

Dunedin Rudolf Steiner School Board Meeting

Tuesday 10 September 2024 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 : Clare Ridout (Board Secretary), Natalie Bartonova (NB), Anna Noble (AN), Esther Gilbert (EG), Angela Clark (AC), James Guthrie (JG), Natalie Bartonova (on-line), Kesava Sampath (KS). Kussi Hurtado (KH), Jerry Hsu (On-line). Apologies : None

Meeting opened with a karakia and waiata

1. Conflicts of interest, minutes, matters arising	Who
<p>Reading: Continued of the Education of the Child - lack of clarity on it and so will reread first two sections up to page 17 for the next hui. All to come back with a question.</p> <p>Approval of accuracy of prior minutes of 13 August 2024 JG moved, KH seconded</p> <p>Matters arising: Need someone else to read through camp RAMs with Natalie – Kussi volunteered to assist.</p> <p>Approval of 6 year olds in kindergarten who are enrolled at school: there are no children turning 6 before the next Board meeting.</p>	
2. Principals report	Who
<p>Annual goals are included in the report and Anna wants to include this each time. Including areas that may not have worked. Noted the last Parent experience evening worked well last time with better attendance and well run by James and Feargal. The personal emails from two teachers to their class community may have helped. Next one may be in February next year – subject to a review with teachers.</p> <p>Marae visit included one kindy teacher and Roberta from the office as well as the Primary School teachers. The school has felt quite enriched by Te Ao Māori with James’ PD, Charlotte’s visit, Professional Development with Miriam at College etc.</p> <p>AN is still working on the International Student protocols – it is time consuming work as AN waits for replies from NZQA etc. Needs uninterrupted space to work on policies. Need to come up with a fee proposal - AN will work on this with CR and send something round the Board for approval. AN needs to get the papers in by the end of this term.</p> <p>The Board commented on the good work progressing the lockdown work</p> <p>AN moved to accept the report, KS seconded. All agreed.</p>	AN
3. Health and Safety	Who
<p>NB reported on the Health and Safety tour. The school hazard walk took place on the 9th of September 2024 and was conducted by Natalie Bartonova and Clare Ridout as a follow-up to the previous walk in August. We didn't identify any new hazards on the school grounds. The hazards on the list that haven't been resolved are of low risk and/or require ongoing monitoring and solutions such as glass protruding from the ground around the lower classroom picnic tables. The only issue on the hazard register that can be resolved immediately is the manufacture and installation of a sign that should minimise the number of visitors wandering onto the school grounds, looking for the office or individual classrooms. A sign is being made by Andrew McCurdy. – no new hazards identified. A number of items have been sorted that have been sitting on the register. AN confirmed that she checks the forest after high winds.</p> <p>NB moved that her verbal report is accepted and will send a written seconded KS, all</p>	

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3. Health and Safety	Who
<p>approved.</p> <p>KH moved and KS seconded that all reports that have been moved and seconded in the hui are voted as accepted at the end of each hui.</p>	
4. Finance report	Who
<p>CR highlighted items that the Board had been asked to express an opinion on – as per Credit card use procedure was clarified.</p> <p>It was agreed that it is important that the Board takes ownership of the financial controls. Remove Airpoints item from the travel expenditure procedure except for international flights.</p> <p>Budget amendments – can be at \$2,500 and with agreement by budget holders.</p> <p>All cash would be accepted.</p> <p>Sensitive expenditure – koha and gifts – should set a minimum level.</p> <p>Asked to delay decision on policies and procedures until the next Board as not everyone had read the papers.</p> <p>Current report moved as a representation of the financial state of the school. Management report from Deloitte’s was also presented.</p> <p>EG moves the report is accepted. KS seconded.</p>	Next hui
5. Proprietors	Who
<p>Props have approved the capital expenditure on blinds and locks etc.</p> <p>There was concern on the holiday programme run by parent in coming holiday and how it did not align with the special character of the school. There was a resolution to accept the programme by the Props but with a disclaimer to be added. KH has yet to write back to the staff member who had raised the concern.</p> <p>KH moved the report is accepted, KS seconded.</p>	
6. Board correspondence	Who
<p>Enrolment scheme has been reviewed by the Ministry and approved. Need to be within 10 % of maximum roll before we can apply for a roll increase.</p> <p>The Board received notification of union worksite rep upcoming training day. Entitlements of worksite reps discussed briefly.</p>	
7. Board self review	Who
<p>AC has created an anonymous survey of the Board following the self review. AC gives open invitation to Board members to get in touch, have a coffee, understand each other.</p> <p>EG has done some NZSBA training.</p> <p>Board policy portfolio is still vacant – KS agreed to take this on.</p>	
8. AOB	Who
<p>Code of conduct and Induction completed by Board members.</p> <p>Confirmation that physical restraint notice required no further action.</p> <p>If we want a separate Board/ staff / Trust end of year event it should be arranged quite soon. The Wednesday 27 November was agreed. AC will send out invite, Board will buy a drink for attendees.</p> <p>9 November joint hui – looking at strategic planning.</p>	AC All

