



School

Dunedin Rudolf Steiner

Learning with head, heart and hands

Agenda for the Board Meeting

Tuesday 10 December 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 - Leadership in a Waldorf School
3. Apologies, reminder re conflicts of interest
4. Resignations from the Board
5. Approval of accuracy of past minutes
6. Matters arising from previous minutes
7. Authorisation of 6-year-olds in kindergarten
8. Strategic Planning
9. Principal's report
10. Report from the Proprietors (KH)
11. Board Correspondence (AC)
12. Any other business
13. 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

- The school reports are noteworthy as they are a visual and written representation of the holistic approach to our education. The picture of the child shows an in depth understanding of the children, which deepens over time.

School life

- Class 1 meeting to introduce the new parents to their teacher went very well.
- We had two fair meetings and had about 7 parents attending that are keen to help. The fair will be slightly differently organised by putting classes in charge of particular areas of the fair and empowering parent representatives to organise the classes. Focus shall be on a community and advertising event.

Other

- Working on the community hui at the Puketeraki Marae for the start of next year. This will be in place of a joint hui and will take place on the 28th of January. It is planned to be an all day event (by the time we meet we might know more detail).
- Principal PGC is in the process of being signed off and will be presented at the next meeting.

National Administration Guideline 1 – Curriculum

- Curriculum Review: We are finalising our document for Sports, Movement and Gymnastics and changed the approach slightly in the process.
- The intermediate transition class held their final presentations and showed off their learned skills to their parents. This class will continue with next year's class 7 and is helping to prepare them for their transition to high school in regards to technical skills as well as understanding of context and the world they are going into.
- Literacy and Numeracy report will be done in detail for the first meeting in 2025.
- Te Reo Māori for 2025: looking into deepening the learning as well as didactics.

National Administration Guideline 2 – Reporting and Planning

Projected Roll Term 1 2025

Class 1/2	Kiokio	11/10
Class 3/4	Kākāpō	9/15
Class 5/6	Kea	8/11
Class 7	Kererū	7
Tuākana		9

Total roll 80 (including tuākana who will turn 6 over the year)

National Administration Guideline 3 – Personnel

- Teaching hours for next year are close to being finalised.
- Having final PGC meetings with the teachers. Summary to be presented at the first meeting next year.
- Emily has been given an MU for being the Learning Support Coordinator. This role will include allocating time and programs to the children that have needs in literacy and numeracy in particular, evaluating current processes, developing guidelines and processes for measuring progress.

National Administration Guideline 4 – Finance and Property

- Principal Wellbeing Grant spending of \$6,659 this year includes the Māori Achievement Collaborative conference in Waitangi and travel to Steiner Waldorf Schools in Germany. There was funding brought forward from 2023 in addition to the \$6,000 grant this year and there is \$4,241 left to spend. This spending should be minuted.

National Administration Guideline 5 – Legislative

- Fire drill on 27th of November.

A: Strategic Plan update

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	December 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. 	<ul style="list-style-type: none"> • Movement curriculum review is proving a rich discussion about special character, the why, the what and the how.

	<ul style="list-style-type: none"> • We have revisited child studies in College and will walk through one in our next College meeting. • Movement curriculum review is proving a rich discussion about special character, the why, the what and the how. 	
<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. • Children sing at assemblies. 	
<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). 	<ul style="list-style-type: none"> • Learning Support coordinator has been appointed and a plan for next year will be developed.

Goal 2 - Nurture the mana of te Tiriti

Success Indicators	Evidence to show the objective has been met/is in progress: year so far	December 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. • Taking up opportunities as they occur, e.g. acknowledging and learning about Parihaka in senior class. • 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. 	<ul style="list-style-type: none"> • Planning of community hui for next year in progress.
<p><u>Curriculum:</u></p>	<p>Te reo Māori becomes part of the daily spoken language and can be heard on the school grounds.</p>	<ul style="list-style-type: none"> • Have looked at next steps for te reo Māori and focus next year will be on accountability

<p>Use of te reo Māori and tikanga practice is normalised and can be seen and heard around the school.</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. • More te reo Māori is heard around the school, in particular by teachers giving instructions to the children. 	<p>(regular scheduled times) and didactics</p>
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<p>Goal 3 Grow the School</p>		
<p>Success Indicators</p>	<p>Evidence to show the objective has been met/is in progress: year so far</p>	<p>December update</p>
<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 • Developed templates for different poster contexts, including layout, colour scheme and phrases to be used. • School tour and kindergarten open afternoon, both well attended. 	

