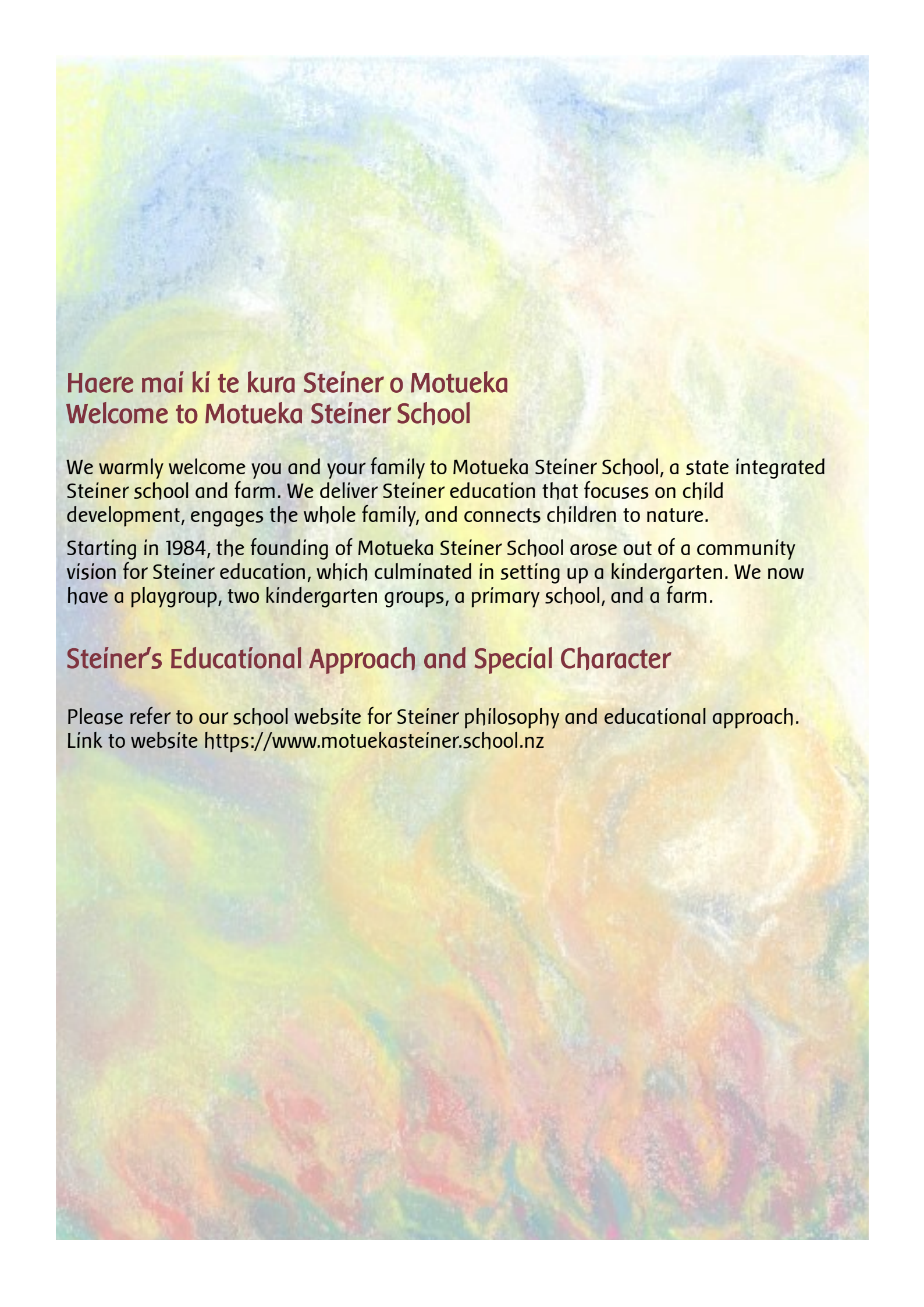


2025 PARENT HANDBOOK



Motueka Steiner School



Haere mai kī te kura Steiner o Motueka Welcome to Motueka Steiner School

We warmly welcome you and your family to Motueka Steiner School, a state integrated Steiner school and farm. We deliver Steiner education that focuses on child development, engages the whole family, and connects children to nature.

Starting in 1984, the founding of Motueka Steiner School arose out of a community vision for Steiner education, which culminated in setting up a kindergarten. We now have a playgroup, two kindergarten groups, a primary school, and a farm.