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8. AOB	Who
EG wants attendance info on how long the school is open for in the year and how this matches the requirement. CR will send.	CR
Vote on all reports – all said Ae.	

Closing verse. Meeting ended 7.15 pm **Next meeting date – 5.30pm Tuesday 12 November.**

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).

DRAFT



School
Dunedin Rudolf Steiner
Learning with head, heart and hands

Agenda for the Board Meeting

Tuesday 10 September 2024, 5.30pm - 7.30 pm

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.

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 - Education of the Child
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. Principal's report including reports on annual goals
8. Health and Safety report –(NB)
 - i. Update on formation of subcommittee to review H&S forms for school camps
9. Finance report (EG)
10. Report from the Proprietors (KH)
11. Board Correspondence (AC)
 - i. Letter from Te Mahau regarding Enrolment Scheme Review
 - ii. Ōtākou T4 WS EREL Employer Notification 2024
12. Board Self-Review
 - i. Board Portfolio - Policy
 - ii. Board Culture Survey
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

Dunedin Rudolf Steiner School Board Meeting

Tuesday 13 August 2024 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 : Clare Ridout (Board Secretary), Natalie Bartonova (NB), Anna Noble (AN), Esther Gilbert (EG), Angela Clark (AC), Jerry Hsu (JH), James Guthrie (JG), Natalie Bartonova, Kesava Sampath (KS). Kussi Hurtado (KH).

Apologies : Jerry Hsu

Meeting opened with a karakia and waiata

1. Conflicts of interest, minutes, matters arising	Who
<p>Reading: Continued of the Education of the Child p8 to 17. Discussion of ideas ensued. Approval of accuracy of prior minutes of 11 June 2024 EG moved, NB seconded Apologies from Jerry. Conflict of Interest – No new conflicts of interest.</p> <p>Matters arising: No further problems with visiting dogs. The College of Teachers met to discuss facilities that should be on the site plan – a google doc was created for staff to add to. CR will provide feedback to Props on this. Approval of 6 year olds in kindergarten who are enrolled at school: there are no children turning 6 before the next Board meeting.</p>	

2. Principals report	Who
<p>The Report had been circulated to all.</p> <ul style="list-style-type: none"> • AN gave some feedback on her trip to Steiner Schools in Germany. Noted German schools are not run by Principals but by a College of Teachers, who work extra time to manage the schools. Also, that all children start school across all schools at age of 6 or 7, rather than it being a Steiner specific thing. Therefore, the start age is not a barrier to enrolment. • The upcoming Parent experience evening is described in tomorrow's newsletter. Will try to get better parent engagement this time. Make it more explicit that it is for school and kindergarten parents. • Barriers to parent attendance at school parent teacher meetings? No specific barriers- parents may decide not to come if there are no questions, or if their questions have already been addressed directly with the teacher. • Open day tour for the school poorly attended. A few more attendees for kindergarten. Will keep on doing one a term. • Disco well attended and enjoyable. • Stand down process - AC will send out information to the Board so it is ready to form a disciplinary committee if required. AC volunteered to be on the committee that would make the decision. Kussi, Esther and Kesava also willing to be part of this. The Board approved the motion that it delegates its decision-making to this committee which will have at least 3 members. Moved by Kes and seconded NB. What conflicts of interest are there in joining the subcommittee - eg if you have a child in the class? If you know the family? Each individual would have to determine. 	AC

