



School  
**Dunedin Rudolf Steiner**  
Learning with head, heart and hands

## Agenda for the Board Meeting

Tuesday 12 November 2024, 5.30pm - 7.30 pm

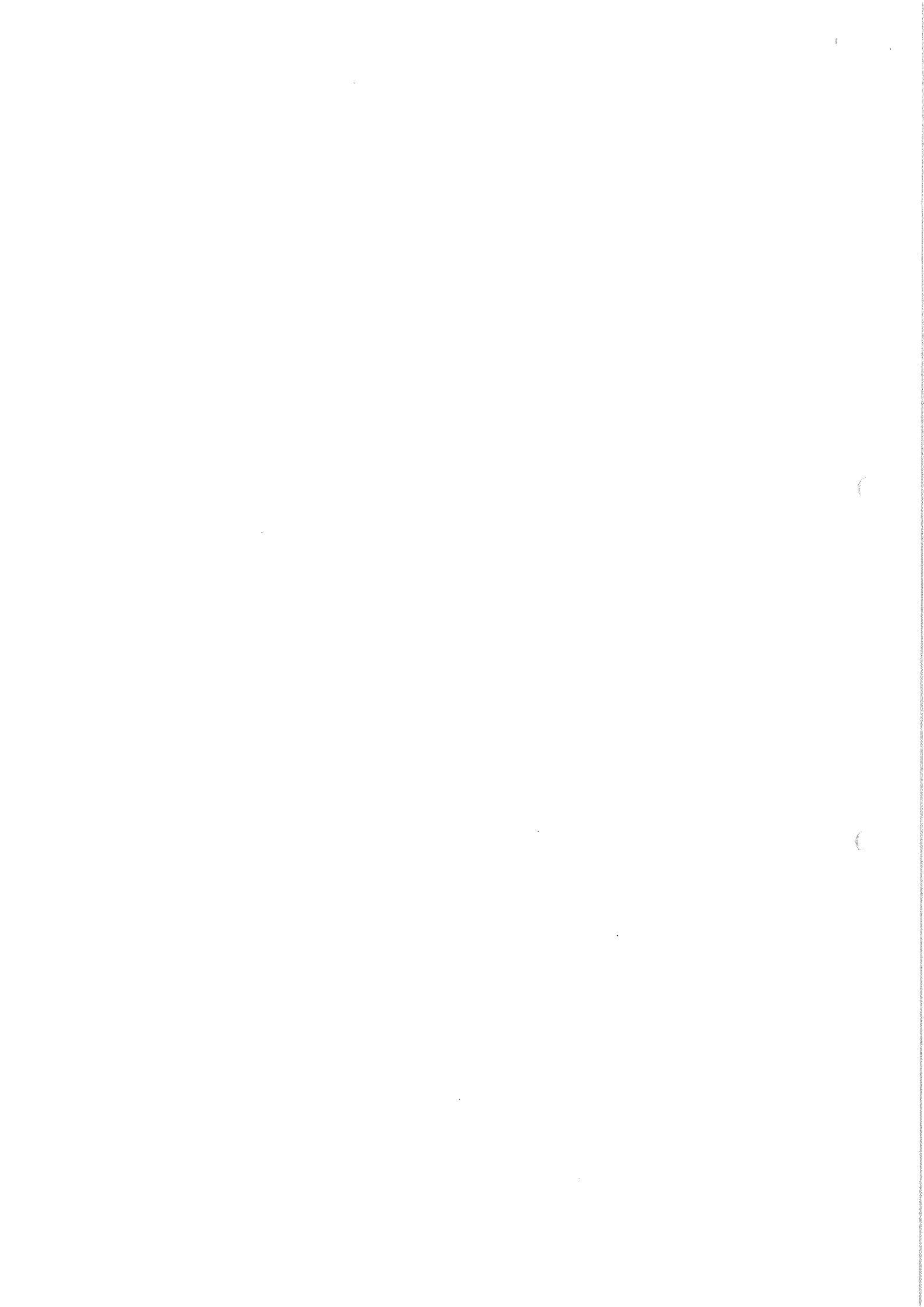
*The Board is legally responsible for the school. Our role is to watch the far horizon, to support its direction as a Steiner school, and to ensure it arrives safely within the law. The Board provides guidelines within which the staff manage the school.*

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
8. Report back from Strategic Planning hui
9. Matters raised in Presiding Member's report
10. Finance report (EG)
11. Report from the Proprietors (KH)
12. Board Correspondence (AC)
13. Any other business - attendance
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*



### Special Character

- Spring festival, despite having to be inside, was a huge success at the end of the term. A very happy community enjoyed the maypole dancing as well as some performances from the string instruments, followed by shared kai.

