

Dunedin Rudolf Steiner School Board Meeting

Tuesday 8 May 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, Clare Ridout (Board Secretary), Trisha Geraets, Kussi Hurtado (KH), Angela Clark (AC), Zoe Cummings (ZC).

1. Conflicts of interest, minutes, matters arising	Who
The hui started with a karakia and a waiata. Reading: No reading. Register of conflicts of interests – no new conflicts declared. Approval of accuracy of prior minutes of 11 March 2025 moved by KH seconded ZC. Matters arising: Fundraising – Quiz night planned by KH and EG later in the year. Authorisation of 6 year olds in kindergarten One 6 year old approved for education in the kindergarten. AN moved EG seconded. All accepted.	
CR will send round Financial Overview document	CR
Kussi is going to put lock down blind in the woodwork area this weekend.	KH
Principal Professional Growth Cycle – there will be a report once AC and AN have met	AC

2. Tumuaki/ Principals Report	Who
See attached report. The fair went very well, great atmosphere with parents taking charge of different areas, successful financially too with around \$12k raised. A wonderful community effort. Will bring parent reps together for a thank you and plan forward for other community events. Kolisko conference was amazing at the end of term. Would love to have more staff there in the future. Five staff went this time, including 2 from kindergarten, teacher aide, Principal and Exec Officer. This runs on a four yearly cycle. There will be a teachers' conference next, which it is hoped that all teachers can get to. Whittling workshop also took place – led by parents – another great event. Kahui Ako ki Otepoti update received - as attached. The Literacy and Numeracy report for our school shows strong achievement levels. The gender and ethnicity information does not show cause for concern. The Board would like to add the first 4 sentences of the literacy and numeracy as its report to the community. Progress on Annual plan looks good. For the marae visit the older class will stay over, while for the other children it will be a day trip.	

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4. Health and Safety report	Who
<p>Health and Safety walk done by Natalie and Clare. 3 new issues identified – maypole hole cover needs to be changed so it is not a trip hazard. CR will ask a parent to help. Shallow hole by outdoor tap area to be filled in – at next working bee. Monkey bar wood chips need to be decompressed. Work bee should also waterblast the yurt pad. Ask grounds person or if someone from community might do it.</p> <p>Some other ongoing issues, that are to be addressed – eg net on sandpit, drain cover.</p> <p>NB moved that her report is accepted, ZC seconded, all approved.</p>	<p>CR</p> <p>CR</p>
5. Class Kererū camp	Who
<p>The class plans to go to Wanaka in September, then cross country ski. Will take PLB. Will be in touch about weather and TG will consider alternatives if the weather is unsuitable. ZC noted that parents would be reassured of the camp risk . NB and KH will review paper-work. NB moved that the trip and all the documentation is approved as adequate subject to final review by KH and NB. Seconded KH. All approved.</p>	<p>KH/NB</p>
6. Succession Planning	Who
<p>NB and JH will not stand in the next election.</p>	

Stella

Dunedin Rudolf Steiner School Board Meeting

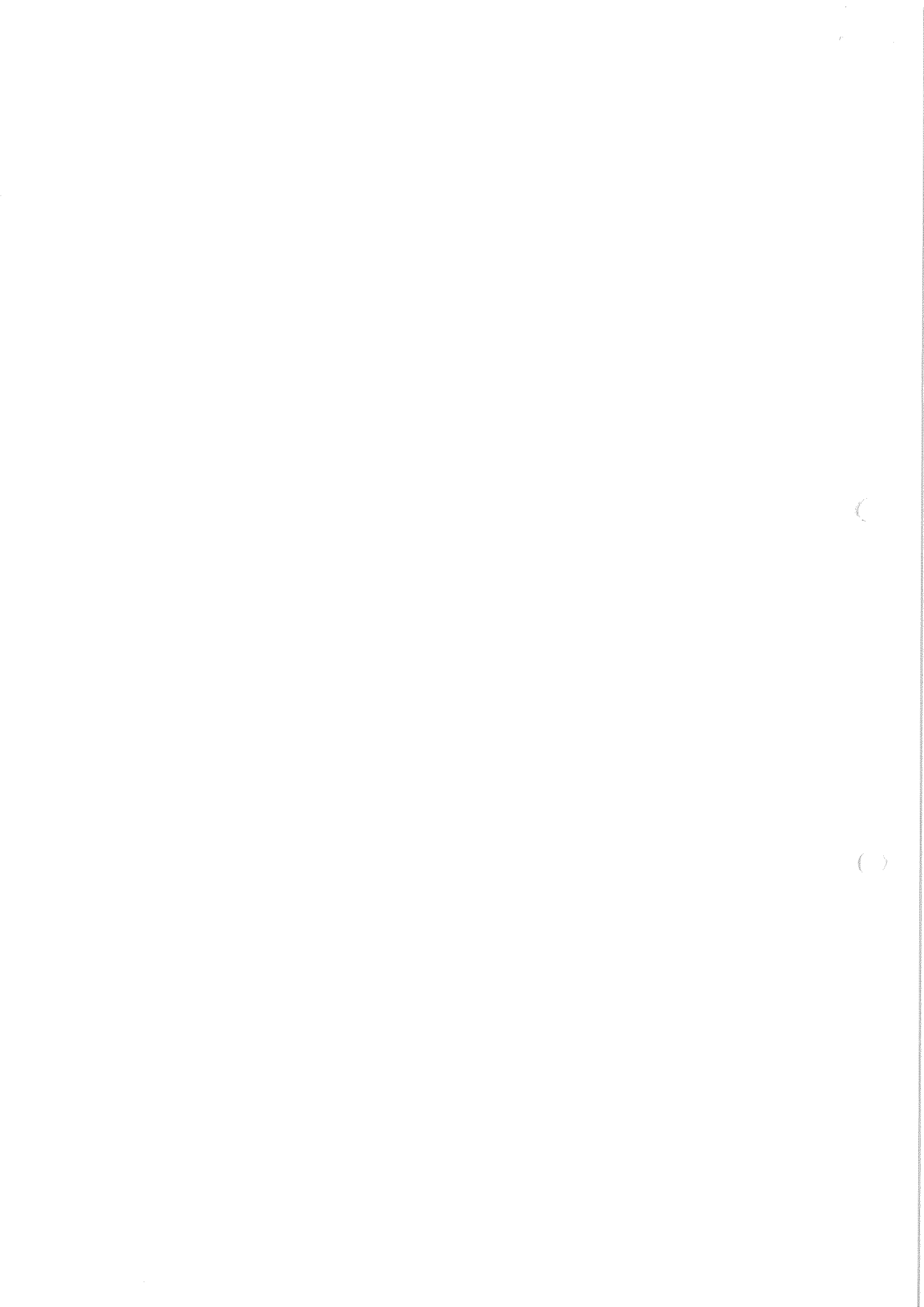
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Health and Safety, personnel, policy and nurturing community connections are portfolios that will be available. AC wondered if the outgoing board members might cover this by writing a short piece for the newsletter. NB and JH would be happy to. AC would write for Policy. CR will send old skills survey to AC and KH and they may set up a new one.	NB/ JH/ AC/KH/CR
Zoe will look at which portfolio to take when she meets with AC for her induction.	ZC

7. Staff well-being (In Committee)	Who
Survey responses were summarised by JH and have been circulated to the Board in a confidential paper. <i>At 7.30 pm - under Section 48 of the Local Government Official Information and Meetings Act 1987, AC moved that the Board should exclude the public and move into committee to discuss this agenda item which relates to individuals</i>	
<i>MOVE OUT OF COMMITTEE –AC moves that the Board moves out of Committee at 8 pm and asked that recommendations of Board be approved by Open Board.</i>	
The Board will invite primary school staff to a meeting to hear the Board's response to the survey. This will be in the normal Primary teacher meeting time but all Board employees will be invited.	
The Board agreed that the survey will not continue in the future. Moved JH seconded AC. Different avenues of communication can be discussed at next Board meeting.	

