

## **Welcome to the Titirangi Rudolf Steiner School!**

This Parent Information Folder is intended as a guide to the school's life and its surrounding adult community. It contains:

1. A broad and brief description of the work of Dr. Rudolf Steiner, Waldorf Schools and Anthroposophy. You are encouraged to utilise libraries and the internet to seek more information about Anthroposophy and Education.
2. A biography of the School
3. The current Financial Policy.
4. The kindergarten and school telephone directory.
5. Practical information which reflects the School's vision including:-
  - Management
  - The School Rhythm
  - Transport
  - A Child's Living Environment
  - School Rules
  - Dress Code
  - Lunch, Morning tea and Snacks
  - Parent Participation
  - Promotion

We encourage you to spend some time reading the enclosed material and should you have any further questions please contact any staff member for further clarification or redirection.

Whilst written texts can cover the basics, a true meeting between human beings and some time given to the art of conversation remains invaluable and socially enhancing especially in this day and age of extremes of electronic communication devices.

This school remains committed to the sustaining of healthy social dynamics and the development of good human relationships. However, please respect the fact that it is unhelpful to approach a Class Teacher with questions or suggestions in regards to anything other than the immediate specific needs or concerns you may have for your own child which your Teacher needs to know before school begins. Please therefore, discuss with your Class Teacher what is the best time for them to answer any questions you may have.

With good wishes,

The College of Teachers

## **MANAGEMENT STRUCTURE**

### **College of Teachers**

The College of Teachers is the group responsible for the special character of the education, the Waldorf/Steiner curriculum founded on Anthroposophy. This group overviews the management of the School and all matters pertaining to the pedagogical impulse as well as the administration and management of the Kindergartens and School (please note that we often mean school and kindergarten when we say 'school!').

All teachers and kindergarteners who are willing to take on this additional responsibility are members of the College of Teachers. From this College, a Management Team is formed whose focus and mandate is to attend to both the day to day practical tasks of management and the overall strategic development of the School. All College members keep themselves informed of the activities of the College and the Management Team, the plans and progress as well as all current management issues.

Practical aspects of the management are also undertaken by individual Kindergarteners and Teachers who are mandated with responsibility and authority for designated areas.

The mandating of such identified responsibilities is reviewed annually, during the Easter period, or earlier if required. All are accountable to the responsibility and the authority of the College of Teachers.

### **Management Team**

Three staff members form a group responsible for day to day management and administrative tasks on behalf of the College of Teachers, as well as ensuring strategic development is well held and that working relationships with the Trust and Parent Groups are healthy. Membership is reviewed annually or whenever necessary. This group meets weekly. Current membership is:

Sheryl Mace	sherylmace@gmail.com
Heather Peri	heatherperi@yahoo.com
Mark Thornton	holistic_solutions@woosh.co.nz

### **Kindergarten Paedagogical Meetings**

The Kindergarten teachers meet every Thursday to address their specific administrative and pedagogical work.

### **School Paedagogical Meetings**

The Class Teachers and Subject Teachers meet each Thursday. This meeting is directed towards all matters relating to the curriculum, student education and welfare.

### **THE RUDOLF STEINER SCHOOLS (TITIRANGI) TRUST**

This Trust is a registered, charitable trust whose legal responsibility is to own the land and buildings from which the activity of Waldorf education is directed by the kindergarteners and teachers. The Trust ensures that the assets of the School are properly safeguarded and this includes property maintenance and control of liabilities. Trustees abide by the Trust Deed. A copy is available on request to a Trustee. Membership is listed with telephone numbers in the School telephone directory.

**“CONSIDER WELL THE WHAT  
CONSIDER MORE THE HOW”  
By Goethe**

### **THE SCHOOL RHYTHM**

Daily, Weekly and Annually

“Rhythm is the Carrier of Life”  
Rudolf Steiner

### **Calendar of Events**

A Rudolf Steiner/Waldorf school pays much attention to the value of rhythm both in the classroom and in respect to management and social life. The following are regular events which lay the foundations for the school year. It is emphasised that the Collage of Teachers and the Trust retain the right to change dates and times should a decision be made to do so for the good of the whole. The School newsletter and information sheet regularly update the community of current events and any date changes as and when they occur.