### School life

- Very successful camp from class Kea in the Catlins. The children enjoyed all the challenges and handled the time away from the parents very well. Great work from Emily for organising and preparing the children well.
- Class 3 up participated in the West Harbour Sports day and had a great day at the Caledonian.
- Clare led a very successful working bee in difficult weather conditions.
- Very well attended open day for school and kindergarten with 7ish families in attendance. It was advertised more widely with a consistent visual representation and message.

### Other

- The application to become a signatory to the code for the pastoral care of international students has been submitted and we have been assigned a case officer at NZQA.
- I spent three days in Waitangi at the national MAC (Māori Achievement Collaborative) conference and it was a hugely inspirational and nourishing experience. A lot of things to bring back, some of which I have shared with the kaiako already.
- We had our face to face meeting with the fellowship in Taupō. We evaluated our work plan as well as developing the work plan for 2025. Work includes:
  - Working on principles that all Steiner schools in Aotearoa work by (attachment B).
  - Working on a common approach to structured literacy and structured mathematics.
  - Working on the curriculum and all areas being represented online and available in a practical and useful format for teachers.
  - Induction and in service PD for Steiner teachers or teachers new to Steiner Education.
  - Learning steps for learning areas.

## **National Administration Guideline 1 – Curriculum**

- Curriculum Review: We have started the work on our curriculum review document for Movement.
- We celebrated te wiki o te reo Māori by:
  - o Visiting the kindergarten and presenting some waiata for our Māori moment (they also sang for us).
  - o Immersion painting in all classes with a script prepared by James and checked by Clare.
  - o Making a class set of poi in handwork for the entire school to use.
  - o ...

## **National Administration Guideline 2 – Reporting and Planning**

### **Roll Term 4 2024**

Class 1	Kiokio	11
Class 2/3	Kākāpō	9/14
Class 4/5	Kea	8/12
Class 6/7	Kererū	9/6
Tuākana		10
<hr/>		
<b>Total roll</b>		79 (including tuākana)

## **National Administration Guideline 3 – Personnel**

- Two applications for unpaid leave for the board to consider.
- Trisha will be back to teaching 5 days a week in 2025.
- In 2025 non-contact time for every teacher will increase by half an hour, taking it to 2.5 hours a week
- Unit holders will receive one hour of non-contact time a week.

## **National Administration Guideline 4 – Finance and Property**

- Budget for review
- Earthquake drill successfully completed in October
- Proprietors Trust exploring need for geotechnical survey following landslip

## **National Administration Guideline 5 – Legislative**

- Lockdown update:
  - Blackout blinds are installed.
  - Alarm system installed but will need further alarms.
  - We are looking at a three step familiarisation program for the children:
    - ♣ Familiarise with sound
    - ♣ Familiarise with position in classroom and close blinds
    - ♣ Familiarise with the entire lockdown drill, including the release at the end

### **Attachments:**

**A: Strategic Plan update**

**B: Steiner Waldorf Principles**

**A: Strategic Plan update**

<b>Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.</b>		
<b>Success Indicators</b>	<b>Evidence to show the objective has been met/is in progress: year so far</b>	<b>October update</b>
<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"> <li>• Before the end of term we will have individual meetings to have a look at individual planning and progress.</li> <li>• Teachers have attended the across school meetings in week 4. Feargal is involved with a literacy project with other Steiner class 1 teachers.</li> <li>• We have revisited child studies in College and will walk through one in our next College meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement curriculum review is proving a rich discussion about special character, the why, the what and the how.</li> <li>• College of Teachers did a school kindergarten wide session on child study</li> </ul>
<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"> <li>• Senior classes have regular woodwork once a week.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior classes regularly sing at assemblies etc.</li> </ul>

