reasoning behind the selection of the proposed curriculum. 

- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.

- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.

3. Community and External Engagement

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.

We have some good “real life” data in the form of enquiries and enrolment applications, and children coming up from our kindergartens. This data shows increasing demand. We also have anecdotal information that some local families have not applied to enrol because they can not afford the donation request. Several times over the last two years we have missed out on enrolments from families wishing to bring 2-3 children, because we could not accommodate one of the children in a class that was already full.

What will be your next steps to secure parental support and student enrolments?

We will continue doing our best and improving our service. We can not increase enrolment promotions as we do not have space for an increase in students.

How would you engage with the parent community on an ongoing basis to ensure their engagement with, and support for, learning?

We already have a comprehensive communication system with parents. This may need reviewing against any requirements in our charter agreement. Currently we have fortnightly a newsletter, a quarterly magazine, A parent liaison for each class, a full community meeting every October, Ad hoc community meetings as called by the Trustees, an AGM every March, a website with latest news and upcoming events, a Facebook page, a parent group (PTA) that meets monthly. Trustees meet monthly and meetings are open to all. We hold parent education evenings and guest speaker evenings. Each year there is a weekend workshop for parents on the healing arts. We hold workshops on various topics as requested.

Describe the relationships, if any, that you have established to generate engagement in and support for the proposed school. This can include businesses and organisations beyond the immediate geographical community.

The Motueka Rudolf Steiner School Trust was formed in 1984. We have operated play groups and a kindergarten in the community since 1985 (28 years), and a primary school since 2002. Our kindergarten now has children from parents who
themselves attended our kindergarten. The support for Steiner education in the Motueka community is without doubt.

The Motueka Rudolf Steiner School is well established in the community, well respected and very engaged. We enter sports teams in many local competitions, we now hold two community fairs each year, an autumn festival and a Spring fair. Our Spring fair attracts many hundreds of locals and earns us about $16,000. We hold a monthly “True Stories Told Live” evening that attracts about 100 people and earns us $600 each time. We enter into town events like the annual Starlight parade where our float has won prizes each year. We run a lantern making workshop open to all children during the mid year holidays. There have been other one-off events open to the public such as our edible garden tour. We give presentations at big public events such as the Evolve Festival Nelson. Unfortunately we do not have a school hall so we are unable to invite the general public to our class performances and graduation ceremony.

**Evaluation**

Reviewers will be looking for:

- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community, including parents, and
- steps that have been taken to secure support from the wider community.

**C. OPERATIONS PLAN**

| 1. Leadership and Governance |

List the known members of the school’s proposed governing board and leadership team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role. Please provide an Attachment 1.

Motueka Rudolf Steiner School is governed by a trust board as established in our Trust Deed 1984. Trustees are elected by the parent body at the annual Founders meeting (AGM) every March. The Trust Board delegates management to the College of Teachers (COT) which comprises teachers from both the school and Kindergarten. One of the teachers, designated as principle, acts as a representative of the COT for the Trust. Smaller groups of teachers or parents oversee delegated areas of responsibility. Each of these groups coordinates resources, seeks expertise as required, and reports to the COT. External expertise has been accessed to strengthen governance and management processes following recent retirement of a senior teacher. We are also supported by the Federation of Rudolf Steiner Schools NZ who provide advisors to us as required.
The school’s managers have attested that they comply with the provisions of section 35G in respect to their being fit and proper persons to manage the school.

The school is a signatory to the Code of Practice for the Pastoral Care of International Students established under section 238F of the Education Act 1989. In 2012 there were 3 international students attending the school.

A list of Trustees and Staff will be provided in our application.

Our ten year track record is clear proof we have the organisational structures and depth of skills needed to run a successful school.

Our division of governance and management was established in our Trust Deed 1984. The school has always had a Trust Board for governance and a College of Teachers for management. This is the model suggested by Rudolf Steiner in 1919 and used by most Steiner schools worldwide. State integrated Steiner Schools also appoint a principal as required by the Ministry of Education. Our school had a nominal principal until 2011.

**Evaluation**

Reviewers will be looking for evidence of:

- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and,
- evidence of an understanding of the differentiation between governance and management.

### 2. Staffing

In 2012 the school employed four fulltime teachers and one part-time teacher for four composite classes. All teachers are state registered with additional Steiner training. We call on specialist teachers for subjects such as te reo Maori, French, music and woodwork. Specialist teachers are not necessarily trained or registered teachers.

Teachers are highly reflective and committed to improving their practice. A recent review by teachers identifies strengths, progress and areas for strengthening. Professional development, provided by an external provider is building teachers’ practice and understanding of the Steiner curriculum.

Recent restructuring has increased opportunities for collaborative decision-making in managing the school and setting priorities. A focus on opportunities for sharing and observing others’ practice has promoted professional dialogue. Teachers are appraised through a supportive process which allows for personal reflection and collegial feedback in a range of areas. There are good systems in place for the school’s managing body to be assured that its other statutory obligations are met.

Provide as Attachment 2, an indicative staffing chart for the school. The staffing chart should identify positions to be established in 2014 as well as positions to be added in future years. This information should include proposed:

- school leadership