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2. Principals report	Who
<ul style="list-style-type: none"> • When does the Board get informed of what? The Board presiding member would inform the rest of the Board. But in what cases? It was agreed that if a school operational matter is serious enough for the Principal to contact the Presiding member then the Board should be informed. Moved KS seconded NB. • Literacy and Numeracy mid year report. This was presented. AN asked what does the Board want to see in a mid year literacy and numeracy report? General consensus that at the mid year this is sufficient. At the year end can compare to prior years, look at gender and ethnicity. Clarification that there were no individual children who were doing worse than expected. Report was accepted by the Board. Moved by AC, seconded KH • Lockdown. The recent incident was a partial lockdown as there was information that an incident may be unfolding in town that could have connections here and so children were brought inside. This highlighted the fact that the school is still not ready for full lockdown as blinds, locks and alarm system are not established. The school has had people in to provide quotes for alarms and blinds in the last week. Letter from the teachers was discussed. The Proprietors would foot the bill for the blinds, locks, and alarm system. AC will draft an email response to the teachers. <p>AN moved that Principal's report is accepted KH seconded.</p> <ul style="list-style-type: none"> • Special character attestation - Fellowship working on what it is to be a Steiner school, and then the SEANZ attestation process may reflect this work. • Camp approval <p>Class Kea camp proposal and RAMs forms have been circulated. There is also a request for 2 teachers to be on camp. Good for health and safety. Could be a good learning for new teachers to join a camp. In this instance send Feargal for 2 days and Anna for 2 days.</p> <p>Can the process of reviewing camp documentation be done by subcommittee of the Board. There would probably be better focus on it. NB will be on the subcommittee. The Board is looking for another member to join her. All Board members will be emailed to get a Ly (NB) volunteer to join her in reviews of future camps and trips. The Board moved that such work is delegated to this subcommittee – proposed by JG, seconded KH.</p> <p>Accept the Kea camp proposal :moved by AC, seconded by JG</p> <p>At a future meeting it was suggested that school looks to other funders for camps. EG will bring a proposal.</p>	<p>AC</p> <p>(NB)</p>
<p>3. Staff Survey</p>	<p>Who</p>
<p>The feedback from Primary staff after the survey was circulated. Clarity around the presence of tumuaki in classroom has been achieved through discussion with teachers.</p>	

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3. Staff Survey	Who
Management unit was also discussed with staff - there is one spare that has not been taken up. Staff have not come up with this block of work that could use the MU. It has not yet been suggested to staff that CR comes to meetings to discuss finances but this can be offered. Finance updates on class budgets are circulated to teachers each month. JG suggested that budget work could include discussion of needs for Class 3 building projects, Instruments – recorders. Budgets were discussed with teachers last September.	

4. Board self review	Who
See attached report.	
To unfold over the next meetings – AC will work through the action points.	AC

5. Proprietors	Who
Integration Agreement - looking to be updated Audit complete and no concerns After School Care - price raise will happen over time. The programme is not yet financially breaking even. Kindy numbers are low KH moved that his report is accepted. EG seconds.	

6. AOB	Who
NB will always be 10 minutes late for Board hui on Tuesdays as her work finishes at 5.15pm.	

Closing verse. Meeting ended 7.35 pm **Next meeting date – 5.30pm Tuesday 10 September.**
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).

Special Character

- Parent experience evening: 8 parents in attendance. Focus was on morning circle and movement and the evening was very well led by James and Feargal and had a combination of doing and learning about the 'why'. Very much enjoyed by all who attended.

School life

- Parent evening for class Kererū and Kea with constable Smith to speak about cyber safety as for parents and what he is going to speak to class Kererū about. This was followed by a presentation to class Kea parents about the intermediate years and the high school transition programme. This was then followed by separate meetings about the health main lesson in class Kererū and the upcoming camp for class Kea. A very good turnout of parents and very positive feedback.
- One stand down for 2 days.

Other

- International Students is still a work in progress with clarifying areas that are not applicable to us and what information is needed. In contact with NZQA about it as the work progresses.
- ERO: We are working on the final part of the report (not due until the end of 2025) which will include feedback about:
 - Our evaluation focus (te reo and te ao Māori)
 - Literacy and numeracy achievement
 - Priority learners
 - Attendance data

National Administration Guideline 1 – Curriculum

- Charlotte Goddard spent 1.5 days with us, sharing waiata and karakia with the classes as well as having time with every teacher to help with resources and kaupapa around upcoming main lessons etc.
- 8 staff members (including kindergarten and admin) spent the day at the marae to learn about resources, kaupapa and connect with our partner marae. It was a very useful and inspiring day.
- We are developing a curriculum review cycle as well as a review document. With every area for review, we will follow the following process:
 - Background reading
 - Develop our guiding principles

- Look at what we are currently doing (including examples) and next steps
- The first areas to be reviewed are:
 - Term 3 and 4 2024 Movement: Games, Gymnastics, Sports
 - Term 1 and 2 2025 Technology: including information and computer technology
- Te Ao/Te reo Māori: we completed the survey from the Kāhui whetū which included whānau voices (class 5, 6 and 7) and student voices (class 5, 6 and 7). We will have a look at the results of this survey and compare it to last year and report back on the next steps and learnings.