	<ul style="list-style-type: none"> <li>We are steadily increasing our repertoire and currently working on a whole school song that can be used as a welcome song.</li> </ul>	
Literacy and Numeracy is continually reviewed, teaching methods adapted to the needs of the students and teachers have access to meaningful PD.	<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"> <li>Lit/Num report to the BOT at August meeting.</li> <li>Conversations with teachers about a Learning support coordinator (MU).</li> </ul>	<ul style="list-style-type: none"> <li>Learning Support coordinator to be finalised and appointed.</li> </ul>

## Goal 2 - Nurture the mana of te Tiriti

Success Indicators	Evidence to show the objective has been met/is in progress: year so far	October 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"> <li>Assemblies start with karakia and waiata and finish with waiata.</li> <li>Staff spent a day at the marae, connecting and learning about resources.</li> <li>Visit from Kāhui Whetū Charlotte Goddard, spending time in classes and with individual teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Taking up opportunities as they occur, e.g. acknowledging and learning about Parihaka in senior class.</li> <li>MAC conference provided great resources, e.g. a more connecting way to do a treaty at the start of the year, following the four treaty principles and the different states of Mauri.</li> <li>The school has tried to book a visit to the marae but there has been no available slot. Staff and governance are scheduled for a wānaka at the marae in January.</li> </ul>

<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"> <li>• On Monday morning slots we have worked through the class 1 curriculum and the teachers have brought it into their classes.</li> <li>• More games are incorporated that include language and kaupapa of te ao Māori.</li> </ul>	<ul style="list-style-type: none"> <li>• The children are asking for the Māori games and are very comfortable with them.</li> <li>• An immersion painting during te wiki o te reo Māori in all classes with a script prepared by James and checked by Clare.</li> </ul>
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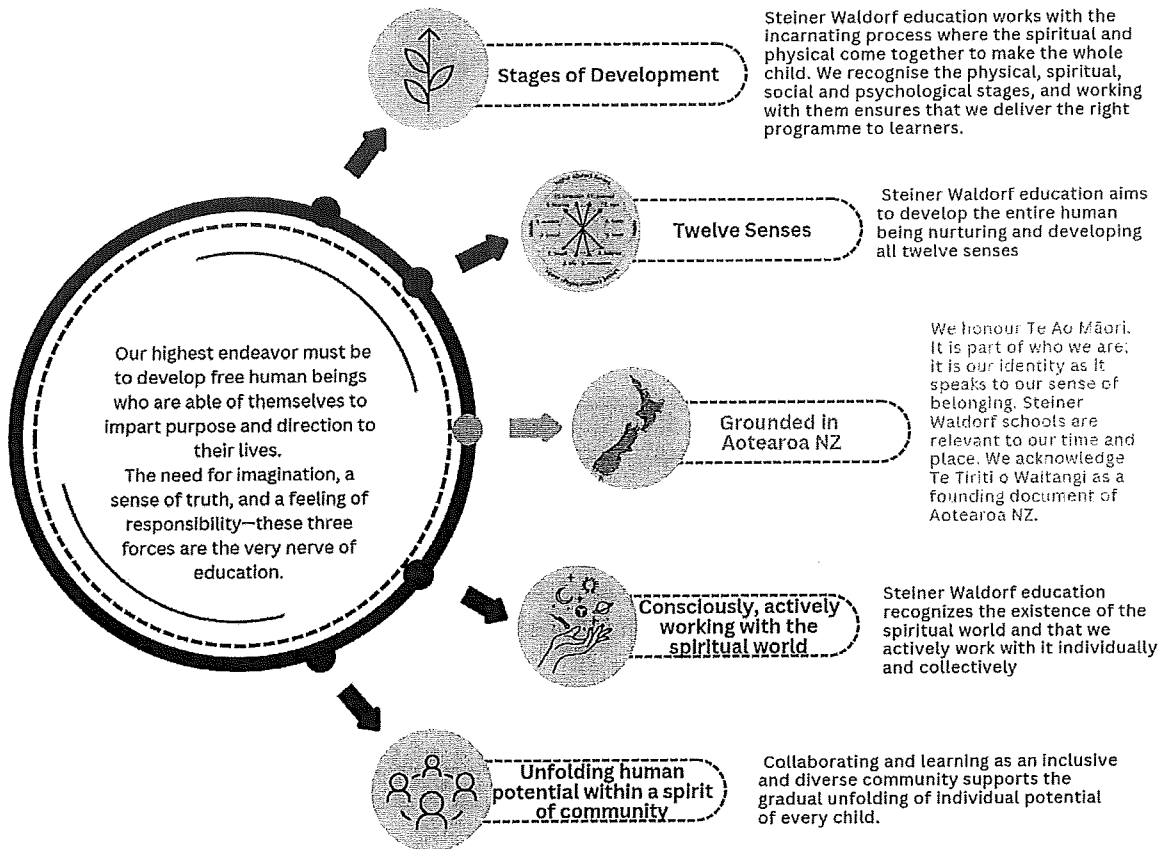
<b>Goal 3 Grow the School</b>		
<b>Success Indicators</b>	<b>Evidence to show the objective has been met/is in progress: year so far</b>	<b>October update</b>
<p>Marketing material will be redeveloped and updated with clear messaging and language.</p> <p>A clear shared vision of the marketing strategy 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"> <li>• Interim posters planned to put around Dunedin advertising free spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Developed templates for different poster contexts, including layout, colour scheme and phrases to be used.</li> <li>• School tour and kindergarten open afternoon, both well attended.</li> </ul>
<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"> <li>• Working on relationship with Aurora Tamariki</li> <li>• Considering more 2 year olds in the kindergarten to provide pathway</li> <li>• Open afternoons in kindergarten have led to enrolments</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten teachers went to Christchurch Steiner kindergarten to learn about 2 year olds. We do have some enrolled</li> <li>• More open afternoons for kindergarten, another one planned.</li> </ul>