8. Proprietors Report	Who
Black out blinds going up this weekend. Geo tech work will be underway. Verandah will be built. Woodwork room and handwork room development in process. The Proprietors Strategic plan was also shared with the Board. KH moved report is accepted, EG accepted.	
9. Any other business	Who
Curriculum policies to be reviewed for next meeting.	Next hui
Board readings – any suggestions? Could a class teacher provide information to each Board meeting – AN and TG to discuss. Sent to props and Board.	AN/TG

Closing verse. Meeting ended 8 pm Next meeting date – 5.30pm Tuesday 10 June

Author





School

Dunedin Rudolf Steiner

Learning with head, heart and hands

Agenda for the Board Meeting

Tuesday 6 May 2025, 5.30pm - 7pm

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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. Apologies, reminder re conflicts of interest
3. Approval of accuracy of past minutes
4. Matters arising from previous minutes
5. Authorisation of 6-year-olds in kindergarten
6. Tumuaki Report
7. Finance and Property Report
8. Health and Safety
9. Class Kereru Camp
10. Board Self-Review and Succession Planning
11. Staff well-being Survey
12. Report from the Proprietors (KH)
13. Any other business
14. 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



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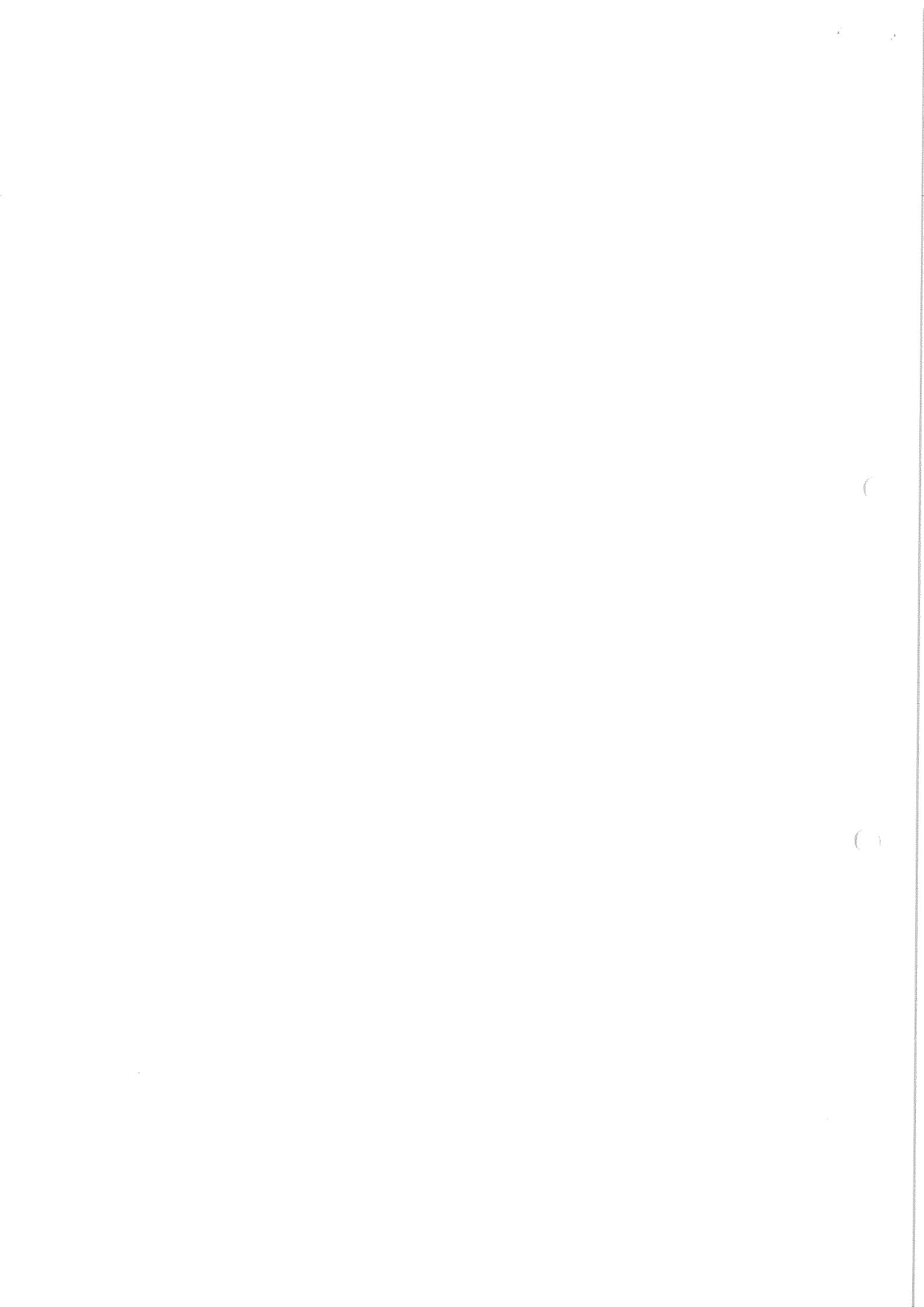
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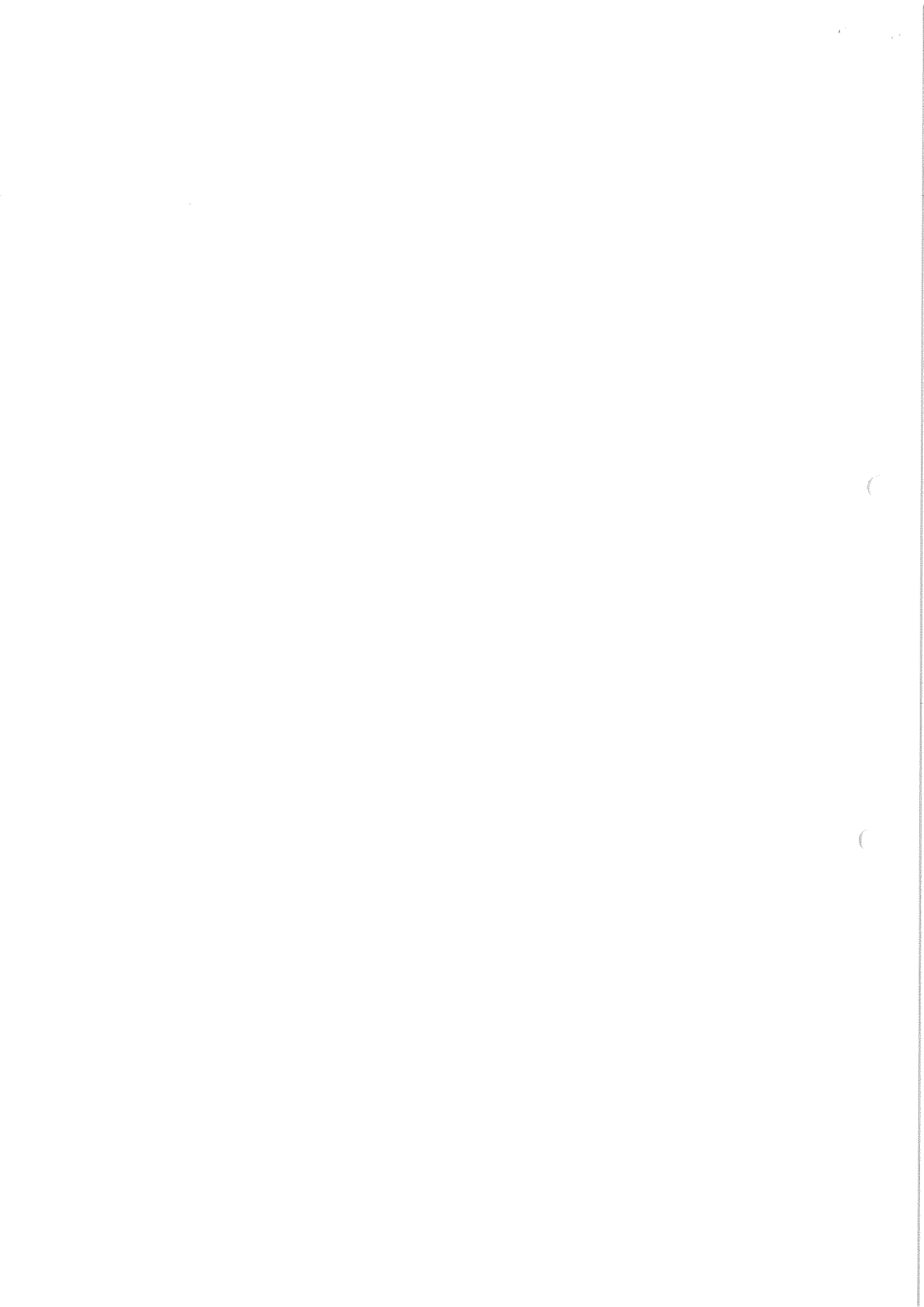
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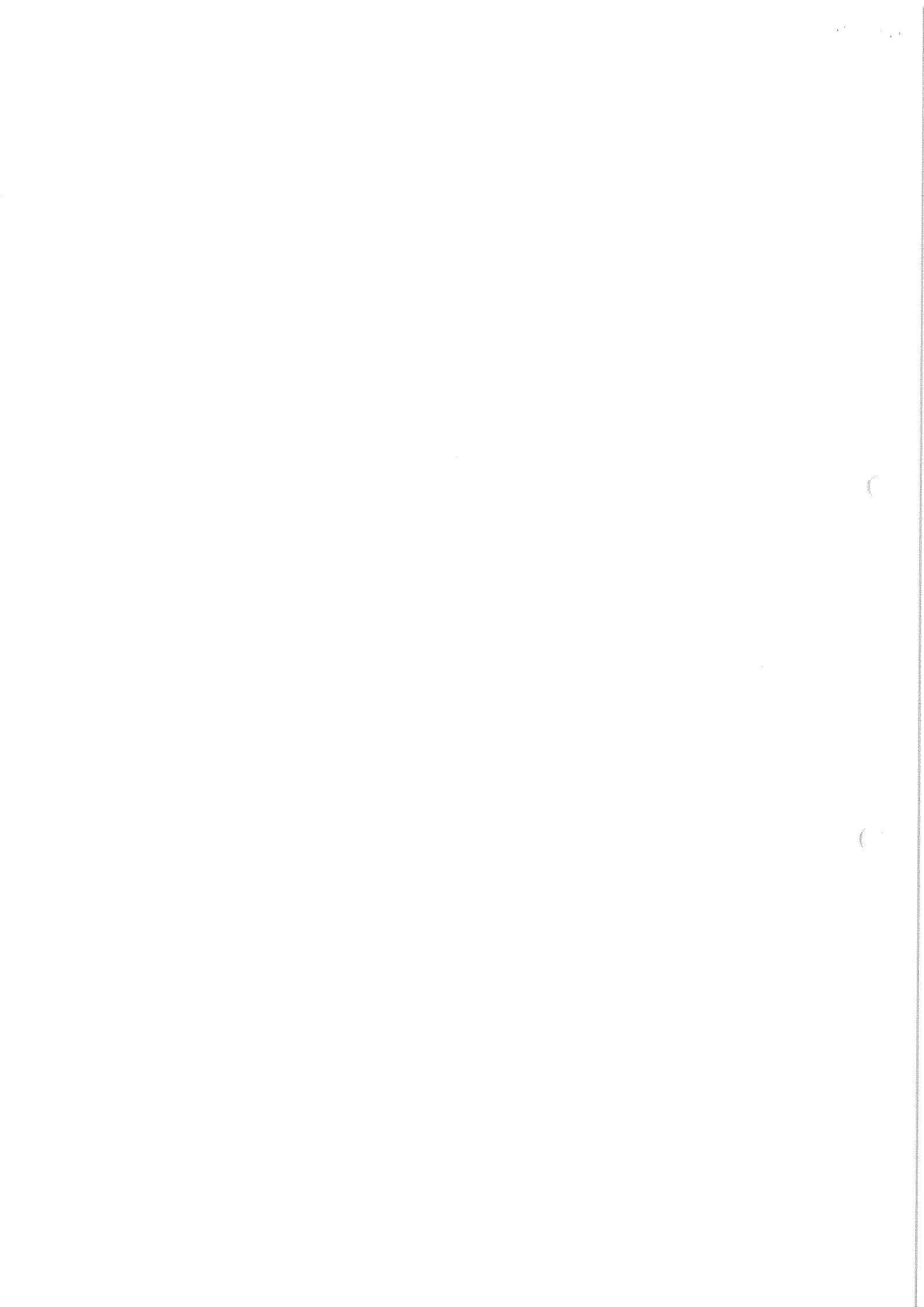
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Tumuaki report to the School Board May 2025

Special Character

- Class Kiokio parents held a whittling workshop at the school as a way for the community to come together and to prepare more wooden craft items for the fair. This was well attended and enjoyed by all.
- Fair preparations are in full swing and the parent reps are working very hard. (By the time we have our meeting, the fair will have happened and we will be able to report more.)
- The Kolisko conference was attended by 5 members of staff (2 kindergarten, 1 teacher aide, executive officer and tumuaki). It was a very full, nourishing and rich four days. The learning from Kolisko will be shared with staff through College meetings.