National Administration Guideline 2 – Reporting and Planning

Roll Term 3 2024

Class 1	Kiokio	12
Class 2/3	Kākāpō	8/14
Class 4/5	Kea	8/11
Class 6/7	Kererū	9/6
Tuākana		8 (will be turning 6 throughout the year)

Total roll 72 (76 including tuākana)

National Administration Guideline 3 – Personnel

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National Administration Guideline 4 – Finance and Property

- Finance policies up for review
- Financial statement (EG to speak to)
- The 2023 School audit is complete
- Health and Safety update (NB to speak to)

National Administration Guideline 5 – Legislative

- Lockdown update:
 - All classrooms are now lockable from the inside
 - Fire doors still need to be sorted
 - Blackout blinds ordered
 - New alarm system ordered

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

Success Indicators	Evidence to show the objective has been met/is in progress: year so far	September update
<p>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>Teachers will have chosen their particular field of inquiry for the year and the pd will support this</p> <p>Teachers will have engaged with teachers in the same field from other schools and exchange practices and methodology.</p> <p>Child studies will have strengthened the understanding, practice, and approach to children in their academic and social development.</p>	<ul style="list-style-type: none"> • Before the end of term we will have individual meetings to have a look at individual planning and progress. • Teachers have attended the across school meetings in week 4. Feargal is involved with a literacy project with other Steiner class 1 teachers. • We have revisited child studies in College and will walk through one in our next College meeting.
<p>Woodwork curriculum is further developed for classes 4-7.</p> <p>Senior singing is developed and the repertoire of waiata and songs increased.</p>	<p>Both senior classes will have regular woodwork classes and developed their skills further.</p> <p>The repertoire of songs and waiata will have increased and sharing of work has happened on a regular basis.</p>	<ul style="list-style-type: none"> • Senior classes have regular woodwork once a week. • We are steadily increasing our repertoire and currently working on a whole school song that can be used as a welcome song.
<p>Literacy and Numeracy is continually reviewed, teaching methods adapted to the needs of the students and teachers have access to meaningful PD.</p>	<p>Students will have been identified, clear plans developed and regularly revisited for next steps. Whānau will be engaged and updated in an ongoing way.</p>	<ul style="list-style-type: none"> • Lit/Num report to the BOT at August meeting. • Conversations with teachers about a Learning support coordinator (MU).

Goal 2 - Nurture the mana of te Tiriti		
Success Indicators	Evidence to show the objective has been met/is in progress: year so far	September update
<p>The school's relationship with local iwi is continually fostered and strengthened.</p> <p>The relationship with the Puketeraki Marae has been strengthened and the partnership is starting to grow into a reciprocal teaching and learning relationship.</p>	<p>A visit will have been made to Puketeraki Marae.</p> <p>There has been a start made in regards to cultural responsive practices and processes that represent our bicultural heritage as much as the special character of the Steiner school .</p>	<ul style="list-style-type: none"> Assemblies start with karakia and waiata and finish with waiata. Staff spent a day at the marae, connecting and learning about resources. Visit from Kāhui Whetū Charlotte Goddard, spending time in classes and with individual teachers.
<p><u>Curriculum:</u></p> <p>Use of te reo Māori and tikanga practice is normalised and can be seen and heard around the school.</p>	<p>Te reo Māori becomes part of the daily spoken language and can be heard on the school grounds.</p> <p>Across school experiences have allowed students to have a full immersion experience.</p>	<ul style="list-style-type: none"> On Monday morning slots we have worked through the class 1 curriculum and the teachers have brought it into their classes. More games are incorporated that include language and kaupapa of te ao Māori.

