by staff, including methodology. • Allowing dedicated time in the time table for te reo. • Encouraging the use of te reo Māori in the daily life of the school. | <p>Teachers</p> <p>Teachers/ Principal</p> | <p>More time in the classroom is spent on teaching te reo Māori, some in dedicated time slots.</p> <p>More te reo Māori is heard around the grounds.</p> |



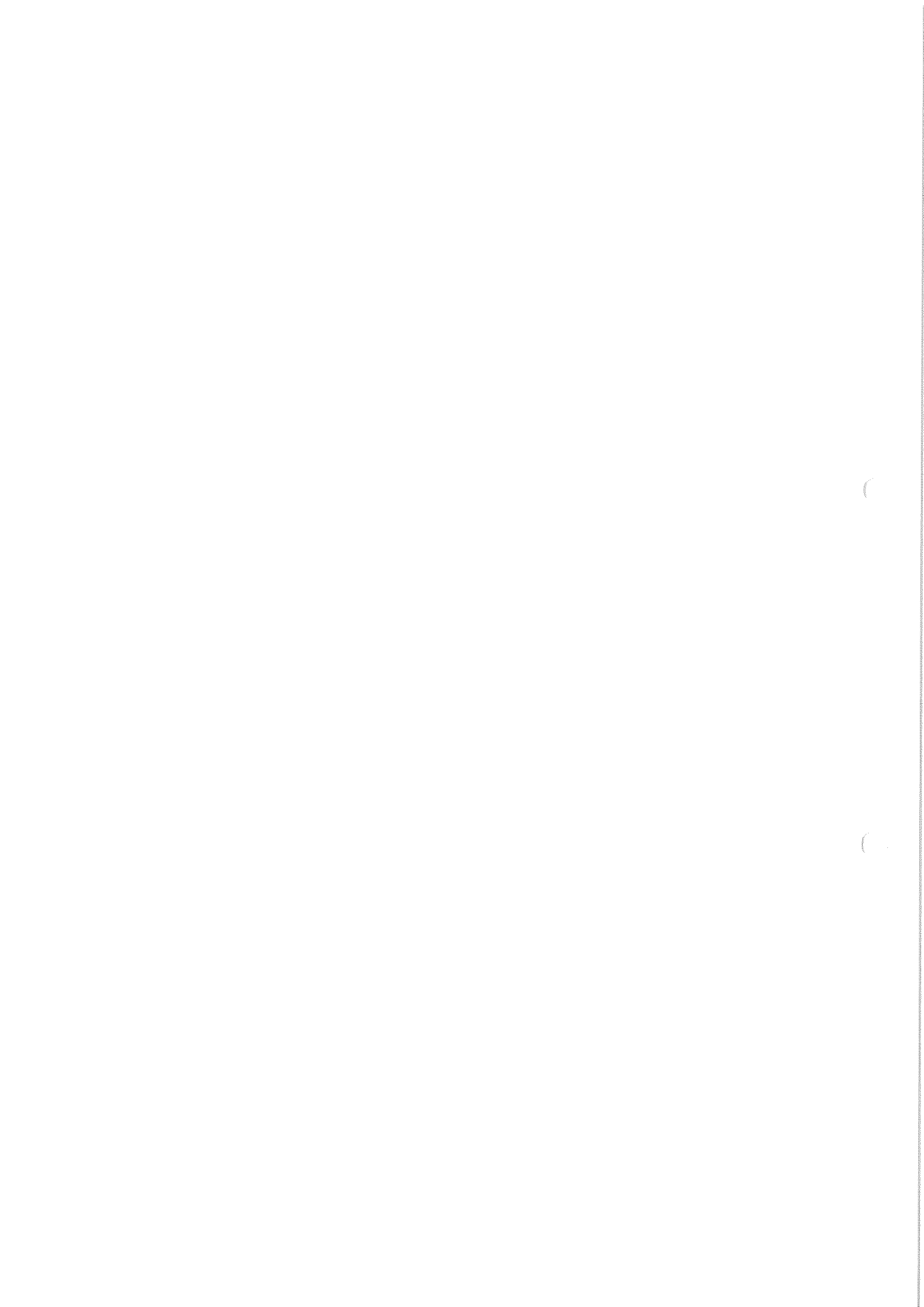
Goal 3 Grow the School

| Success Indicators | Tasks strategies and resources | Who | Evidence to show the objective has been met/ is in progress |
|--|--|---|---|
| The school and kindergarten have an implemented strategy from the outset of the year. | <ul style="list-style-type: none"> Marketing materials are used with consistent messaging and layout. Website is updated. Regular open days etc are held and advertised. Opportunities for advertising /spreading the word are taken up. | Board/ Props Management Community | A marketing strategy has been followed and can be reviewed. Visibility with clear messaging has been increased and can be seen. Strategy is being documented. |
| Kindergarten has a clear strategy going forward in regard to children numbers, buildings, structure. | <ul style="list-style-type: none"> Review items: structure of kindergarten, rooms, new build. Sustainable marketing and advertising. | Board/ Props Management | The kindergarten/proprietors have a clear strategy going forward which allows for a sustainable kindergarten with the view to grow the number of children going into the school from below. |