School life

- One child (class Kererū) left the school to go to intermediate school.
- One child left (class Kea) due to relocation of the family.
- One child is joining class Kea in term 2.

Other

- Clare and Anna attended the Harvest Festival organised by the Valley project and Kiwi Harvest. A quiet market but nonetheless good to be visible in the community. Some very positive interactions with past and potential parents.
- Kahui ako Ōtepoti report (attached)
- Annual plan update (attached)

National Administration Guideline 1 – Curriculum

- Literacy/Numeracy Summary 2024 (attached)

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	9/10 (+international)
Class 7	Kererū	7
Tuākana		8 (+3 by the end of the year)

Total roll 82 (+3 international)

National Administration Guideline 3 – Personnel

- Staff well-being survey results to be discussed.
- The fixed term contract for the Teacher aide for Class Kiokio has been extended to end of term 2

National Administration Guideline 4 – Finance and Property

- Finance report to be discussed (CR)

National Administration Guideline 5 – Legislative

- Health and Safety update (NB)
- Fire evacuation drill carried out 3.45pm on 3 April

To be read in conjunction with:

- Annual plan progress 2025
- Literacy and Numeracy update 2024
- Update Kahui Ako Ōtepoti

Annual Plan 2025 Progress

Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.			
Success Indicators	Tasks strategies and resources	Progress	May update
Teaching practices and learning takes place beyond the classroom. Connections with other kura and professionals are sought and maintained.	<ul style="list-style-type: none"> • PD focus in school • Across school meetings • Visiting other schools • Connecting with specialist teachers online • Relevant PD 	<ul style="list-style-type: none"> • Teachers are engaged with across school meetings, working on learning steps for subjects areas. 	<ul style="list-style-type: none"> • Two teachers will be doing MOE funded structured literacy PD in May. Two more in term 3. • Two teachers are going to a Taruna course https://www.taruna.ac.nz/online-and-workshops/japan-taruna/ • Principal and Teacher aide attended Kolisko conference
Literacy and Numeracy focus: ākongā, who are not achieving at the expected levels, will be supported by the LSC, TA and classroom teacher.	<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 	<ul style="list-style-type: none"> • Every primary staff meeting has an update on children that are involved with the LSC 	<ul style="list-style-type: none"> • Reviewed 2024 results at last meeting. • LSC updates are continuing, forms and communication are worked on.

Goal 2 - Nurture the mana of te Tiriti

Success Indicators	Tasks strategies and resources	Progress	May update
<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 Puketaraki marae. 	<ul style="list-style-type: none"> • Some classes have started writing their pepeha 	<ul style="list-style-type: none"> • Visit to the Puketaraki Marae is booked for November.
<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. 	<ul style="list-style-type: none"> • James focusing on methodology in primary staff meetings means that staff take ideas for activities into their classes. 	<ul style="list-style-type: none"> • Every staff meeting has a section on didactics about how to teach te reo across the year levels.

Goal 3 Grow the School

Success Indicators	Tasks strategies and resources	Progress	May update
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. 	<ul style="list-style-type: none"> Proprietors are developing their strategic plan. Marketing materials are developed in the office with the same layout and messaging. First open afternoon and kindergarten were held. 	<ul style="list-style-type: none"> Proprietors have agreed on a strategic plan. Stall at the Harvest market at North East Valley normal school. Two open kindergarten afternoons, one school tour per term.
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. 	<ul style="list-style-type: none"> The kindergarten annual plan will be further developed when it can be embedded in 	<ul style="list-style-type: none"> The annual plan, including areas for review can now be worked on.

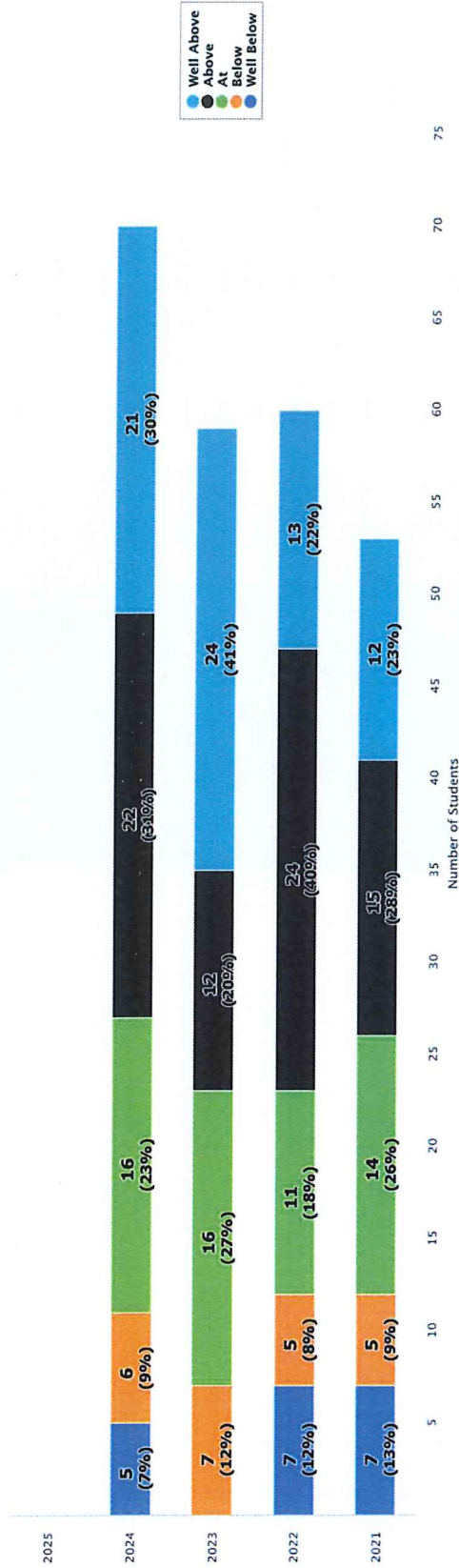
Goal 4 - Foster a healthy community and environment

Success Indicators	Tasks strategies and resources	Progress	May update
<p>Increasing understanding of special character includes the understanding that school is a shared responsibility and held by the entire community.</p>	<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. 	<ul style="list-style-type: none"> Class reps are working well together, some areas will need more support than others in regard to the fair. Attempting to start a Playground improvement group. Parent experience evening was held and well attended. 	<ul style="list-style-type: none"> Class reps are working well. Whittling workshop as a parent rep initiative. Imaginative playground improvement group has some interest, will bring this together after fair. Veil painting workshop for community was well attended and received. Community meeting in planning for August (sharing of strategy, consultation, entertainment).
<p>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.</p>	<ul style="list-style-type: none"> Surveys may be from management or governance to gather feedback or guide a direction forward. 		

Literacy and Numeracy Summary 2024

The Steiner school provides a well rounded curriculum that addresses the development of the whole child. Literacy and numeracy forms just one part of this. The results in this area show that children are achieving at levels higher than the national norms with 84% at and above in reading, 69% at and above in writing and 70% at and above in maths. There are no concerns in terms of gender or ethnicity and the school addresses the needs of children who are not at these achievement levels.