Goal 3 Grow the School		
Success Indicators	Evidence to show the objective has been met/is in progress: year so far	September update

<p>Marketing material will be redeveloped and updated with clear messaging and language.</p> <p>A clear shared vision of the marketing strategy is communicated to stakeholders</p>	<p>Marketing material is updated and follows the marketing strategy. It is shared with appropriate shareholders.</p> <p>Marketing strategy is documented and shared with governing bodies and staff</p>	<ul style="list-style-type: none"> • Interim posters planned to put around Dunedin advertising free spaces •
<p>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.</p>	<p>Kindergarten(s) work together to increase numbers following the Steiner pathway into the primary school.</p>	<ul style="list-style-type: none"> • Working on relationship with Aurora Tamariki • Considering more 2 year olds in the kindergarten to provide pathway • Open afternoons in kindergarten have led to enrolments

Goal 4 - Foster a healthy community and environment		
Success Indicators	Evidence to show the objective has been met/is in progress: year so far	September update
<p>Community events are being held regularly for the entire community.</p>	<p>Healthy attendance and participation at all school events from parents and the wider community.</p>	<ul style="list-style-type: none"> • Parent experience evening well attended and received.
<p>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</p>	<p>Increased awareness of special character in the parent community and in governing bodies.</p> <p>An increased comfort level for the community to share our special character with the wider Dunedin community.</p>	<ul style="list-style-type: none"> • Regular special character thoughts in the newsletter • Parent experience evenings gives an opportunity to speak about the 'why'. • Fellowship working on a digestible version of what our special

		<p>character is and how we can communicate this to our communities.</p>
<p>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>The Kaupapa Māori impulse group meets regularly and is building the foundation and support for the school's bicultural work.</p>	<ul style="list-style-type: none"> • A survey went out to establish availability and need. The results showed a mix of people being happy with what the school is doing, suggestions of what they would like to see and readiness to be part of a group that discusses these things further.

Information for the Ministry of Education and for
School Board Reporting

Information for Ministry of Education	Date of incident	5/9/24	Date of report	5/9/24
Name of School	Dunedin Rudolf Steiner School			
Student's National Student Number (no name) NSN	XXXXXXXXXXXX			
Date of Birth	dd/mm/yy	XXXXXXXXXX		
If the student was physically restrained more than once during the day, indicate how many times?	/			
Did the student have a support plan?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no			
Was physical restraint a part of the support plan?	<input type="checkbox"/> yes <input type="checkbox"/> no N/A			
Who made the principal aware of the incident of physical restraint?	<input checked="" type="checkbox"/> Staff member <input type="checkbox"/> Student <input type="checkbox"/> Parent or Caregiver <input type="checkbox"/> Other			
Has the school notified the parents or caregivers?	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no			
Please briefly describe the events that led to the use of restraint	Student threw things and furniture and showed physically threatening behaviour.			

Was anyone injured due to the use of physical restraint?	<input type="checkbox"/> Staff member <input type="checkbox"/> Student <input type="checkbox"/> Other <input checked="" type="checkbox"/> No	
Does the student have a learning support need eg. disability, neurodivergency, specific learning difference (diagnosed or self identified)?	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no	If yes, provide details
What is the role of the staff member who applied the restraint?	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Other	If other, what is their role?
Was the staff member who applied the restraint authorised?	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Did the staff member who applied the restraint receive training in physical holds prior to the incident?	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Has a debrief meeting been organised?	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no	

The Education (Physical Restraint) Rules 2023 require reporting of physical restraint incidents.

Complete the form via the Community Portal or email it to the Ministry of Education at physicalrestraint.change@education.govt.nz. Provide a copy to the employer (school board or manager of a private school) and the parent or caregiver.

Note: The information in this form may be the subject of requests made under the Privacy Act 2020 and the Official Information Act 1982.

School Hazard Register

Updated September 2024

Person identifying problem and date	Hazards	Describe Harm that could occur	Is it a Significant Hazard (Yes / No)	Eliminate? Isolate? Minimise?	Control Action	Date Completed	Frequency of Monitoring
NB/CR 9/5/2024	Visitors wandering onto school site A signpost is being made to navigate visitors through the school grounds	Unmonitored visitors could result in child safety issues		M	Improve signage at top entrance. New sign planned but yet to be produced		
NB/CR 9/5/2024	Windbreak cloth coming out of bank by path near monkey bars	Trips	N		Cut cloth away at working bee	15/5/2024	none
NB,CR, AN March 2023	Yurt pad is slippery when wet + slope above it may need reinforcement	Falls	N	M	Waterblast/ clean area Consider painting bright line on circumference to alert people to step. Builder reviewed slope and considers it is strong		Termly
NB,CR, AN March 2023	Pile of wood underneath the staircase can be accessed by children	Wood may include pieces that are sharp; include nails etc and cause harm	N	E	A gate has been built that blocks this off	June 2024	
NB,CR, AN March 2023	Builders waste (old) around back of Forest classroom and near tree house. Includes old warratahs	Cuts	N	E	Removed from area. Take to tip	Feb 2024 Not yet taken to tip May 24	