Goal 4 - Foster a healthy community and environment

| Success Indicators | Tasks strategies and resources | Who | Evidence to show the objective has been met/ is in progress |
|---|--|--|---|
| Increasing understanding of special character includes the understanding that school is a shared responsibility and held by the entire community. | <ul style="list-style-type: none"> Parents/classes take ownership of areas of the fair and work as part of the fair committee, building knowledge of areas that can be passed on over the years. Create an environment where parents are embedded in working bees, school events etc. Special character workshops, offerings from teaching staff and the community. | Management Governance Parents/Community | Parents take ownership of areas in the school. Parents participate and attend events and offerings in regard to special character. |
| Surveys and feedback from the community are sought when appropriate on relevant topics, e.g. engagement with the Kaupapa Māori group, growth of the school, structural changes in the kindergarten. | <ul style="list-style-type: none"> Surveys may be from management or governance to gather feedback or guide a direction forward. | Proprietors, Board, Management | Community has opportunities to be part of the direction the school takes as well as give feedback if and when relevant. |





School

Dunedin Rudolf Steiner

Learning with head, heart and hands

International Fee Protection Policy

Rationale:

International School Learners' Fees must be processed in a manner that is consistent with normal accounting practice. Funds need to be secure from misappropriation, and be available to the Student in accordance with the Refund Policy and in accordance with The Educational (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 should the School not be able to continue to provide tuition. Funds should only be made available to the School once the income associated with those funds has been earned.

Purpose

1. To ensure that funds from International School Learners are accounted for in such a way that individual student contributions can be monitored and protected.
2. To ensure in the event that the School is unable to continue to run a course or programme the unspent portion of the fees is available to be returned to the Student.
3. To ensure that refunds of fees can be made to the Student in accordance with the Refund Policy.
4. To ensure that funds are released to the School in a timely manner once the revenue associated with those funds has been earned.

Guidelines

1. Funds from International School Learners fees will be separately coded and accounted for.
2. There will always be access to funds to refund unspent international fees throughout the year.
3. Accounting and administration procedures are in place to record and identify funds held on behalf of each individual student.
4. Funds shall be released to the School for course costs not more often than monthly, in arrears. Where funds are held by the school on behalf of other parties then funds shall be released for payment as required.
5. Accounting records and bank accounts will be audited on an annual basis.
6. Details of this Fee Protection Policy will be provided to parents in written form upon enrolment.

Signed: _____



Name: ANGELA CLARK

Date: 14 / 10 / 2024

Review Date: 14 / 10 / 2027



School
Dunedin Rudolf Steiner
Learning with head, heart and hands

Schedule of Delegations

Introduction

1. This Schedule of Delegations (the Schedule) was approved by the Board (the Board) of Dunedin Rudolf Steiner School (the School) at its meeting on the date provided below and became effective at this date. The Schedule sets out those responsibilities that can only be exercised by the Board, the responsibilities delegated to the Principal, and those responsibilities that the Principal can delegate to specified staff positions.
2. The purpose of the Schedule is to ensure that the effectiveness of the governance and management of the School is maintained, to provide an agreed basis by which the School's executive management can exercise its responsibilities, and to enable the responsibilities delegated to be monitored. It is the Board's expectation that delegations made will be properly exercised and the persons who hold such delegations will be held accountable. If these principles are observed then the Board has assurance that its responsibilities in terms of Education and Training Act 2020, the Crown Entities Act 2004 and the Financial Reporting Act 1993 have been properly fulfilled.
3. If persons who exercise responsibilities on behalf of the Board have any doubts or concerns in the execution of a specific action the expectation is that they will check with the person or group who made the delegation in the first place. The intention of this expectation is that should doubt arise in the exercise of a delegated responsibility it is preferable to verify the bona fides of the intended action rather than make an error of judgement and be held accountable for this.
4. This Schedule does not in itself provide the right to executive management and staff to exercise the responsibilities delegated. The right to exercise these responsibilities must be set out in a Memorandum of Delegations which sets out the delegations and is signed by the parties involved.
5. The Principal shall ensure that a copy of each memorandum is safely retained and shall be made available to the Board, the school's auditors and officers of any Court hearing a case related to the School's finances.

Approval

1. This Schedule was unanimously agreed by the Board and approved as a policy document at its meeting held on the date provided below.
2. When the Board approved this Schedule it agreed that no variations of this Schedule or amendments to it can be made except by the majority approval of those Board members present at the Board meeting.
3. As part of its approval the Board requires the Principal to circulate this Schedule to all staff and for a copy to be included in the School Policies and Procedures File (copies of which shall be available to all staff). The Board requests that the Principal arranges for all new staff to be made familiar with this Policy and other policies approved by the Board.