Steiner's Educational Approach and Special Character

Please refer to our school website for Steiner philosophy and educational approach.
Link to website <https://www.motuekasteiner.school.nz>

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COMMUNICATION

School Communicating with Families

Website

Please refer to our website for information and events www.motuekasteiner.school.nz

Newsletter

The Newsletter includes information on school events and notices for the school community and it is sent by email on a fortnightly basis. As the main communication tool for our community, we appreciate you giving your time to read through the Newsletter. To contribute to the Newsletter, or to place an ad in its community section, please email the school office, office@motuekasteiner.school.nz, with your information by 3.30pm on the Wednesday prior to publication.

Emails

Teachers and office staff send emails to families regularly. These emails provide information about current and upcoming events.

Class Meetings

Meetings for each class are scheduled at least twice a year by the class teacher and generally include a study component, an overview of the curriculum, and insight into class activities. These are important opportunities to connect with other parents, have questions answered about your child's learning, and view student work on display. These meetings also provide a forum to discuss the age and developmental stage of a class.

Parent/Caregiver Enrichment

The school offers parent/caregiver enrichment courses throughout the school year. These meetings give parents/caregivers the opportunity to develop a deeper understanding of Steiner philosophy and Waldorf education. As part of our Special Character Preference Status, parents are required to attend at least one of these parent education courses in the year.

Community Meetings

Termly community meetings are scheduled to present and discuss important topics relating to the school's, pedagogical information, and campus development.

Student Reports

Each student receives a comprehensive school report twice a year. The first report is in the form of a parent-teacher meeting, usually held during Term 2. The second report is a written report and is given to families at the end of Term 4. Should you have concerns about your child at school, please contact your child's teacher to make an appointment to see them. Teachers are available and open to discuss your child's progress.

Families Communicating with the School

Absences

It is school policy to account for every absentee and to encourage full attendance. Children whose attendance is regular do much better socially and academically than children whose attendance is sporadic. With consistent attendance, children develop a strong sense of belonging to their class and school community.

If your child is going to be absent or late, please notify the school office staff by email (absences@motuekasteiner.school.nz), text (022 308 9008) or phone (03 528 0246). Also, please

contact the office staff each day your child is absent. If school staff has not been contacted by a parent/caregiver, office staff will contact you to check on your child. To ensure regular attendance, please consider your child's need for rest and sleep. Justified absences include sickness and dental/orthodontic appointments. Absence due to tiredness is an unjustified absence.

Longer Absences

Under the Education Act, each student is required to attend a full school year, except where there is medical or other justified personal or family reasons for periods of absence. When a student misses school, they miss parts of the structured learning programme. The school is responsible for ensuring student attendance. Term dates are published many months in advance, and you are discouraged from planning holiday and leave of absence during term time. If you wish to take your child out of school for a family event or holiday during term time, discuss this with the class teacher. If the planned absence is longer than five days, please inform the school principal: principal@motuekasteiner.school.nz with the dates of the absence and the reasons for it.

Questions and Concerns

If you have questions or concerns about aspects of the school, please ask. If these are in relation to your child, then your first point of contact should always be the class teacher who will do her/his best to answer questions. If further information is required or questions remain, then you are encouraged to speak with our school principal. If your questions are of a more general nature, school-office staff may be able to assist you. Queries relating to attendance dues should be directed to the financial manager of the Proprietors Trust accounts@mssproprietors.nz

Complaints

If you wish to make a complaint about any aspect of school life, please consult our complaints policy, which is available from the school office.

OUR CURRICULUM

Steiner education aims to support the development of the whole child, and this principle guides the teaching and learning. Our curriculum gives equal importance to nurturing the physical, emotional, intellectual, and spiritual aspects of each child, requiring specific learning experiences to be brought to students at particular times and in certain ways. The active study and observation of children is at the heart of teacher development and is, therefore, at the heart of our curriculum development and delivery. All students participate in all subjects regardless of special aptitudes as our curriculum is designed to provide a balanced development of educating the whole human being - head, heart and hands!

The Stages of Child Development in Relation to the Curriculum

From Birth to Seven: Early Years

In this phase, the young child learns primarily through imitation and play. Children absorb and digest their experiences in a largely unconscious way. Learning is *caught rather than taught*; that is to say, through implicit rather than through explicit teaching methods. Children need a secure, caring and enabling environment where activities occur in a meaningful context. What they experience is turned into activity, which in turn plays a part in forming their organism as a whole. Imitation educates the physical organism as well as establishing the mother tongue, habits, and patterns of behaviour.