Reading Term 4 - 2024 - Bar Chart



Comment:

The results for reading have been quite consistent over the last 4 years with no major variation in achievement for the students that fall below the achieved level or the children that are above the achieved level. All children that are falling into the below or well below category are receiving targeted support either individually, during class time or in small groups.

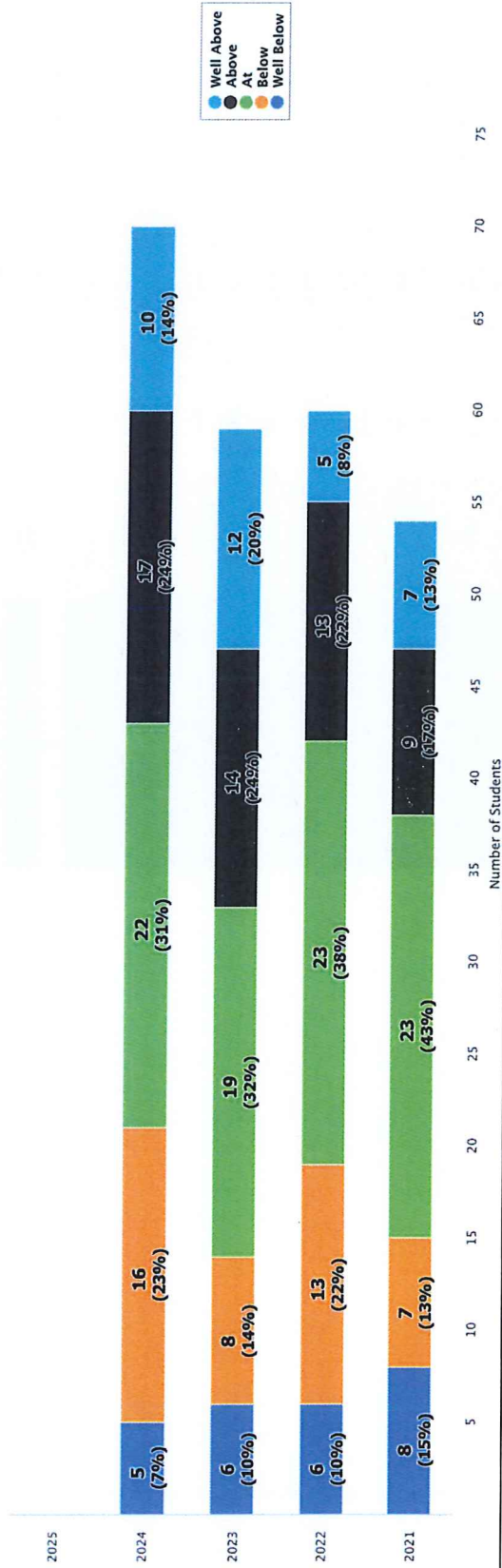
Year	Below/Well below %	At/Above/Well above %
2024	16	84
2023	12	88
2022	20	80
2021	22	77

In the older years, children that excel in writing and reading are offered challenges to support their development.

Reading Term 4 - 2024 - Multiple Table

Category	Well below	Below	At	Above	Well Above
Totals	5 (7%)	6 (9%)	16 (23%)	22 (31%)	21 (30%)
Class / Room					
Class 1	2 (18%)	4 (36%)	4 (36%)	1 (9%)	0 (0%)
Class 2	2 (22%)	1 (11%)	3 (33%)	0 (0%)	3 (33%)
Class 3	0 (0%)	0 (0%)	4 (29%)	7 (50%)	3 (21%)
Class 4	0 (0%)	0 (0%)	0 (0%)	1 (13%)	7 (88%)
Class 5	0 (0%)	0 (0%)	2 (17%)	7 (58%)	3 (25%)
Class 6	0 (0%)	1 (11%)	3 (33%)	3 (33%)	2 (22%)
Class 7	1 (14%)	0 (0%)	0 (0%)	3 (43%)	1 (13%)
Ethnicity					
Asian	1 (17%)	1 (17%)	1 (17%)	3 (50%)	0 (0%)
MEAA	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)
Māori	0 (0%)	0 (0%)	1 (25%)	1 (25%)	2 (50%)
NZ European/Pākehā/Other European	4 (7%)	5 (9%)	13 (23%)	17 (30%)	18 (32%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)
Pacific Peoples	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
Gender					
Female / Whāine	2 (5%)	4 (10%)	13 (31%)	10 (24%)	13 (31%)
Male / Tāne	3 (11%)	2 (7%)	3 (11%)	12 (43%)	8 (29%)
Year Level					
2	2 (18%)	4 (36%)	4 (36%)	1 (9%)	0 (0%)
3	2 (22%)	1 (11%)	3 (33%)	0 (0%)	3 (33%)
4	0 (0%)	0 (0%)	4 (29%)	7 (50%)	3 (21%)
5	0 (0%)	0 (0%)	0 (0%)	1 (13%)	7 (88%)
6	0 (0%)	0 (0%)	2 (17%)	7 (58%)	3 (25%)
7	0 (0%)	1 (11%)	3 (33%)	3 (33%)	2 (22%)
8	1 (14%)	0 (0%)	0 (0%)	3 (43%)	1 (13%)

Writing Term 4 - 2024 - Bar Chart



Comment:

The below and well below achieved numbers have been going up slightly, which is something to be aware of and look out for. This fluctuation has been seen between 2021 and 2022 as well and should not be considered a trend at this point but something to keep an eye on.

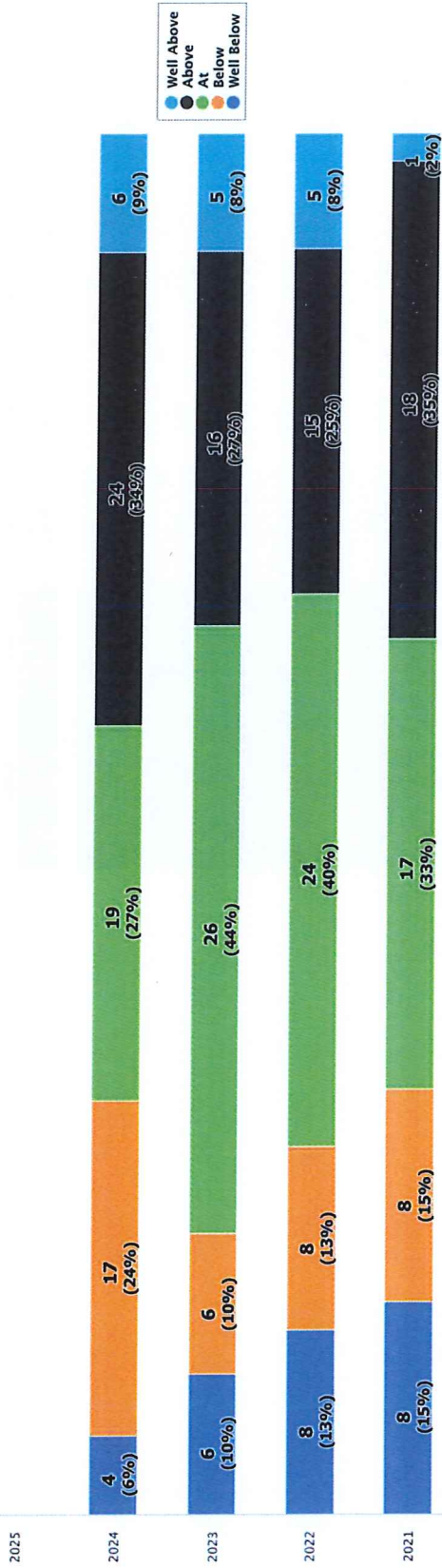
Year	Below/Well below %	At/Above/Well above %
2024	30	69
2023	24	76
2022	32	68
2021	28	73

Again, all students not achieving the targets for their age are receiving targeted support, either individually or in small groups, as appropriate to their learning needs.