<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 • Kindergarten teachers went to Christchurch Steiner kindergarten to learn about 2 year olds. We do have some enrolled • More open afternoons for kindergarten, another one planned. 	
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Goal 4 - Foster a healthy community and environment		
Success Indicators	Evidence to show the objective has been met/is in progress: year so far	December 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. • Spring festival was very well attended. Community shared kai afterwards, a great feel! 	<ul style="list-style-type: none"> • Fair is in the planning and will be organised differently.
<p>The community's understanding of special character is deepened through study and workshops in order to have governors and</p>	<p>Increased awareness of special character in the parent</p>	<ul style="list-style-type: none"> • Julie offered a workshop at school and is looking at offering more to

<p>parents in a more informed position to support special character</p>	<p>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 character is and how we can communicate this to our communities. • Readings at governance level. • Special character thoughts in newsletter connect science and special character. • Fellowship 5 principles 	<p>deepen understanding of anthroposophy.</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. • Recent feedback from the community that they can see more te ao and te reo things happening. 	

Presiding Member Report

6 December 2024

Steiner School Board Strategic Hui Summary Report

Date: Saturday, 9 November 2024

Time: 9:00 am – 12:00 pm

Facilitator: Kussi Hurtado

Attendees: (Full list included in the attached notes)

Overview of the Strategic Plan

The strategic hui focused on revisiting the school's vision, values, and goals to ensure alignment with the community's aspirations and Steiner principles. The discussion reinforced our vision of creating a vibrant community where children grow as kaitiaki (guardians), guided by the values of interconnectedness, well-being, and the principles of truth, beauty, and goodness.

Key Areas of Discussion

1. Strategic Goals Alignment:

- **Community and Growth:** The group highlighted that fostering a strong internal and external community is integral to growing the school. This includes engaging families within the school and extending outreach to the broader Ōtepoti community.
- **Foundational Roots:** Emphasis was placed on the unseen but vital roots of Steiner education, likened to the growth of a lancewood tree (horoeaka), representing the transformative impact of our pedagogy over time.

2. Vision for Tamariki: Participants expressed aspirations for children to:

- Feel confident in themselves and connected to the school.
- Develop as quietly confident learners with a strong sense of health, happiness, empathy, and resilience.
- Experience a device-free education rooted in nature and rhythm, potentially extending into a high school.

3. Celebrations of Strengths:

- Growth of the school and its community.
- Connection to natural environments and rhythms.
- Delivery of a holistic and well-rounded curriculum, emphasizing academic, social, and cultural achievements.
- Fostering future guardianship and nurturing through the power of story and nature-based education.

4. Barriers and Strategies for Engagement:

- Identified barriers include geographic location and travel challenges.
- Proposed solutions include:
 - Initiating a bus service.
 - Addressing childcare needs.
 - Strengthening parent-led events, clubs, and community projects.
 - Hiring a dedicated PR/marketing/events professional to improve visibility and engagement.

Proposed Next Steps

1. Strategic Plan Implementation:

- Refine goals to emphasise community-building as a strategy for growth.
- Develop an action plan addressing barriers to engagement, including transportation and communication improvements.

2. Community Engagement Initiatives:

- Schedule parent-driven events to foster ownership and connection.
- Build partnerships with likeminded community events in Ōtepoti to raise the school's profile.

3. Resource Allocation:

- Explore fundraising opportunities for staffing roles focused on marketing and event management.
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This hui reaffirmed our commitment to the Steiner kaupapa, and the insights shared will guide our strategic planning efforts to ensure a thriving and inclusive school community.

We now require further discussions to focus on prioritising actionable steps and timelines for these goals to assist the 2025 Annual Plan.

Some questions to consider for discussion in the board meeting:

1. Relevance and Alignment of the Current Strategic Plan:

- Based on the insights and discussions from the hui, does our current strategic plan accurately reflect our school's vision and the community's aspirations, or are there specific areas that need updating to better align with our goals for the future?

2. Community Engagement:

- How can we better address the barriers to parent and whānau engagement, such as transportation and childcare, while fostering a stronger sense of community ownership through parent-led initiatives?

3. Visibility and Growth:

- What specific steps can we take to improve the school's visibility and connection with the wider Ōtepoti community, ensuring our special character is both understood and celebrated?

4. Resource Allocation:

- What priorities should guide our fundraising efforts to support initiatives (examples provided during the hui include, hiring a dedicated PR/marketing/events professional or establishing a bus service), and how can we ensure these resources align with our strategic goals?

The 2024-2024 Strategic plan is copied and pasted on the next page for reference.

Prepared by:

Angela Clark

Presiding Member

Dunedin Rudolf Steiner School

Strategic Plan 2024 -2026

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

2024	2025	2026
Teachers are connected, developed and supported by and with the bigger Steiner movement.	The connections are continued and grown and undergo regular reviews so they remain relevant and responsive.	Ongoing and responsive to staff.
Curriculum areas are continually worked on and a focus for the year established: woodwork, music, te reo Māori. Literacy and Numeracy are continually reviewed and monitored. Support for learning needs reviewed and revised based on needs of the akonga.	Review of curriculum areas, woodwork, music, te reo Māori, and next steps developed. Review methods, systems and reporting and make changes if and where appropriate.	Curriculum areas reviewed and added to if seen necessary.
Share special character understanding with the community by engaging them in workshops, learning opportunities and other exposure situations as they develop.	Review and enrich the sharing of special character for the community.	Review.