Signed _____

Date ____ / ____ / ____

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School Hazard Register

Updated September 2024

Person identifying problem and date	Hazards	Describe Harm that could occur	Is it a Significant Hazard (Yes / No)	Eliminate? Isolate? Minimise?	Control Action	Date Completed	Frequency of Monitoring
CR March 2023	Harakeke overhanging pathways Ongoing working bee task	Trip hazard	Y	M	Cut harakeke back	31/3/2023	Termly
NB,CR, AN March 2023	Glass around lower classroom picnic tables	Cuts	N	M	Ongoing monitoring and cleaning. Consider building a permanent layer above it.		Continual
AN/CR 27/5/2024	Treehouse floor board may need replacing	Eventual deterioration then falls are possible	N	E	Builder checked all boards and stated OK	June-2024	
AN/CR 27/5/2024	Forest checked after high winds	Branches falling and hurting people	Y	M	Loose branches removed	Ongoing	After high winds
JG July-2024	Old pallets at back of woodshed have nails exposed	Children could cut themselves	Y	E	Old pallets removed	2/8/2024	

Signed _____

Date _____ / _____ / _____

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26 August 2024

Angela Clark and Anna Noble
Presiding Member and Principal
Dunedin Rudolf Steiner School
By email: theboard@dunedinrudolfsteiner.nz and anna.noble@dunedinsteiner.nz

Tēnā kōrua Angela and Anna

2024 Enrolment Scheme Review

This year, your school is due for an enrolment scheme review. Changes were made to the enrolment scheme clauses in the Education and Training Act 2020 which now require the Ministry to undertake this process. This is reflected in [Schedule 20, Clause 16](#).

In the past, we have asked the Board to consider whether you felt the school should retain the scheme as it currently is, amend the scheme to better reflect the [purpose and principles of the Act](#) or abandon the scheme if it is no longer required.

Under the new legislation, the Ministry must, at least once every three years, review the enrolment scheme for each school, having regard to the purpose and principles of the Act, and make a decision regarding the continuing need for the scheme.

Effectively, this means that the Ministry must consider whether:

- the school continues to need an enrolment scheme as there being, or being likely to be, more applicants for enrolment at the school than there are places available;
- the scheme, in its present form, promotes fairness and transparency in the selection of students;
- the scheme, in its present form, promotes best use of the existing network of State schools in the area;
- the scheme, in its present form gives priority to applicants for whom the school is a reasonably convenient school;
- an amendment of the enrolment scheme is appropriate.

The October 2023 and March 2024 network information for Dunedin Rudolf Steiner School are contained in tables A and B.

Table A: October 2023 Roll and utilisation information

Teaching Space Count	Maximum Roll	October 2023 roll	October 2023 % Utilisation*
N/A	96	70	73%

* Utilisation percentage of the school is based on the Maximum Roll and October 2023 roll numbers.

Table B: March 2024 roll and utilisation information

March 2024 roll	March 2024 % Utilisation**
71	74%

** Utilisation percentage of the school is based on the Maximum Roll and March 2024 roll numbers.

Based on information available regarding your school and the local network of schools, we have reviewed the enrolment scheme for Dunedin Rudolf Steiner School and determined that there is no need for changes to the enrolment scheme at this time.

We will review for your enrolment scheme within the next three years, and we will contact you as part of this process.

If you have any questions, if you have additional information that should be considered, or if you think a change should be made to your enrolment scheme at this time, please contact your Education Adviser, or reply to this email.

Nāku noa, nā



Nicky Ryan
Manager Integrated Services, Otago North

Finance report to the Board

Income and Expenditure report to 31 August

The attached report shows a forecast deficit of \$11,329. The school originally budgeted a deficit of \$2,206 but there are \$12,479 in tagged budgets brought forward from 2023 that will also be spent. In addition the increase in the operations grant from that originally allocated has allowed some additional budget amounts to be allocated to sports and music equipment.