## Goal 4 - Foster a healthy community and environment

Success Indicators	Evidence to show the objective has been met/is in progress: year so far	October update
Community events are being held regularly for the entire community.	<p>Healthy attendance and participation at all school events from parents and the wider community.</p> <ul style="list-style-type: none"> <li>• Parent experience evening well attended and received.</li> </ul>	<ul style="list-style-type: none"> <li>• Spring festival was very well attended. Community shared kai afterwards, a great feel!</li> <li>• 20 adults present at November working bee</li> </ul>
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>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"> <li>• Regular special character thoughts in the newsletter</li> <li>• Parent experience evenings gives an opportunity to speak about the 'why'.</li> <li>• Fellowship working on a digestible version of what our special character is and how we can communicate this to our communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Readings at governance level.</li> <li>• Special character thoughts in newsletter connect science and special character.</li> <li>• Fellowship 5 principles (attached)</li> </ul>
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>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"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Recent feedback from the community that they can see more te reo and more integration of tea Ao into our practices.</li> </ul>

## B: Steiner Waldorf Principles



## **Finance report to the Board**

### **Income and Expenditure report to 31 October**

The attached report shows the predicted 2024 figures plotted against the budget for 2024 and 2025. It shows a forecast deficit of \$5,106. The school originally budgeted a deficit of \$2,206 but there are 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.

### **Budget 2025**

The budget includes more teacher aide time for 5 mornings a week for class 1. The Proprietors have confirmed their budget that allows sufficient funding for the school budget as presented. Teachers have been asked for any feedback on items required. There is a planned deficit of \$4,175 which seems acceptable.

### **Review of Finance Policies and Procedures**

All staff, parents and board members have received these amended procedures. They came to the last Board meeting and some amendments have been made following a review by the treasurer. The Board also needs to sign off the memorandum of understanding with the Proprietors Trust, which has been signed off by the Trust.