Writing Term 4 - 2024 - Multiple Table

Category	Well Below	Below	At	Above	Well Above
Tasks	5 (7%)	16 (23%)	22 (31%)	17 (23%)	10 (14%)
Class / Room					
Class 1	2 (10%)	5 (45%)	3 (27%)	1 (9%)	0 (0%)
Class 2	1 (11%)	3 (33%)	3 (33%)	1 (11%)	1 (11%)
Class 3	0 (0%)	3 (21%)	3 (21%)	4 (29%)	4 (29%)
Class 4	0 (0%)	0 (0%)	1 (13%)	5 (63%)	2 (25%)
Class 5	0 (0%)	4 (39%)	3 (25%)	3 (25%)	2 (17%)
Class 6	1 (11%)	0 (0%)	6 (67%)	1 (11%)	1 (11%)
Class 7	1 (14%)	1 (14%)	3 (43%)	2 (29%)	0 (0%)
Ethnicity					
Asian	1 (72%)	2 (33%)	1 (17%)	2 (33%)	0 (0%)
MELAA	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
Moroi	0 (0%)	0 (0%)	3 (75%)	1 (25%)	0 (0%)
NZ European/Pakehu/Other European	4 (7%)	14 (25%)	15 (26%)	14 (25%)	10 (18%)
Other	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
Pacific Peoples	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
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Female / Wahine	3 (72%)	7 (17%)	13 (31%)	12 (29%)	7 (17%)
Male / Tane	2 (7%)	9 (32%)	9 (32%)	5 (18%)	3 (11%)
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5	0 (0%)	0 (0%)	1 (13%)	5 (63%)	2 (25%)
6	0 (0%)	4 (33%)	3 (25%)	3 (25%)	2 (17%)
7	1 (11%)	0 (0%)	6 (67%)	1 (11%)	1 (11%)
8	1 (14%)	1 (14%)	3 (43%)	2 (29%)	0 (0%)

Math Term 4 - 2024 - 100% Bar Chart



Comment:

The number of children achieving below and well below the expected level has increased from last year, which is something to focus on. However, the trend in previous years has been a positive one with an increase in achievement for the last three years.

Year	Below/Well below %	At/Above/Well above %
2024	30	70
2023	20	79
2022	26	73
2021	30	70

Again, all students not achieving the targets for their age are receiving targeted support, either individually or in small groups, as appropriate to their learning needs.

Math Term 4 - 2024 - Multiple Table

Category	Well Below	Below	At	Above	Well Above
Table	4 (6%)	17 (24%)	19 (27%)	24 (34%)	6 (9%)
Class / Room					
Class 1	0 (0%)	9 (82%)	1 (9%)	1 (9%)	0 (0%)
Class 2	1 (15%)	2 (22%)	2 (22%)	4 (44%)	0 (0%)
Class 3	1 (7%)	0 (0%)	6 (43%)	7 (50%)	0 (0%)
Class 4	0 (0%)	0 (0%)	1 (13%)	5 (63%)	2 (25%)
Class 5	0 (0%)	2 (17%)	3 (25%)	4 (31%)	3 (25%)
Class 6	1 (11%)	2 (22%)	3 (33%)	2 (22%)	1 (11%)
Class 7	1 (14%)	2 (29%)	3 (43%)	1 (14%)	0 (0%)
Ethnicity					
Asian	0 (0%)	3 (50%)	0 (0%)	3 (50%)	0 (0%)
ME/MA	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)
Mohi	0 (0%)	1 (25%)	2 (50%)	1 (25%)	0 (0%)
NZ European/Pakehi/Other European	4 (7%)	13 (23%)	16 (28%)	19 (33%)	5 (9%)
Other	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)
Pacific Peoples	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
Gender					
Female / Wahine	3 (7%)	14 (33%)	11 (26%)	12 (29%)	2 (5%)
Male / Tane	1 (4%)	3 (11%)	8 (29%)	12 (43%)	4 (14%)
Year Level					
2	0 (0%)	9 (82%)	1 (9%)	1 (9%)	0 (0%)
3	1 (15%)	2 (22%)	2 (22%)	4 (44%)	0 (0%)
4	1 (7%)	0 (0%)	6 (43%)	7 (50%)	0 (0%)
5	0 (0%)	0 (0%)	1 (13%)	5 (63%)	2 (25%)
6	0 (0%)	2 (17%)	3 (25%)	4 (31%)	3 (25%)
7	1 (11%)	2 (22%)	3 (33%)	2 (22%)	1 (11%)
8	1 (14%)	2 (29%)	3 (43%)	1 (14%)	0 (0%)

Ōtepoti ki te Raki Term 1, 2025 Update

Report on the actions from 2024

- Enacting Te Tiriti - MOE workshop for interested leaders, kaiako and Board members
I am working with a facilitator who will hopefully do this before the end of the year. This is still a work in progress.
- End of Year Data Collection - We collated end of year overall teacher judgements for year 4, 6 and 8 ākonga.

Summary of End-of-Year Achievement Data

This report compares student achievement data from 2022 to 2024 in Reading, Writing, and Mathematics & Statistics for Year 4, 6, and 8 students within our Kahui Ako.

Key Findings:

- **Reading:** Overall, there's a general downward trend in reading achievement across the year levels.
- **Writing:** There's variability in assessment tools and moderation, with a noticeable decline in Year 6 achievement 'at and above'.
- **Mathematics & Statistics:** Achievement tends to drop as students progress from Year 4 to Year 6 and then to Year 8.
- **General Considerations:** The report acknowledges the difficulty in pinpointing reasons for these trends and highlights the potential impact of differing assessment practices between and within schools. Factors such as COVID-19 and preschool experiences are noted as potentially influencing Year 4 maths achievement. We will not be able to use comparative data going forward because the refreshed curriculum has changed the content and level of achievement. The curriculum change from 2 yearly levels to phases of three years (Phase 1 - Yrs 1 - 3, Phase 2 Yrs 4 - 6, Phase 3, Yr 7-8) will make historical comparisons difficult. As assessment requirements are still to be decided and mandated for Mathematics & Statistics and English we will need to wait and see what data will be meaningful for the Kāhui to gather.

Our Achievement Challenges

Achievement Challenge 1

Collaboration

Support teachers to collaborate across our Kāhui Ako to positively affect student outcomes.