School Readiness

During their first six or seven years, children's senses are immensely active even though there is little ability to filter those powerful sense impressions. Small children are uninhibitedly open to their

surroundings, accepting everything they find there. What serves them best is an environment and people in it who can set worthy examples. Only once this formative process has reached a certain degree of completion, especially in the brain, can the forces that have shaped the organs and established their life-rhythm be gradually released. This is the moment when children can be considered ready for formal learning.

Around the age of six these formative forces progressively become accessible to the processes of education, enabling the child to form mental pictures, establish memory, learn, and focus attention. If these forces are prematurely called upon, however, for formal learning of literacy or numeracy, for example, there can be a loss of vitality and a narrowing of the experimental basis for subsequent learning to build on. Similarly, if children do not have the opportunity between the ages of five and six to apply their imaginative will to the social tasks of being with and helping others in an un-reflected and intuitive way, their subsequent social competence may be limited.

From the Seventh Year to Age Fourteen

During this stage, children begin formal learning, and the intellectual development of the child is fostered through the establishment of basic learning skills and the development of memory in a way that is firmly rooted in practical life. All learning at this stage seeks to engage the feelings of the child so that a strong personal identification with the subject matter can occur. Learning is essentially experiential, and strong and continuous narrative structures with an element of personification enhance direct experience. Imagination is a key quality, and pictorial imagery is a vital factor in making learning a personal inner experience. Art and music play an important role in engaging the child's feelings.

Ages Seven to Nine

One of the main characteristics of children between the seventh and ninth year is their desire to learn, without any need to form their own judgements. Memory, imagination, enjoyment of rhythmical repetition, and a desire for universal concepts presented in pictorial form, come to the fore at this stage. Children retain a bias towards accepting the authority of the adult world, but this is not now a matter of imitation but of concentrating attention upon major role models; these affect the child largely through the feeling of their words or moral strength of their actions. A child's inner question to the teacher is: "Can you really see who I am?" and "Can you help me encounter the world?" This determines the teacher's position and relationship in regard to the child. These basic questions are answered in and through the lessons which aim not only to teach about experiencing the world but also to let the child actually experience the world. The teacher who succeeds in meeting these expectations set by the children will be accepted by them as an authority, something very different to attempting to control children as an authoritarian.

The Ninth Year

An experience of separation from this naïve acceptance of the adult world takes place at around nine years of age. Unconsciously at first the children begin to question the teacher's authority, which they have hitherto accepted unquestioningly almost like a law of nature. They now want to know whether what the teacher says really is securely based on real experience of the world and of life. On the whole this question remains at the sub-conscious level and is rarely verbalised, except in a growing tendency to verbalise. The children now want to know that their admiration is justified. This means that a new teaching method is called for. The children need to be accompanied and supported in the right way as they step out of the *inner* glow of childhood into the new reality of a world that is more differentiated and more diverse.

Ages Nine to Twelve

Children begin a new phase of development between the tenth and twelfth years. By the age of twelve, the harmonious physical proportions, typical of the middle period of childhood, are usually lost. The limbs begin to predominate, and the muscular system develops.

Psychologically there is an obviously critical attitude, and the children's newly won capacity to think causally must now be taken into account. The pupils' questioning, searching attitude needs to be directed increasingly towards inanimate nature and its laws. Finding those laws, which exist independently of humanity and remain valid in spite of this, is a source of delight and satisfaction. The children's sense of space, and of time, seeks structure and learning about historical processes gains significance. History is shown to have been shaped by human beings who are in turn changed by historical forces, and not merely by two dimensional historical figures attached to dates in the abstract.

Ages Twelve to Fourteen

The final third of this second seven-year phase is characterised by the range of symptoms we label "puberty." The visible physiological changes and rapid growth are accompanied by psychological upheaval. The child tends to lose whatever balance and equanimity they may have had during the heart of childhood.

From twelve onwards, children are increasingly able to form abstract concepts and understand causal relationships. This phase sees the introduction of exact observation and transition from myth to history.

In Classes One to Three the teacher had to be a master of the "language of the universe" and make it audible for the children. In the second phase the teacher had to articulate the dialogue between world phenomena and the human being. Now, as the youngsters fall silent outwardly in the third phase, the teacher must develop the capacity to hear their inner speech, the young people's hidden words.

Timetable

Students may arrive at school from 8.30am (unless an arrangement is made with staff) and should be collected or leave school promptly at 3:00pm (unless they participate in an organised after-school activity). Due to health-and-safety requirements, students may not be at school outside of these hours (unless under parental supervision).