#### **Other matters from policy review**

1. 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)
2. The school should develop an asset register of items that are not capitalised (ie under \$1,000) but have a longer economic life.
3. 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?
4. 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?
5. 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 7/11/2024*



2025 Budget Dunedin Rudolf Steiner School		2025	2024	2024
	Budget	Notes on 2025	Budget	Notes on 2024
Income	\$		\$	
Operation Grant	159,608	Based on 72 in school and 11 tuakana	140,654	Based on 72 students
Furniture and Equipment grant	10,200		8,280	
		teacher aide funding say 10 hrs pw		
Other Ministry Grants	6,600	based on 2024 rate	0	
Teachers Salaries Grants	423,000	4.7FTE entitlement at \$90k	350,020	4.07 FTE at \$86k
Stringed instrument hire and lesson charges	3,080	say 30 mins pw is class 5+	350	
Interest	300		50	
Other income inc camps etc	200		400	
Contributions from Proprietors	101,060		125,573	
Contributions from Kindy for overheads	8,000		7,500	
<b>Total Income</b>	<b>712,048</b>		<b>632,827</b>	<b>746,994</b>
Expenditure				
Teachers funded by Proprietors	63,000	0.7FTE	111,055	1.33 FTE
Teachers funded by MOE	423,000		350,020	
Teacher aide class 1	23,100	5 mornings pw		
Teacher Aide	18,619	2.5% increase on 2024	15,665	2.5% increase on 2023
Relievers	16,000		16,000	
Library Books	400		0	
Class 1 set up	780		750	
Science equipment		Detail from EC		
Festivals	550		500	
				2023 costs includes \$350
Class Materials - general	16,000		10,927	funded by parents
Camp costs	0		0	
Student management software	1,500		1,600	Bill for 2024 is \$1383.6
Recorders	0			
Stringed instrument costs - repairs & new instruments	1,500		1,200	
Stringed instrument tuition	12,320	say 2 hrs pw is c 3&4	7,000	
Swimming	2,600		2,500	
Activities to be refunded by parents	0			
Staff Development	7,000		6,663	
Principal Well-being grant	0		0	
Admin salaries	53,490	see Support staff calcs	50,322	
BOT Hon Fees	750		600	
BOT Expenses	500		400	
ACC Levies	750		750	
BOT Audit	4,414		3,500	
General Expenses	2,080		2,000	
Bank Charges	52		50	
Insurance	977		939	
Promotion & Advertising	1,040		1,000	
Medical Supplies	281		270	
Office supplies	4,472		4,300	
Telephone & Internet	2,250		1,600	
Federation Levies	5,907		4,950	
Subscriptions/Levies (nonFed)	1,768		1,700	
				Annual carpet clean \$1100
				whole school and kindy,
				then 9 hrs pw x 40 + \$28,
Jeanning	14,040		11,500	and consumables
Caretaking - say 2 hrs pw x 40 weeks at \$30	2,640		2,128	
Electricity/ power / wood	8,944		8,600	
Laptop leases	1,040		1,000	
				To include new lino around
Repairs and Maintenance	9,183		10,000	kitchen areas
Water Rates	957		920	
Rates	3,328		3,200	
Grounds Keeping	3,328		3,200	
Fixed assets	6,000		0	
Depreciation General	3,224		3,100	
<b>Total Expenditure</b>	<b>717,783</b>		<b>639,908</b>	<b>754,065</b>
Surplus/(Deficit )	-5,735		-7,081	-7,071

Allocation of Class Budgets	No of students		Class budget split
Class KioKio	23	C1 also has \$750 set up	\$3,993
Class Kākāpō	23		\$3,993
Class Kea	19		\$3,299
Class Kereru	7		\$1,215
Handwork/ woodwork			\$3,500
	<b>72</b>		<b>\$16,000</b>
Exclude HW/WW			\$12,500
Class materials allocation		Per child	\$174



## Introduction

Welcome to Every Day Matters. This is a termly report that highlights attendance patterns in your school and provides actionable insights to improve student attendance.

Four **Student Attendance Categories** have been developed to help schools understand how frequently each student attends. These categories give you a way to monitor the progress you are making in supporting students to attend regularly.

Student Categories	Student with	Equivalent to
Regular attendance	over 90% attendance	missing fewer than 5 days across a term
Irregular absence	more than 80% and up to 90% attendance	absent for between 5 and 9 days across a term
Moderate absence	more than 70% and up to 80% attendance	absent for between 10 and 14.5 days across a term
Chronic absence	70% attendance or less	absent for 15 days or more across a school term

This report provides a snapshot of how your school is performing, including an overview of the reasons for absence broken down by justified and unjustified reasons, insightful trends and next steps.