- Transitions between settings
- Consistency of assessment across schools
- Mathematics
- Structured Literacy
- Aotearoa New Zealand Histories

Achievement Challenge 2

Wellbeing

Evaluate and make a positive impact on student and teacher wellbeing/hauora across the Kāhui Ako

- Building kaiako connections across Kāhui ako
- Exploring available resources & supports

Achievement Challenge 3 Cultural Responsiveness

Reflect culturally responsive practice and confidence across the Kāhui Ako

- Shared resource bank - local pūrākau, cultural narrative
- Building a relationship with mana whenua as a Kāhui ako

Staffing News:

One of our three AST personnel (Claire Harper) has taken a year's leave from her school, which means they are no longer eligible to be an AST, therefore creating a vacancy. At our leaders' hui the recommendation was to explore how we could convert this AST position to 3 WST (Within School Positions) for 2025. Our reasoning was that we know inducting someone into the AST role to effectively support our achievement challenges takes time, and this position would at best be for three terms. I approached the local MoE office and was told that we couldn't do this. I have gone back with further evidence and reasoning to see if we can change that answer.

We are requesting an alternative arrangement from the MoE to allow us to change the staffing from one AST to three WST for the rest of 2025.

Actions in term 4, 2024 have included:

- Maths support & Provisionally Registered Teacher Support - five schools
- History Collective- group continuing to meet and focusing on local pūrākau around our harbour (Tai o Rūpuwai) and its tributaries.
- The Village Creatives - this project is ongoing however the pace is slow.
- Literacy support - structured literacy and assessment. Training BSLA facilitator. Worked in four schools to support BSLA PLD to support kaiako and learning assistants who are training.
- Leaders hui/breakfast - connection and relationship building
- ECE/Early Years Hui - An interesting hui on Creating the Culture of Inclusion.
- Maths Collective - continued to meet and establish ways to support each other.
- RPLD application was successful and two hui with Assessment leads for schools were held. A kāhui-wide maths assessment task was developed for kura to do with classes this term. We will bring these completed tasks together to moderate. This will support and grow teacher knowledge and confidence.
- Connecting with all Principals - the AST team connected with all Principals in the Kāhui individually to check in and see what would support their kura in 2025.
- We were able to connect with Nikki Crossan from Puketeraki Marae and have started to build a relationship. Sharing Kai Tahu pūrākau through the history collective is being developed.
- We held a staff meeting in schools to encourage discussion about what we could do collaboratively to support our achievement challenges going forward.

Actions in term 1, 2025 have included:

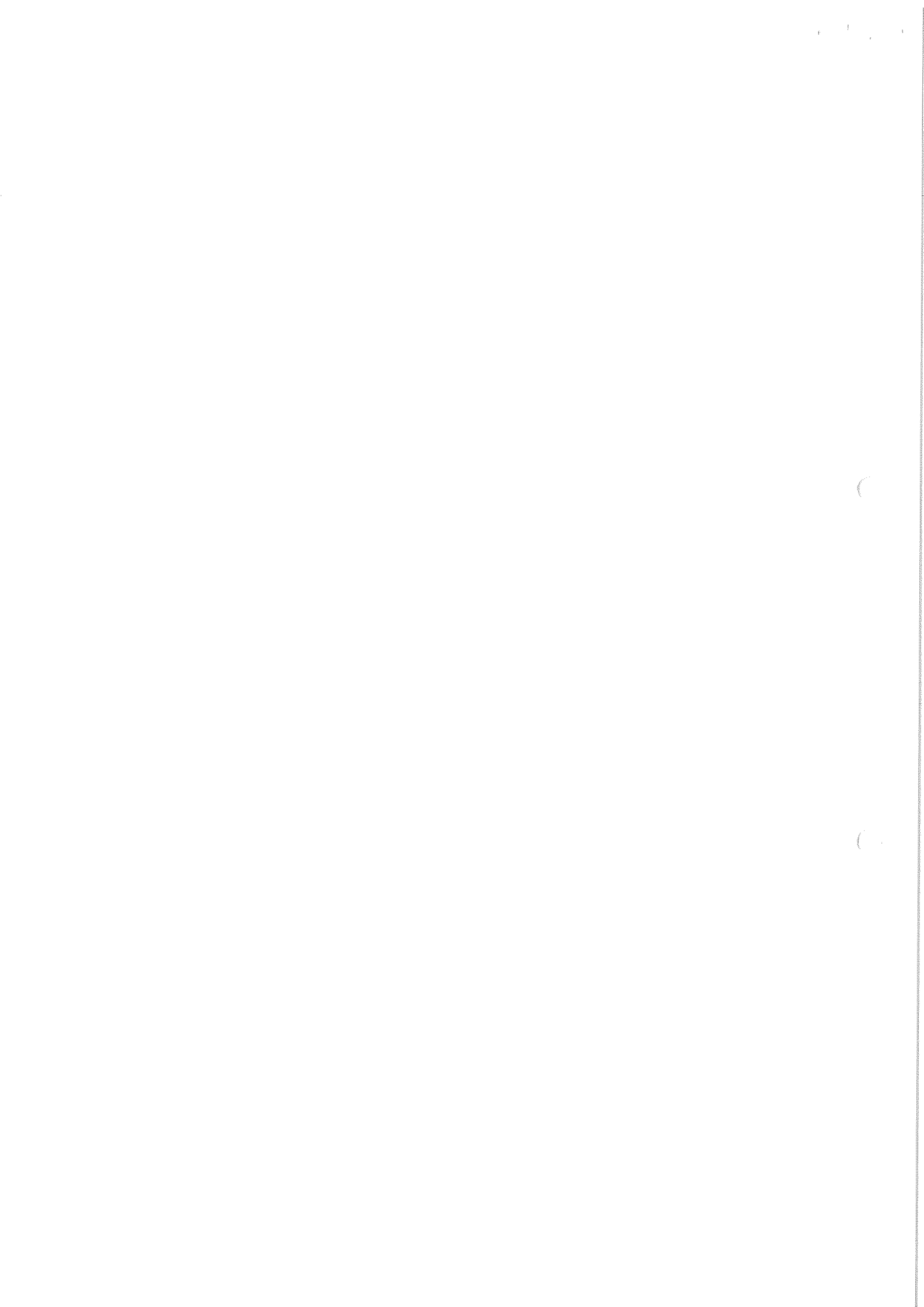
- Literacy support - structured literacy and assessment. Training BSLA facilitator in Year 4 - 8 BSLA. Worked in four schools to support literacy in BSLA, intervention support which has included working with learning assistants to develop understanding of how they can support learners in literacy.
- Leaders Hui - staffing for 2025 and achievement challenges review. A focus on "What will we build" together. We also looked at the end-of-year overall teacher judgements (see above) to look at patterns and inform our decisions moving forward. We looked at the achievement challenges and will refine these before the end of the term (will look at the bullet points below each achievement challenge). The priorities have changed, as has the curriculum in English (Years 1 - 6) and Mathematics and Statistics (Yrs 1 - 8), and our challenges need to support our kaiako, tūmāki and kura in these changes.

- Early Years Hui - focusing on music
- Maths Collective - looking at the MoE Resources and how they can be used to support the refreshed curriculum.
- History Collective - what stories can we share? How do we do this across the kāhui?