2. Nurture the mana of Te Tiriti

2024	2025	2026
Support staff's language development through regular and structured language learning. Exploring making te Reo Māori a stand-alone subject.	Teaching te Reo Māori as an accumulative subject which is measured against clearly developed steps of increased language proficiency for students as they go through the years.	Reviewing the way te Reo Māori is delivered as part of the curriculum and make changes where and as appropriate.
Engage with Puketeraki Marae in regards to landscaping and site planning.	Beginning of implementation of site plan.	Continuation of implementation of site plan.
Work with Puketeraki Marae on developing rich tikanga, including protocols, waiata and karakia.	Continue work with Puketeraki Marae and start implementing new protocols as they develop.	Ongoing.

3. Grow the School

2024	2025	2026
Develop marketing materials for school and kindergarten that are concise and are shared in appropriate ways.	Evaluate and continue development.	Ongoing.
Connect with other kindergarten(s) to strengthen numbers going into class 1. Welcome students from other schools with an interest in special character.	Work towards increasing 6 year olds in kindergarten to reach roll cap.	Reach roll cap and develop plan for sustaining the roll cap. Make plans for roll cap increase application.
Revisit the site plan and develop the next steps, taking into consideration the bicultural geographical site, the long term future of the school and the special character. Ensure financial possibilities are explored and a plan developed.	Complete site plan and begin build for 2-4 new learning spaces.	Complete build of 2-4 new learning spaces.

4. Foster a healthy community and environment.

2024	2025	2026
Parent meetings extended and reviewed/ revised. Opportunities for parents to come together in the sharing of the special character are continually explored and extended. Develop project based working bees, with strong parent reps and class ownership of areas or projects suitable to age and curriculum.	Parent meetings extended and reviewed/ revised. Develop project based working bees, where appropriate.	Parent meetings extended and reviewed/ revised. Develop project based working bees, where appropriate.
Develop a strong parent representation through parent reps, buddy systems for new families and community events, e.g. fair, picnics, outings, camping etc.	Review and continue to develop and implement.	Review and continue to develop and implement.
Survey the community regularly on topics of relevance.	Survey the community regularly on topics of relevance.	Survey the community regularly on topics of relevance.

Dunedin Rudolf Steiner School Board Meeting

Tuesday 10 December 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 Natalie Bartonova (NB), Anna Noble (AN), Esther Gilbert (EG), James Guthrie (JG), Kussi Hurtado (KH), Jerry Hsu(JH) Angela Clark (AC), Kesava Sampath (KS)..

Apologies : : Clare Ridout (Board Secretary), *Meeting opened with a karakia and waiata .*

1. Conflicts of interest, minutes, matters arising	Who
<p>Reading: Tasks of a Waldorf teacher (Avison and Rawson)– chapter on leadership and management</p>	
<p>No register of conflicts of interests at the meeting – can this please be available for the first meeting of 2025</p>	CR
<p>Approval of accuracy of prior minutes of 11 November 2024 moved by Kussi, seconded James.</p> <ul style="list-style-type: none"> - Note previous minutes have discussion of Clare and Esther’s work together under the heading “Teacher aides”. It should be moved to another heading. 	Carried
<p>Matters arising:</p> <ul style="list-style-type: none"> • All staff were invited to whakawhanuangatanga • Requests for discretionary unpaid leave have been managed No formal expectation of “relief work set” but teachers have communicated with James that they do expect they will set the relief and manage other commitments (reports and parent/teacher meetings). <i>NOTE:</i> A supportive outline of expectations/understanding should be sent out with confirmation of leave in future. • Property management report added to Board timetable • Tagged funding – process still to be described in Finance procedure • Xero accounting – school is subscribing to this at \$38 per month 	CR
<p>Authorisation of 6 year olds in kindergarten who are enrolled at school: these children will turn 6 prior to the next Board : Eugene Stacey, Madison Garner, Elwyn Dodds.</p>	
<p>Resignations from the Board- Kesava resigned last week from the board. His resignation was accepted. Are there parents in our community that we can shoulder tap/encourage to apply.</p> <p>James has tendered his resignation as he has finished one year in this position as agreed with his teaching colleagues. A staff representative will need to be elected for 2025. 2 by-elections are required.</p>	