### **Term Dates**

These are published in the School Telephone Directory and School Newsletter periodically. Some festivals are celebrated on a weekend and it is expected that children will attend and participate fully in these. The following dates are some examples of additional school days that children are required to attend:

The Autumn Festival  
The Midwinter Festival

The Spring Festival  
The Advent Fair Day

All classes normally have a parent meeting each term although some teachers may opt not to meet in term three when Parent/Teacher interviews are held. Parent meetings are intended to discuss the curriculum content, the class' progress and gives an opportunity for parents to view their child's work.

Individual parent interviews offer an opportunity for parents and teachers to discuss a child's development and progress, to raise concerns and also to celebrate successes.

### **The School Day**

8.45 a.m. The school day begins.  
10.45 a.m. Morning Tea  
11.15 a.m. Lessons resume  
12.45 p.m. Lunch  
1.30 p.m. Lessons resume  
3.00 p.m. End of the school day.

The Class Teacher directs the children's curriculum needs and establishes a regular and rhythmical timetable which includes a Main Lesson period up to morning tea and practice and skills lessons thereafter. Please speak with your Class Teacher should you have any questions about your child's school day.

Parents are asked to be responsible for the safe arrival of children, preferably by 8.30 a.m. and the collection of children by 3.20 p.m. The school takes responsibility for children enrolled in the school from 8.30 a.m. until 3.20 p.m.

If you anticipate being unavoidably delayed, please do communicate with the office as soon as possible.

Please contact your class teacher if you need help to liaise with other parents for options such as car pooling, etc.

### **Arrival in the mornings**

If you are unavoidably delayed in the mornings, please ensure your child visits the office before joining the class.

The start of each school day is extremely important for the class. A child who arrives late will join their group when invited to do so by the Class Teacher; based on the need for a time of undisturbed quiet and focus of the whole class.

If your child is unwell, please telephone the school office and advise Sharon or leave a telephone message to that effect. As well as this being necessary from a legal aspect, it is vital that the Class Teachers are all kept informed of the many and varied aspects of the wellbeing of the children in their care.

If your child is absent for reasons of ill health for more than two days please supply a medical certificate or equivalent written explanation for the school records. You may also wish to discuss any problem with your child's Class Teacher in which case, please communicate with them directly.

If your child is to be absent from school for reasons of family holidays or other events, please ensure your Class Teacher and the Management team is fully informed, preferably in writing and giving as much advance notice as possible.

### **School day trips, Outings and Class Camps**

School camps, outings and day trips take place which are reflective of each class' overall age-appropriate curriculum. The venue and timing of a class outing or camp is at the discretion of each class teacher. Transport, funding and other organisational arrangements are made together with the parents. Your Class Teacher will be able to answer any questions you may have in relationship to any extra curricula activities.

## **TRANSPORT**

### **Car Park**

Please park all cars within the general area in front of the school. The planters indicate the start of the children's designated play area and thus cars are excluded. The exception of the above includes parents of very young babies who need to drop off young children at the Nursery or Kindergarten and the Fire Brigade access in cases of emergency. Please drive at a very low speed and with extreme care and attention being aware at all times that there are young children on the grounds. The responsibility is placed on the drivers to at all times be aware and cautious.

### **'Car Pooling'**

Many parents car pool. You should make contact with other parents in your class or in the school. Sharon in the office may also be able to help in this area.

### **Cycling**

Should you give your child permission to travel to school by bicycle, the responsibility remains with the parents to ensure children are well versed in road

safety. Please make appropriate arrangements for the safe and secure storage of the bicycle during school hours with your Class Teacher.