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.40	Morning circle Main Lesson	Morning Circle Main Lesson	Morning Circle Main Lesson	Morning Circle Main Lesson	Morning Circle Main Lesson
10.40-10.50	Kai	Kai	Kai	Kai	Kai
10.50-11.20	Playtime	Playtime	Playtime	Playtime	Playtime
11.20-12.00	Practice Lessons	Practice Lessons	Practice Lessons	Practice Lessons	Practice Lessons
12.00-12.40	Practice Lessons	Practice Lessons	Practice Lessons	Practice Lessons	Practice Lessons
12.40-12.50	Kai	Kai	Kai	Kai	Kai
12.50-1.30	Playtime	Playtime	Playtime	Playtime	Playtime
01.30-02.15	Practice Lessons	Practice Lessons	Practice Lessons	Practice Lessons	Practice Lessons
02.15-0300	Practice Lessons	Practice Lessons	Practice Lessons	Practice Lessons	Practice Lessons

Morning Circle

The school day begins with a morning circle which is an essential part of every Steiner classroom. It prepares the children for their work, and it sets the tone for the day. A candle is lit, and the children and

class teacher recite a morning verse. This is followed by other morning circle activities such as singing, waiata, playing instruments, circle games or rhythm games, mental arithmetic, movement, Te Reo, speech activities, physical exercise or sharing.

Main Lesson

In Steiner schools, a large part of the curriculum is presented through extended main lessons in the mornings, focusing on one subject in depth. A main lesson ties one topic to as many disciplines as possible. It also engages all the learning faculties in a study that is deep, broad, and fulfilling, for approximately two-to-four weeks.

All main lessons employ a three-fold rhythm of learning, a format adapted to the students' developmental stages: experience (listen, observe, do), express (create, discuss, interpret), characterise (write, present, conclude). Students' powers of listening, body movement, thinking, and feeling are all engaged.

Practice Lessons

Practice lessons are designed to build on the skills learnt in other parts of the curriculum such as the Main Lesson. In these lessons, specific focus is given to developing writing, reading, maths, music and/or craft skills, either as a class, individually or in small groups.

Painting and Handwork

Through art, children find a means of healthy expression, a relationship to the outer world, and a deep satisfaction that comes from a creative impulse. Classes at the Motueka Steiner School paint once to twice a week. Watercolour paints are used for wet-on-wet painting.

Handwork is an integral part of Steiner education. Children's hands become skilful, sensitive, and strong as they sew, knit and crochet or shape wood, clay or metal. Working to transform materials fosters inner growth and a sense of well-being in children. Handwork lessons support and complement other subjects, helping to bring balance and wholeness to the curriculum.

Physical Education and Sport

In classes 1, 2 and 3, the focus is on movement and playing traditional games to match the developing skills of the younger child. In classes 4, 5, 6 and 7 the emphasis is on the skills necessary for playing a variety of different sports, especially team sports and athletics. Children of the senior classes also participate in local sporting events such as inter-schools' winter and summer sports, cross-country running, volleyball, mini-ball and netball tournaments.

Farm to Table Programme

Our Farm to Table programme is focused on connecting the children to where their food comes from and celebrating nature. Classes 1 – 3 spend time in the gardens where they grow food, build soil, and learn about worm farms and compost systems. Other activities in the programme at this age nurtures a love for observing and celebrating the wonders of nature.

Classes 4,5,6 and 7 harvest food from the garden to prepare meals for their class and teachers. Cooking takes place in the outdoor kitchen where the students learn about seasonal, local, nutritious, and colourful food. It is a fun and safe environment that encourages experimentation, co-operation, and healthy relationships. After karakia, the cooks of the day serve the meal they have prepared to the rest of the class.

The programme encourages the celebration of community, food, and abundance.

Education Outside the Classroom (EOTC), Trips and Camps

When enrolling at the Motueka Steiner School, parents/caregivers sign a blanket consent form, covering regular school trips that students can take on foot or bicycle. Parents/caregivers need to sign a consent form for each trip that requires transport by car, for each camp, and for each water-safety activity.

Parent volunteers are a critical part of the rich programme of trips and camps the school offers. Thank you for supporting your child in this way. Please note that all parents attending such events, or volunteering in the classroom, must have completed our safety check procedure which may include a police vet.

Class Plays

Class plays are performed annually and are a highlight of the school year for many children. The play is linked to a Main Lesson theme such as Norse Myths in Class 4 or Medieval Times in the senior classes. The performances take place at school or in local theatres.