Dunedin Rudolf Steiner School Board Meeting

2. Strategic Planning	Who
<p>Joint hui outcomes were summarised by AC.</p> <p>No strategic goals “complete” but progress on large goals will continue.</p> <p>Do we need a long term/succession plan for the board for members to develop themselves in their roles and have a succession plan. This would not be part of the Strategic planning to MoE but an in-house plan for our Governance development.</p> <p>Examples</p> <ul style="list-style-type: none"> - Board to communicate more regularly to the community - Board could write an article in newsletter each term reflecting on the strategic goals. - Board timetable (eg work around our responsibilities being “a good employer”). - Angela to send out a skills matrix from a workshop she attended. - The board should be able to confidently speak to the strategic plan, including progress - A portfolio for “parent engagement”, subcommittee formed from parent reps. Board to help give them an objective (eg: one social event per term) organised outside of school hours. <p>Anna needs board feedback on the strategic plan, it will be done digitally as a google doc that AC will set up. To be completed by the 20th of December.</p> <p>Eg: Clarify how we will accomplish/progress goal 4.</p>	All

3. Principal’s Report	Who
<p>Anna spoke of the detailed plans for 28th of January day at Puketeraki marae. Notice to the community will go out before the end of term.</p> <p>There is some work to be done to finalise the protocol for the day. Morning tea will be provided but BYO lunch.</p> <p>This gathering is not intended for the children in our community, this may be a hurdle for some families but families can be encouraged to support each other.</p> <p>Could we set this task for our parent reps to communicate with their classes?</p> <p>School Fair – Individual classes to look after individual areas. There should be a committee running it rather than an individual.</p> <p>Communication to be managed by the parent reps.</p> <p>Spending of Principal wellbeing grant was approved as specified in the attached principal’s report.</p>	

4. Proprietors Report	Who
<p>1. In committee <i>At 7.15 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></p>	

Dunedin Rudolf Steiner School Board Meeting

4. Proprietors Report	Who
<div style="background-color: black; width: 100%; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 5px;"></div> <p><i>MOVE OUT OF COMMITTEE –AC moves that the Board moves out of Committee at 7.30pm and asked that recommendations of Board be approved by Open Board.</i></p> <p>4. MoU Between principal and Kindergarten to give principal permission to include the kindergarten in the school marketing was signaled at last meeting.</p> <p>5. Geotech walkthrough showed no concerns</p> <p>Can we use the Fair as a marketing tool to show the whole school including the kindergarten? Leave a kindergarten room set up to better highlight the space?</p>	

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

5. Board Correspondence	Who
No Correspondence	

6. Any other business	Who
Thanks to James and Kes, for their service on the board and to the board for their work this year.	

Closing verse. Meeting ended 7.57 pm **Next meeting date – 5.30pm Tuesday 11 February.**
 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).

Dunedin Rudolf Steiner School Board Meeting

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Present : Clare Ridout (Board Secretary), Natalie Bartonova (NB), Anna Noble (AN), Esther Gilbert (EG), James Guthrie (JG), 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>Reading: Some thoughts were shared on the Education of the Child pages that was read. Next time – Tasks of a Waldorf teacher (Avison and Rawson)– chapter on leadership and management Approval of accuracy of prior minutes of 10 September 2024 EG moved, KH seconded Matters arising:</p> <ul style="list-style-type: none"> • 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. • CR sent length of school day info to EG as requested at last hui. <p>Approval of 6 year olds in kindergarten 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. 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>3.1 Staff requests for leave in 2025</p> <p>The issues are</p> <ul style="list-style-type: none"> • Impact on the children • Difficulty of relievers – finding good cover is hard. • The cost of the leave to the school – even unpaid leave leaves the school with a cost – see the procedure on staff leave. • The board should be careful about setting a precedent that it cannot afford to keep up or which is not healthy for the children. 	

Dunedin Rudolf Steiner School Board Meeting

3. Presiding member report	Who
<ul style="list-style-type: none"> • The wellbeing of staff is set against this. • It was noted that the requested leave dates were amended so that two staff are not away at the same time. <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"> • 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. • 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. • The other teachers supporting it and helping to make it work seems to make it more acceptable. • One member thinks that as a small school and community that we should have a trust model that may allow this to happen. • One member considered that it could be accommodated if the leave is not overlapping. <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>3.2 Teacher aide</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>3.3 Fundraising</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>3.4 Board self review</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>3.5 Whakawhanaungatanga</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

Angela to sign

Dunedin Rudolf Steiner School Board Meeting

4. Finance	Who
<p>See written report.</p> <ul style="list-style-type: none"> • Board agreed that the treasurer could continue the checks that are specified in the policy and which the school auditors place some reliance on. • Budget changes – the Board approved that Management can make budget changes up to \$2,500 providing budget holders agree to the change. • Levels of delegations approved. Board was reminded what these are. • Property maintenance report to come to Board props more regularly. It should be put on the board timetable. • 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. • 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. <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 term 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).