Term 2 actions

- Connect with our schools again (each AST has different schools to support) and go to morning tea at these schools to connect with staff
- Offer hui from 1pm - 3pm (overwhelming request from the leaders hui) for teachers in phase 1, phase 2, phase 3 and across phases (teachers from small schools and the models who teach across the phases).
- Maths Collective - moderation of shared assessment task
- History Collective
- Early Years Hui
- MoE Curriculum Maths Day - 6th June
- Continue to work with the MoE re an alternative arrangement for one AST position.

Compiled by Vicki Nicolson Lead Principal Ōtepoti ki te Raki Kāhui Ako.



Finance and Property report to the Board

1. Income and expenditure to 30 April

Income

Both the operations grant and the teacher allocation from the Ministry is higher than budgeted due to increased numbers of students and changes in Ministry funding for non contact time. This could add a little to the funding for class materials etc but also some of the funding that is budgeted to be received from the Proprietors could be towards the woodwork room development

Operations grant received is also higher than budgeted but this is due to timing of payments.

The International student fee income is included in other income as 50% of the funding as the family has been here for 1 of the 2 terms.

Expenditure

No areas of concern. Class budgets may be increased a little (as above) and conversations have started with the teachers about this.

Teachers salary grant is underspent by nearly \$11k. This will balance out by the year end.

Audit

The 2024 school audit is nearing completion.

2. Property Management

Currently the Proprietors are working on the development of the Handwork and Woodwork space. The drawings have been submitted to the DCC for Building consent and 2 firms have been requested to submit quotes. It is anticipated that the work would be done this year and will include a period during school term time, so the location of handwork and woodwork at that stage and health and safety matters will be planned out.

The Proprietors are also getting geotechnical surveying done on the site to establish the location future building sites.

Lino areas in the new classrooms were extended in the mid term break to account for the areas used for cooking etc.

There is a meeting soon with a member of the Proprietors Trust to review the required repairs and maintenance for the coming years.

3. Cyclical maintenance review 2025

According to the Ministry of Education cyclical maintenance is 'significant maintenance work that schools do on a cycle. The most common examples are long-term projects such as painting the outside of school buildings (usually done every 7–10 years).'

The calculation that is provided to the auditor each year shows the liability of cyclical maintenance, based on quotes provided by painting companies and a reasonable look at what is currently required.

The next stage to be painted is the orange section quoted at \$19,850. This was last painted in 2016 so is due by 2026. Painting the blue section (balustrade) would be a further \$2,900. In addition the cedar cladding on the newer buildings should be recoated – this would also be 10 yearly.



Our cyclical maintenance provision also includes a sum once every 10 years for the forest classroom and Octagon. The Forest classroom has yet to be painted, and the Octagon is coloursteel that still looks in good condition (built 2011). Obviously a % of the work relates to kindergarten (estimated 49%).but windows on the building need painting.

In Summary

The Board is asked to review this document and approve the plan which includes a repainting of the orange section in the summer break – January 2026.

Budget Variance
 Dunedin Rudolf Steiner School
 For the 4 months ended 30 April 2025

Account	Jan-Apr 2025 Actual	Jan-Apr 2025 Overall Budget	Variance %	2025 Budget	Amount left on annual budget	Forecast for the year
Income						
Ministry funding						
Operation Grants	91,888	53,204	73%	159,612	67,724	170,000 More than 50% of funding due has been received
Teachers Salaries Grants	167,899	141,000	19%	423,000	255,101	423,000 Have actually underused the grant by \$10,892
Furniture and Equipment grant	0	3,400	-100%	10,200	10,200	10,200
Other Ministry funding	6,238	2,200	184%	6,600	362	7,000 We received \$2068 re high
Total Ministry funding	266,025	199,804		599,412	333,387	610,200
Other income						
Contributions from Kindy	0	2,666	-100%	8,000	8,000	8,000
Contributions from Proprietors	40,890	33,688	21%	101,060	60,170	101,060
From parents for sports	667	0	0%	0	-667	667
Other income (eg. adverts)	1,100	68	1518%	204	-896	1,500 includes \$1k received from SEANZ re Kolisko
Interest	33	100	-67%	300	267	300
International Student Fees	9,000	0	0%	0	-9,000	18,000
Stringed instrument tuition (10027)	570	1,028	-45%	3,084	2,514	2,280
Total Other income	52,260	37,550		112,648	60,388	131,807
Total Income	318,285	237,354		712,060	393,775	742,007
Operating Expenses						
Teaching and Learning						
Teachers funded by Ministry	167,477	141,000	19%	423,000	256,523	423,000
Teachers funded by Proprietors	18,769	21,000	-11%	63,000	44,231	63,000
Relievers	1,638	5,332	-69%	15,986	14,359	13,996 May not use all of budget
Teacher Aide	11,372	13,908	-18%	41,724	30,352	41,724
Class materials and activities	15,802	11,888	40%	34,164	18,262	40,672 Budgets may be increased a little here, due to increase in ops funding
Professional Development	1,028	1,083	-8%	3,259	2,231	3,259
SEANZ/education Leves	6,035	2,332	159%	6,996	961	7,500 Anticipate PD may be higher than budget
SVS (Edge) and assessment	0	1,968	-100%	5,904	5,904	5,904
Administrative costs	896	500	79%	1,500	604	1,500
Total Teaching and Learning	223,677	198,511		595,543	371,866	603,555
ACC Leves	0	252	-100%	756	756	756
Admin salaries	20,774	17,829	17%	53,490	32,716	53,490 The discrepancy in admin salaries actual vs budget may be just timing
Bank Charges and Interest	0	16	-98%	48	48	48
Board Audit	0	1,472	-100%	4,416	4,416	4,416
Board expenses, ACC, general	1,417	1,112	27%	3,336	1,919	3,336
Subscriptions/Leves (nonFed)	1,160	588	97%	1,764	604	1,764
Insurance	0	324	-100%	972	972	972
Medical Supplies	0	92	-100%	276	276	276
Office supplies, postage, phone	2,009	2,244	-10%	6,732	4,723	6,732
Promotion & Advertising	0	348	-100%	1,044	1,044	1,044
Total Administrative costs	25,361	24,277		72,834	47,473	72,834
Property costs						
Cleaning and caretaking	6,940	5,660	25%	16,690	9,740	16,690
Depreciation General	0	1,076	-100%	3,228	3,228	3,228
Heat light and water	2,840	3,300	-14%	9,900	7,080	9,900
Furniture and Equipm	7,629	8,366	-9%	25,110	17,481	25,110
Flowform	583	0	0%	0	-593	593
Grounds Keeping	822	1,108	-26%	3,324	2,502	3,324
Laptop leases	265	348	-24%	1,044	779	1,044
Rates	1,148	1,108	4%	3,324	2,176	3,324
Repairs and Maintenance	2,939	3,060	4%	9,180	6,241	9,180
Total Property costs	23,177	23,926		71,790	48,613	72,383
Total costs	272,215	246,714		740,167	467,952	748,772
Surplus	46,070	-9,360		-28,107		-6,765