Audit 2023

The audit has just been completed. Accounts were submitted on time at the end of March but there is ongoing delay in audit work. The school has not yet received a management letter that may indicate any areas for improvement to our system.

Review of Finance Policies and Procedures

All staff, parents and board members have received these amended procedures and no suggestions for improvements have been received. The amended policies and procedures are still on the school website if anyone would like to refresh their memories. (<https://www.dunedinsteiner.nz/school-policies-and-procedures.html> - in the link to policies for review) A few matters are highlighted below:

1. A new Policy is introduced "Sensitive Expenditure Policy", following a Ministry template. This policy addresses the cases where expenditure may be beneficial to an individual or group of individuals. The Board or Principal is then asked to take account of the following prior to authorising this expenditure:
 - i) Does the expenditure benefit student outcomes?
 - ii) Does the expenditure represent the best value for money?
 - iii) Is it in the budget?
 - iv) Could the board justify this expenditure to a taxpayer, parent or other interested party?
 - v) How would the public react if this expenditure was reported by the media?
 - vi) Would there be, or be perceived to be, any personal gain from this expenditure?
 - vii) Does this expenditure occur frequently
2. The Travel expense procedure has been extended to make it fit the MoE version better.
3. There is a new Cash Management Policy. Should the school not only encourage electronic receipts but refuse cash receipts over a certain amount?

Other matters from policy review

4. The Board should confirm what they expect of the Treasurer checks (eg on payroll, credit card, unusual items in the cashbook)? (See the Financial Condition Policy)
5. The school should develop an asset register of items that are not capitalised (ie under \$1,000) but have a longer economic life.
6. The school should also develop a property maintenance plan that is more extensive than the excel sheet that is currently used. How will the Board address this?
7. The policies state that any budget amendments should be authorised by the Board – but is there a level at which budget changes can be made by management?
8. Does the Board think that the current levels of delegated expenditure to staff are appropriate? (Is the Board aware of what these are?)

The Financial overview document which explains how all the school financials work across the school, playgroup and Trust, has been circulated to all staff and Boards.

Clare Ridout 5/9/2024

Finance report to the Board

Income and Expenditure report to 31 August

The attached report shows a forecast deficit of \$11,329. The school originally budgeted a deficit of \$2,206 but there are \$12,479 in tagged budgets brought forward from 2023 that will also be spent. In addition the increase in the operations grant from that originally allocated has allowed some additional budget amounts to be allocated to sports and music equipment.

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Clare Ridout 5/9/2024

Dunedin Rudolf Steiner School
Report to the Board to 31 August 2024

Additional operations grant funding has been allocated to some budget areas, in consultation with teachers - some additional sports equipment, a set of wooden recorders for class kākāpō. Relievers budget is currently not under pressure. Professional development budget for teachers is overspent by just over \$1,000. The attached budget amendment sheet shows amendments made, which includes spending of prior year budgets and additional income received in the year.