Delegations Retained by the Board

1. The Board retains for itself and does not delegate to any executive management or staff position the following responsibilities:
 - a. Approval of all operating, capital, cashflow and property maintenance budgets and amendments to these budgets;
 - b. Commitment of operating expenditure for any invoice in excess of \$2,500; The commitment or purchase of capital expenditure;
 - c. The disposal of fixed assets with a cost price in excess of \$1,000 unless the asset has reached the end of its useful life as recorded in the asset register;
 - d. The transfer of money between any of the Primary School's current and term deposit accounts in excess of \$10,000 and for a period longer than 12 months;
 - e. The appointment of any permanent staff and the salary and terms of conditions on which they are employed which are in excess of positions funded by Ministry of Education salaries grants;
 - f. Leave on full pay granted to non-teaching staff to attend training sessions or courses outside the school for a period greater than 4 half-days;
 - g. Discretionary or refreshment leave of over 3 days taken by staff, whether this leave is paid or unpaid.
 - h. The termination of employment of any paid employee;
 - i. Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament;
 - j. Responses to the Secretary of Education or any other permanent head of a Government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Presiding Member;
 - k. Interviews with the media and the distribution of media releases on any matter which involves the School apart from for general promotional purposes;
 - l. The initiation of any legal actions and any communications in relation to these actions;
 - m. Signature of any formal or legal agreement which is in the name of the School and must involve the Board.

Note: These responsibilities are in addition to those specified in Acts and regulations by which the Board is bound.

Board Delegations to the Principal

2. The Board delegates to the Principal the responsibilities listed below:
 - a. The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents;
 - b. The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of a Government department and for individual and collective employment contracts;

- c. Approval of any orders for goods and services up to the value of \$2,500 and provided such an order will not exceed the Board approved budget allocation for the expenditure item involved;
- d. Transfers to at-call deposits of the Primary School of amounts less than \$5,000 and for periods less than 12 months;
- e. Ordering fixed assets for which the capital expenditure has the prior approval of the Board;
- f. The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member;
- g. The distribution of media releases for the purposes of the general promotion of the school
- h. Communication with parents, officials, representatives of educational organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities; and
- i. Delegation in writing to specified staff positions of responsibilities according to the format set out below.

Notes: These responsibilities complement those responsibilities listed in the Principal's job description.

During any absence of the Principal from the School for more than 5 days these delegations shall be exercised by the Acting Principal with the separate and prior approval of the Board Chairperson. The Acting Principal shall sign a copy of this Schedule below. The Acting Principal shall be a registered teacher. Factors considered in delegating this role include school management experience, years of service at the school and how practicable it would be for that teacher to attend to management matters as required during the school day

I have read and understood this Schedule of Delegations. I accept responsibility for the proper execution of the delegations assigned to me as Principal and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations.

Signed by

.....
Principal

Date

Signed by

.....
Acting Principal in the event of the Principal's absence for over 5 days.

Date.....

Signed by

.....

Date

Presiding Member of the Board

Approved at the meeting of the Board on.....(Date)

Principal's Delegations to Specified Positions

With the Board's delegation to me as Principal and with the Board's approval for me to delegate to a specified staff position, I delegate to the position of Executive Officer the following responsibilities:

1. Approval of any orders for goods and services up to the value of \$1,000 and provided such an order will not exceed the Board approved budget allocation

Signed by the Principal

_____ (full name)

on(date)

I accept responsibility for the proper execution of the delegations assigned to me as (name of position) and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations. I acknowledge that I cannot further delegate those powers delegated to me by the Principal.

Signed by

.....

_____ (full name)

Executive Officer

on(date)

Principal's Delegations to Specified Positions

With the Board's delegation to me as Principal and with the Board's approval for me to delegate to a specified staff position I delegate to the position of Class Teacher/ Handwork and Woodwork the following responsibilities:

Approval of any orders for goods and services up to the value of \$500 each from within that class budget line and provided such an order will not exceed the Board approved budget allocation

Signed by the Principal

.....

.....(full name)

on(date)

I accept responsibility for the proper execution of the delegations assigned to me above as Class Teacher/ Handwork Teacher and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations. I acknowledge that I cannot further delegate those powers delegated to me by the Principal.

Signed by

_____ (full name)

_____ (name of position)

on(date)

Dunedin Rudolf Steiner School Board

Register of interests

| Name of board member | Description of interest | Has the board been notified of the interest? | Date of disclosure | Steps taken by board for dealing with the conflict | Actions taken by the board member to address the conflict |
|-------------------------------------|---|--|-------------------------|--|--|
| Clare Ridout <i>Props rep</i> | Is employed by proprietors and produces accounts for kindergarten and Trust. There is the potential for a conflict of interest in matters relating to the Boards relationship with these entities | Yes | Formally on 4 July 2018 | Clare will be excluded from decision making relating to these entities | Clare will be excluded from decision making relating to these entities |
| Esther Gilbert <i>Parent rep</i> | Esther is an owner of Gilberts Fine Foods. This business has been used by the school to supply food for some school events. | Yes | 18/9/2023 | Esther will be excluded from any relevant purchasing decisions | Esther will be excluded from any purchasing decisions which could relate to Gilberts |
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