Festivals and Celebrations

Seasonal and Christian festivals and celebrations form an integral part of our school's special character, and flow through the curriculum. Through the cycle of festivals, we focus students' attention on the world around them. They discover nature's patterns and their connection to the natural world.

The school year begins with our mihi whakatau (first-day welcome) of new students, teachers, and whānau to our community. Motueka Steiner School festivals and celebrations include: Mihi Whakatau, Easter, Midwinter Festival, Matariki, Michaelmas and Advent.

Students, with their families, are expected to be present at school festivals and celebrations that occur on weekends or evenings.

YOUR CHILD AT SCHOOL

Dress

Part of the Motueka Steiner School special character is that there is no school uniform. Instead, clothing should be appropriate, functional, and comfortable for school activities. Please label your child's clothing and footwear to assist with returning lost-and-found items.

Please avoid clothing that is solid-black and clothing with writing, large logos, or big pictures on it. Students are not to wear short shorts or dangly earrings.

For sun safety, tops must cover shoulders. In summer (Terms 1 and 4), your child needs to wear a full-brimmed hat (not cap). In winter (Terms 2 and 3), your child should layer sufficient warm clothes and wear a pair of slippers or warm socks in the classroom. They also need a raincoat so they can make the most of our farm campus regardless of weather conditions.

For safety reasons, during woodworking, gardening lessons, and outings, your child must wear closed-toed shoes or gumboots. In addition, your child must wear shoes or boots while outside during winter (Terms 2 and 3). At all times, hair should be kept off the face.

Homework

Your child's teacher will communicate homework expectations of your child to you and to your child.

Lost Property

Please label your child's clothing and footwear to assist with returning lost-and-found items. Lost/unclaimed property is kept in a basket located in the area outside the school office. At the end of each term, unclaimed items are donated to an op shop.

Lunch

Please pack nutritious food in your child's lunch box. Sweets, chewing gum, energy drinks, and junk food are not permitted. Please ask your child to bring home uneaten food, as this helps gauge your child's appetite and decrease waste. We ask that you avoid packing food that comes in disposable, single-use packaging. If such packaging is part of your child's lunch, the packaging needs to return home with your child.

Student use of School Telephone

Students must ask a staff member to use the phone. The school phone should not be used to arrange playdates.

Wheels

For safety reasons, our playground is wheel free. During school hours, bikes can be kept next to Kōhatu. They are not to be ridden on the school grounds except for designated wheelie days.

Support from Home

Our teachers are committed to nurturing our students and encouraging them to reach their potential. This is only possible through a strong partnership between our school and each whānau.

Punctuality

Please ensure that your child arrives at their school classroom ready to begin the day at 9.00am. To avoid disruption, latecomers are asked to wait outside their classrooms until the conclusion of morning verse.

School Values and Expectations

To help maximise your child's learning, we ask that at home you reinforce school values and expectations. This includes eating nutritious foods, maintaining regular routines (such as bedtime), and valuing arts, crafts, outdoor activities, and sports. These values and expectations support your child's development, provides certainty for all students, and provides consistency that benefits everyone.

School Values

Manaakitanga	Embrace yourself, others, land and community.
Kaitiakitanga	Accept guardianship of the environment.
Whanaungatanga	Build positive relationships.
Ako	Teach and learn together, embracing a Steiner education.

Screen Time

Screen time is detrimental to a child's development and to the aims of Steiner education, especially in the kindergarten and lower school years. Please support your child to engage in active play, interacting with real people and experiencing the world through all senses, rather than being immersed in screens.

Should you wish to read more, we recommend the book, *Growing Up Healthy in a World of Digital Media: A Guide for Parents and Caregivers of Children and Adolescents* by Michaela Glöckler.

SCHOOL ORGANISATIONAL GROUPS

The governance and management of Motueka Steiner School includes the Principal, College of Teachers, the Board of Trustees, and the Proprietors Trust. These bodies work collaboratively to ensure the school is oriented towards best practice.

College of Teachers

The College of Teachers carries responsibility for Special Character leadership at Motueka Steiner School and Kindergarten. Its task is to maintain and develop the anthroposophical understanding of the human

being and knowledge of the Steiner curriculum. The College of Teachers carries full responsibility for the curriculum, and spiritual leadership and wellbeing, of the school. This includes adult education, festivals, learning support, and aspects of pedagogical and professional development.