In April 2024, the Government announced a regular attendance target of 80 percent of students to be present for more than 90% of the term by 2030.

**NOTE:** In some cases, results have been rounded to the nearest percentage point to simplify the presentation of results. As a result, some totals may not add up to 100%.

## Term 3 Summary

### How many students regularly attended school this term?

 Regular Attendance

**49%**

Compared to 43% in Term 3, 2023

 Irregular Absence 32%

Compared to 37% in Term 3, 2023






 Moderate Absence 7%

Compared to 16% in Term 3, 2023

 Chronic Absence 13%

Compared to 4% in Term 3, 2023

### What were the main reasons given for absence this term?

-  (M) Illness / Medical Absence 64%
-  (G) Holiday 26%
-  (E) Accepted (but unjustified) 5%
-  (J) Justified (other) 2%
-  (U) Stood down / Suspended 2%

### How many students were on time to class?

**57%** of students were on time to class

Definition of lateness depends on school attendance policy.





# Dunedin Rudolf Steiner School Board Meeting

Tuesday 11 November 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), James Guthrie (JG), Natalie Bartonova (on-line), Kussi Hurtado (KH), Jerry Hsu(JH). Apologies : Angela Clark (AC), Kesava Sampath (KS). Meeting opened with a karakia and waiata . Jerry chaired the hui.

1. Conflicts of interest, minutes, matters arising	Who
<p><b>Reading:</b> Some thoughts were shared on the Education of the Child pages that was read.</p> <p><b>Next time –</b> Tasks of a Waldorf teacher (Avison and Rawson)– chapter on leadership and management</p> <p><b>Approval of accuracy of prior minutes of 10 September 2024</b> EG moved, KH seconded</p> <p><b>Matters arising:</b></p> <ul style="list-style-type: none"> <li>• AN has submitted the International student application to NZQA. NZQA suggest that it should all be approved by the end of the year. How will the community welcome them? It was noted that a family in the community is in touch.</li> <li>• CR sent length of school day info to EG as requested at last hui.</li> </ul> <p><b>Approval of 6 year olds in kindergarten</b> who are enrolled at school: Eadie Hardisty, Fei Yang Liu, Heath Trebley, Kasper Ledgerwood, Eliano Nijhuis, Ayana Lett, Bjorn Lett. All approved.</p>	

2. Principals report	Who
<p>Staffing for 2025 with non contact time etc will be calculated and managed – AN and CR will review this on Thursday morning.</p> <p>Strategic planning hui – deepening knowledge of Steiner Education. The hui confirmed our goals are still valid.</p> <p>Principal’s report otherwise discussed. The Steiner fellowship diagram of what Steiner education is was commended. Also noted the strength and value of Anna’s engagement with the Māori achievement collaborative.</p> <p>AN’s report approved. NB, KH seconded all agreed.</p>	CR/AN

3. Presiding member report	Who
<p><b>3.1 Staff requests for leave in 2025</b></p> <p>The issues are</p> <ul style="list-style-type: none"> <li>• Impact on the children</li> <li>• Difficulty of relievers – finding good cover is hard.</li> <li>• The cost of the leave to the school – even unpaid leave leaves the school with a cost – see the procedure on staff leave.</li> <li>• The board should be careful about setting a precedent that it cannot afford to keep up or which is not healthy for the children.</li> </ul>	