	Year to Date			2024	2024	Predicted year end result
	Actual	Budget	Variance	Original	Budget Revised	
Income	\$	\$	\$			
Ministry of Education funding	141,538	114,667	26,871 0	153,809	164,609	175,529
Teachers Salaries Grants	273,898	233,347	40,551	350,020	350,020	350,020
Other income	6,486	650	3,847	800	4,788	8,489
Contributions from Proprietors to salaries	0	83,715	-83,715	125,573	125,573	125,573
Contributions from Kindy to overheads	0	5,000	-5,000	7,500	7,500	7,500
Total Income	421,922	437,379	-17,446	637,702	652,490	667,111
Expenditure						
Learning resources						
Teachers funded by Proprietors	39,775	74,037	-34,262	111,055	111,055	111,055
Relievers	4,009	8,500	-4,491	16,000	12,750	12,750
Teachers funded by Ministry of Education	273,898	233,347	40,551	350,020	350,020	350,020
Teacher Aide - HW and special ed	10,197	10,443	-247	15,665	17,665	17,665
Class materials, outings	26,783	16,251	7,195 0	22,876	35,874	35,826
Student management system and assessment costs	892	1,493	-601	1,600	2,600	2,600
Principal Well-being Fund	5,894	0	5,894	0	10,900	10,900
Staff Development	7,758	4,442	3,316 0	6,663	6,720	7,815
Total learning resources	369,206	348,512	17,357	523,879	547,584	548,631
Administration						
Administration salaries	36,286	33,548	2,738 0	50,322	53,122	53,122
Audit	4,244	3,500	744 0	3,500	3,500	4,244
BoT, bank charges, ACC, general, levies	10,402	7,147	3,255 0	10,720	10,720	14,024
Insurance	0	939	-939 0	939	939	939
Promotion & Advertising	616	667	-51 0	1,000	1,000	1,000
Office supplies, postage, phone	3,774	3,933	-159 0	5,900	5,900	5,900
Total administration	55,322	49,734	5,588	72,381	75,181	79,229
Property						
Cleaning and caretaking	9,829	9,085	744 0	13,628	13,628	13,500
Heat, light and water	7,153	6,347	806 0	9,520	9,520	9,520
Repairs, maintenance and lease costs	5,980	7,333	-1,354 0	11,000	9,830	9,830
Rates	3,108	2,133	974 0	3,200	3,200	3,200
Fixed assets	2,425	0	2,425 0	0	6,975	8,230
Grounds Keeping and caretaker	846	2,133	-1,287 0	3,200	3,200	3,200
Depreciation General	0	2,067	-2,067 0	3,100	3,100	3,100
Total property	29,340	29,099	241	43,648	49,453	50,580
Total Expenditure	453,868	427,345	23,186	639,908	672,218	678,440
Surplus/-Deficit	-31,946	10,034	-40,632	-2,206	-19,728	-11,329
	\$					
Cash on current account	11,534.56					FTE
Cash in saver	34,439.00					Teachers salary entitlement
	<u>45,973.56</u>					Principal
						Class teachers
						Handwork
						5.40
						Funded by Props
						-1.33
Professional development	\$					
Movement course - Feargal, Emily, Trisha	6,051					
Books	511					
First Aid course	896					
Kāhui Ako	300					
	<u>7,758</u>					
Principal Well-being Fund						
Mentoring PLD	533					
Māori achievement conference	522					
German Waldorf Schools	4839					
	<u>5894</u>					

Budget amendments 2024

Income	\$	
Staff wellbeing	57	Contribution to fund from a class Kererū parent
Principal wellbeing grant	6,000	Received from MoE
Income for outside activities	1,284	Paid by parents for futsal, netball etc
Kererū camp	2,016	Income from parents
Kea aquarium trip	56	Income from parents
Support staff pay settlement funding	4,800	Additional MoE funding
String tuition	575	Income received so far
Total income	<u><u>14,788</u></u>	

Original budgeted income	637,702
	14,788
Amended budget for income	<u><u>652,490</u></u>

Expenditure		From prior years	From additional income	
Woodwork	553	553		Tagged amount brought forward to spend
More funding for woodwork	1,000		1,000	Additional budget due to increase in Ops gra
Class Kereru camp	781	781		Tagged amount brought forward to spend
Staff well-being	57	57		Tagged from 2023
Principal wellbeing spend	6,000		6,000	From additional MoE funding
Principal wellbeing grant	4,900	4,900		Amount unspent from 2023
Reduction in relievers budget	-3,250			Reallocated to Class 1 and assessment
Additional Class 1 budget	2,250			
Additional funding for assessment	1,000			
Outside activities	1,284		1,284	Paid by parents
Kererū camp	2,016		2,016	Paid by parents and funder
Kererū camp	-16			Minor class adjustment
Kererū class	16			Minor class adjustment
Kea class budget	56		56	re aquarium
Library books	383	383		Tagged amount brought forward to spend
String tuition	575		575	Funding from parents class 5 +
Flowform - unspent bfw	5,805	5,805		Amount unspent from 2022
Repairs	-2,000			Transfer to other furniture
Other Furniture and Equipment	2,000			Transfer from repairs
Teacher aide	2,000		2,000	Funded by support staff settlement
Office admin salary	2,800		2,800	Funded by support staff settlement
Sports equipment	500		500	Additional budget due to increase in Ops gra
Kitchen equipment	100		100	Additional budget due to increase in Ops gra
Wooden recorders	3,500		3,500	Additional budget due to increase in Ops gra
Total expense	<u><u>32,310</u></u>	<u><u>12,479</u></u>	<u><u>19,831</u></u>	
Original budgeted spend	639,908			
	32,310			
Amended budget spend	<u><u>672,218</u></u>		32,310	-