Motueka Steiner School Board of Trustees (BOT)

Every state and state-integrated school and kura in New Zealand has a board of trustees that has the responsibility for the governance of the school. It is the employer of all the staff, including the principal, and sets the overall strategic direction for the school. The principal is the board's chief executive and manages the school in line with the board's direction and policies. The board is made up of trustees from the community, principal, staff representative and proprietors trust representatives.

Motueka Steiner School Proprietors Trust (MSSPT)

The Proprietors Trust is the "vision holder" of the school. It holds the Integration Agreement with the State. It is responsible for determining the Special Character of the school and together with the College of Teachers is responsible for maintaining that Special Character. MSSPT rents the school campus from MRSST and provides the campus to the BOT for the school. It collects attendance dues, used for rent and administration, from the school families. Funds from donations and fundraising are used to enhance the Special Character of the school. Trustees are community members with experience of Steiner educational principles.

Motueka Rudolf Steiner School Trust (MRSST)

The original Trust Board was established in 1984. MRSST owns all the land, buildings, and infrastructure. It owns and manages the farm, rental cottages, and the kindergarten.

SCHOOL COMMUNITY GROUPS

We warmly welcome you to join and/or assist these community groups.

Landcare Group (under MRSST umbrella)

The Landcare Group is responsible for planning and managing the school farm and restoration projects. This group holds regular working bees on the farm land and meets monthly at the Woolshed (49 School Road).