## Dunedin Rudolf Steiner School Board Meeting

3. Presiding member report	Who
<ul style="list-style-type: none"> <li>• The wellbeing of staff is set against this.</li> <li>• It was noted that the requested leave dates were amended so that two staff are not away at the same time.</li> </ul> <p>JG said teachers are happy to step up to help this happen for their colleagues. Might handwork/ woodwork teacher time be accommodated if that teacher was requested to take on additional work?</p> <p>It was noted that relievers are not readily available. This is a nationwide issue nowadays. Anna has access to a pool of 27 relievers but when a reliever is required there is often not one available from the pool. It is also hard to find a reliever that can work well within the Steiner curriculum. Would another Steiner school send a reliever. Look to other Steiner schools?</p> <p>Responses from Board members were as follows:-</p> <ul style="list-style-type: none"> <li>• One member considers it reasonable to accept, wonders if teachers might consider going for 3 weeks instead of 4. Are we setting hard precedents to follow.</li> <li>• One member suggested that summer holidays could also be a time to travel in terms of their work. Feels that it is hard for the Board to reject the request.</li> <li>• The other teachers supporting it and helping to make it work seems to make it more acceptable.</li> <li>• One member thinks that as a small school and community that we should have a trust model that may allow this to happen.</li> <li>• One member considered that it could be accommodated if the leave is not overlapping.</li> </ul> <p>Board approved the unpaid leave. JG approves, KH seconded. JH will write to the teachers to inform them of the decision.</p>	JH
<p><b>3.2 Teacher aide</b></p> <p>Suggestions about additional teacher aide time that is needed for Kiokio as there are students with high needs coming through. (KH noted a possible conflict of interest as he has a child moving into that class. Board happy for him to stay). The school will receive some MoE funding but this is unlikely to be sufficient to meet the full amount required.</p> <p>EG suggests that a fundraising committee is set up who set up priorities and where funding may come from. A parent was suggested who works in this field and may be helpful. This proposal was approved by the Board. CR said she would be happy to work alongside EG on this. In the meantime the school should look to funding for the Teacher aide from outside sources.</p>	EG
<p><b>3.3 Board self review</b></p> <p>Board members apologized that they missed the instruction / link for the review. AN is resending the link to all. Everyone should complete.</p>	All
<p><b>3.4 Whakawhanaungatanga</b></p> <p>27 Nov 5.30 invitation – please reply to AC. Staff appreciated the invite. Should ensure that all staff are included. CR to follow up with AC that all staff have been included.</p>	CR

## Dunedin Rudolf Steiner School Board Meeting

4. Finance	Who
<p>See written report.</p> <ul style="list-style-type: none"> <li>• Board agreed that the treasurer could continue the checks that are specified in the policy and which the school auditors place some reliance on.</li> <li>• Budget changes – the Board approved that Management can make budget changes up to \$2,500 providing budget holders agree to the change.</li> <li>• Levels of delegations approved. Board was reminded what these are.</li> <li>• Property maintenance report to come to Board props more regularly. It should be put on the board timetable.</li> <li>• Tagged funding discussed and how money could be held over to future. If this is not specified in our procedures then it should be added.</li> <li>• Xero – approved – can it be done as one umbrella? Or a charity rate. CR will check. Using Xero will also provide better reports that will show reserves.</li> </ul> <p>EG moved to accept the finance report and budget and the amended policies. KH seconded approved by all.</p>	          CR  CR  CR

5. Memorandum of Understanding	Who
Memorandum of Understanding – approved by the Board. KH moved, EG seconded.	

6. Proprietors	Who
<p>Verbal report provided by KH.</p> <p>Joao is drafting a scope for a plan for the site which will come to the next Props hui.</p> <p>Geotech review is being done on the land. This may be followed by a full Geotech survey.</p> <p>Transport issues with the private road. JG noted that it would be great to get a bus up to the site</p> <p>Difficult financial year for Kindy. Props have also spoken with staff as to whether anything can be changed to help the financial way forward.</p> <p>After school care cost will be increased per hour. Pledge went up 2.5%</p> <p>KH moved the report is accepted; EG seconded.</p>	

7. Any other business	Who
<p>Attendance statistics reviewed. It was noted that you only need 5 days off sick in a week to become a statistic of irregular attendance in a term. This seems like a very biased way to report absences - ie including sick days. A board member raised their concern that this is a reporting change that supports government strategies. This concern was shared by Board members that it seems to be a strategy to move schools towards being seen as “failing schools” and potentially open the door to suggestions of them becoming a Charter School. KH suggested this is made public to our community.</p> <p>Statistics on how many children are late was discussed. Being late is so detrimental to the child as so much important social connection and learning is done at the start of the day. The message seems to need to be taken on by parents as the children in question want to be on time and find it hard to enter the class late. Class teachers can follow with parents.</p>	

Closing verse. Meeting ended 7.39 pm **Next meeting date – 5.30pm Tuesday 10 December.**

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).