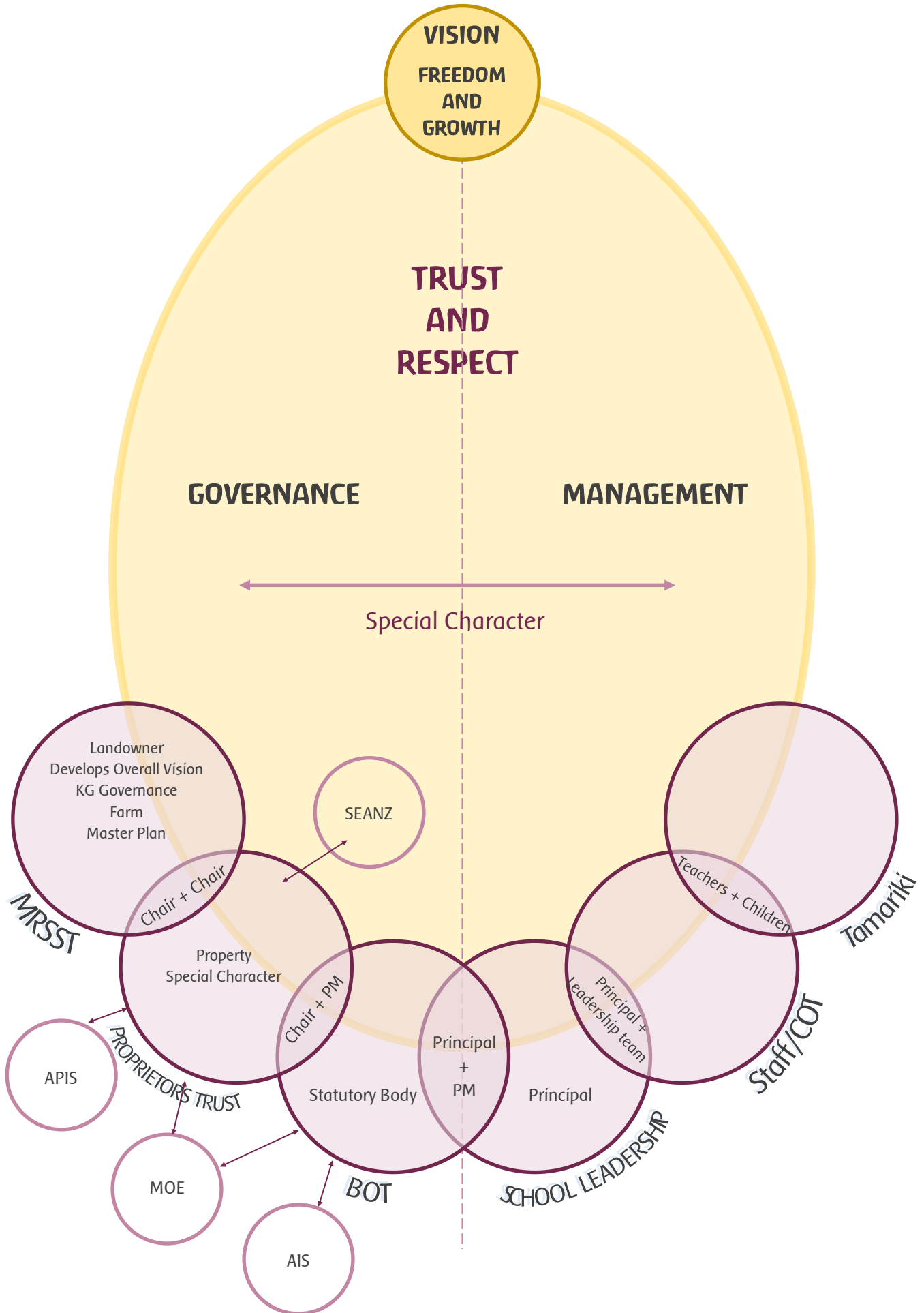
The Midnight Elves/Doll Makers

The Midnight Elves (doll makers) craft group meets weekly at the Wallace Street Kindergarten. This amazing group of crafters makes toys to sell to raise money for the running of the school. They are wonderful teachers and warmly welcome new members.

Anthroposophical Reading Groups

There are local anthroposophical reading groups, one in Motueka and one in Nelson. They meet regularly and welcome anyone interested in learning more about the philosophy underpinning the school.

MSS STAKEHOLDERS' RELATIONSHIP



PARENT/CAREGIVER INVOLVEMENT IN SCHOOL

Delivery of the Steiner curriculum and maintenance of the Special Character requires support and commitment from the families that make up the school community. The Special Character of the school can only thrive where there is a commitment to shared values.

Parents express their preference for Steiner/Waldorf education and the school's Special Character in the following ways:

by supporting the Special Character of the school in the home in relation to the use of digital technology

by volunteering to be a member of a committee or working group

by participating in school festivals and fairs

by volunteering to accompany class trips and camps

by participating in fundraising events

POLICIES AND PROCEDURES

The Motueka Steiner School has a set of operating policies that are reviewed on a three-year cycle or as legislation requires. Procedures are the practices and guidelines that have been developed from these policies. They are reviewed and amended to meet the needs of teachers and children as often as necessary.

In 2022, The Board adopted the New Zealand Schools Trustees Association Governance Framework as the Motueka Steiner School Board of Trustees Policies and Procedures in their entirety, to guide and administer all the operations of the Board of Trustees.

NZSTA Governance Framework can be found at www.nzsta.org.nz

For school management and procedures, we use Schooldocs (adhering to BoT operational policies). These can be found at www.schooldocs.co.nz

HEALTH AND SAFETY

Apart from our health-and-safety and child-protection policies and systems, Motueka Steiner School has several procedures in place to promote and ensure the safety of students and staff while at school and on trips and camps. School staff document all health-and-safety accidents and incidents and report them to the BOT.

Accidents, First Aid, and Emergencies

Accidents to your child may occur at school. As needed, school staff will provide anthroposophical first aid for minor cuts and sprains. Your permission for using homeopathic medicine is given through enrolment forms and permission slips.

Teachers and school-office staff hold a current first-aid certificate. Where injuries to your child require medical attention, school staff will notify you. For serious accidents to your child, school staff will call for an ambulance and notify you immediately. Please ensure that your contact details and emergency-contact numbers are always current.

Child Protection Statement

Our organisation is committed to keeping children healthy and safe. We may share information with

appropriate agencies (such as health and education providers or other agencies involved with your child's life) if sharing that information will protect or improve the safety, health, or well-being of a child. Our organisation, by law, can always share information with CYFS and the police.

Health

Anaphylaxis

If your child has a known anaphylactic reaction, you must notify school staff. Each child, with a photo and anaphylactic reactions noted, is posted on the notice board in the school's staffroom.

Head Lice

In New Zealand, head lice are classified as a communicable disease and is a recurring problem at every school. Children with head lice, or where a teacher suspects they have head lice, can be precluded from attending school under Education Act 1989.

Please regularly check your child's scalp and hair roots for head lice and their eggs. If you find head lice or eggs, immediately tell your child's teacher so that all families in the class can be alerted. To help prevent infestation, do not send your child to school with untreated head lice and/or eggs.

Dental Care

Community Oral Health Service provides free dental care to Motueka Steiner School students. This service is available at Parklands School, Motueka, with entry from Talbot Street, and telephone number 03 528 1160.

Hearing and Vision Tests

A hearing-and-vision technician from Nelson Marlborough District Health Board visits the school to test children in Classes 1 and 6. Parents will be notified when these tests are going to take place and can opt out of the tests as they wish. The technician will notify parents by letter if something is found to be wrong. These tests are non-invasive, and parents do not need to be present.

If you think your child may have vision or hearing difficulties, please ask to have your child tested.

Infections

Please take appropriate action if your child contracts an infection, e.g., whooping cough, impetigo, respiratory infections, vomiting, and/or diarrhoea. Your child should be kept at home until all infections have cleared. Any child with diarrhoea or vomiting should stay home for 24 hours after the symptoms have disappeared to ensure that they are well and will not infect others.

Medicines

School staff prefer not to give children medicine. Should your child require medicine to be administered during school hours, you must provide written permission and clear instructions via a medicine-authority form, available from the school office.

Homoeopathic and other remedies for first aid are administered only if you have given permission on your child's enrolment form. For more information, please review the medicines policy available from the school office.

Vaccinations

By law, a school staff member must sight and note each new entrant's vaccination record. We encourage all parents to make an informed choice about vaccinations. Please contact your child's doctor, or consult an anthroposophical doctor for further information.

Safety

The Motueka Steiner School has a full Emergency Management plan. Periodic safety drills are undertaken regularly to ensure staff and students know what to do during an emergency. Your child's well-being and safety is our priority.

If an emergency occurs while we are at school:

- students will gather with staff at designated assembly points,
- a roll will be taken immediately,
- a decision will be made on whether to close the school, and
- parents/caregivers will be informed if students need to be collected.

Emergency Closure

If it is necessary to close the school, a message will be sent out via email and text, so it is essential that you keep your contact details up to date. If possible, the school website will be updated with information.

In the event of a tsunami warning, the school campus is above the tsunami danger zone. If needed, students will be evacuated to the shearing shed, with collection access from School Road.

Emergency Supplies

The school holds basic emergency supplies of dry food and water on campus. If your child has a food allergy or medical condition necessitating special food or medicine, please send a supply, with instructions, to your child's class teacher.

Student Release

In the event of an emergency, students may only be released by the teachers. This ensures that all students are accounted for at all times. No student will be allowed to leave the school premises unless they are collected by a parent or other nominated person.

Traffic Management Plan

We operate a traffic management plan for the school campus which aims to maximise traffic safety, encourage alternatives to driving, and to reduce our impact on the roading network. These aims are aligned with our goals of environmental sustainability. All families are encouraged to minimise vehicle traffic to school. This can be achieved by:

- using the school bus services
- cycling or walking to school
- car-pooling

The Robinson Road/Moutere Highway intersection is a safer route than the state highway 60 intersection. The right turn from state highway 60 onto Robinson Road has been identified as high-risk. Please use the safer Moutere Highway route whenever possible.

Please do not park or stop on the side of Robinson Road by the school. Drive into the school for all parking and drop-offs.

Cycling

We have an off-road cycle connection between the school and the Great Taste Trail beside the Moutere Highway. This linkage provides a safe cycle connection from Motueka to the school. Ride this route with your children when they are old enough so they can become safe and independent riders.

School Bus Services

School students living more than 3.2 km distance from the school are eligible to use the school bus services or to receive subsidies. Complete the Bus Registration form and the Code of Conduct to start riding the bus.

ATTENDANCE DUES

Attendance dues are a compulsory fee approved by the Ministry of Education and are payable to the proprietor (MSSPT) of the school for the provision of buildings and facilities together with other property-related costs as required by the Ministry of Education under the Deed of integration.

Attendance dues for 2025 are \$3,105 including GST per student.

You will be invoiced by the school for:

- Specialty Stationery
- Involvement in extracurricular sports teams

You may be asked for a donation towards:

- Class camps (classes often organise and undertake collective fundraising for specific camps and trips).

Please pay your invoices on time, using a clear reference - either the invoice number or your child's name, with each online payment.

Special Character and Targeted Donations

Special Character and targeted donations provide funds for many things that are important to our Special Character but are not funded by the state nor from attendance dues. Voluntary donation support from parents allows for the following extras:

- Extra Steiner-specific teaching staff
- Campus development
- Connecting Motueka Steiner School to the national Steiner Education movement
- Financial support for low-income families

The Special Character Donations are requested per family and paid to the Motueka Steiner Proprietors Trust. Donations are voluntary and will be receipted and eligible for the 33% tax rebate. A tax donation receipt will be sent in April to cover all donations paid from 1 April to 31 March.

CONTACT INFORMATION

Motueka Steiner School

Office Hours: 9:00am to 3.30pm Mondays to Fridays
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Nurturing children,
enriching community,
honouring the land.