### **Walking**

The healthiest and most stabilising approach to arrival and departure to school is by walking. Some parents in the past have arranged for older children to walk part of the way to school where there is a foot path. It is recommended that you discuss the various options with your child's Class Teacher.

### **School Telephone**

As a general rule the school's telephone is not available for pupil use. Permission however, will be given by any staff member for your child to contact you by telephone according to the discerned degree of emergency. Sharon as Administrator, will endeavour to pass on urgent messages. All telephone calls incur a charge of 50c to the school; its being a designated business telephone line. Cell phone calls are not permitted except in the case of emergency.

### **A Child's Living Environment**

One of the most important aspects vital for a secure and healthy child development is consistency and a harmonious reflection between the home and the place of learning of the child. The child's teacher and the child's parents are the two most important streams of influence in a growing child's life. In a Waldorf school great emphasis is placed and time given to developing this healthy social working between the child's two living environmental and biological spheres.

### **Toys**

A good toy will give the child the possibility of becoming inwardly active through imagination. A young child is very open to sense impressions. This fact makes the choice of materials to be used for toys extremely important. A simple piece of wood shaped by nature can take on the form the child needs for what he or she is playing. As with most things, quality is often more important than quantity. The Forest Folk shop has many examples of activities and toys which encourage imaginative play and creativity. For more helpful suggestions please discuss your child's needs with your Class Teacher.

### **Television and computers**

Excessive television viewing, use of computers and game consuls is now widely acknowledged as being harmful to the developing child. This is especially so for

young children. The Teachers find it detrimental to the aims of Waldorf Education and for this reason television and DVD/VHS viewing and playing of computer/console games are not recommended at all for children. Excessive nerve sense stimulation is damaging, imagery is often shocking, the child remains static which is unhealthy for limbs and especially the vision. Social interaction is impaired. Various books describing research into the effects of television and computers on children are available in the Parent Library should you choose to inform yourself further on this aspect of your child's living environment.

### **Health Service**

Emphasis is placed on the importance of working with health professionals who carry a knowledge of Rudolf Steiner's approach to the developing human being.

### **Doctors**

There are two fully qualified Anthroposophical medical practitioners in the Auckland area who are readily available for consultation, Dr. Ulrich Doering (8176772) and Dr. Roger Leitch (631-0477). The school has a professional as well as social relationship with both these doctors and consider it most important that parents give consideration to the possibility of placing the medical care of their children with either of these professionals.

As well as the above doctors, there are several therapeutic professionals in the Auckland region. Your Class Teacher, in consultation with all staff, from time to time may request that your child receive support from a recommended therapeutic and curative professional. This request is part of the current enrolment policy and parents are required to make arrangements accordingly. Funding for such support is to be provided for by the parents and paid directly to the specialist. Please liaise with your Class Teacher if you have any concerns about your child's health and wellbeing as well as in matters of educational progress.

### **Dental Health**

Visits by a mobile Dental Nurse service occur periodically for dental examinations and treatments. If your child needs urgent attention, please contact the area School Dental Nurse directly on 817 0032 - extension 741.

### **Hearing and Vision Tests**

A Hearing and Vision Technician visits the school two or three times a year. Primarily the focus is on new entrants, newly enrolled pupils and

children needing rechecking. If you have any concerns with regards to vision or hearing, please inform your Class Teacher.

### **Health and Hygiene**

From time to time, often seasonally, head lice may become evident. Please treat your child immediately if any such infestation is noticed and keep your child at home until treated adequately. Most importantly, inform your Class Teacher.

If your child is experiencing any other similar contagious and infectious childhood concerns, please speak with your Class Teacher who is there to offer advice and support as well as taking any further appropriate precautions deemed necessary to prevent the further development of the problem.

Immunisation and vaccination of children is deemed a parental decision. The College of Teachers recommend that parents thoroughly research and inform themselves fully of all current research. The listed General Practitioners are available for consultation and conversation on the question of vaccination. The Parent Library also contains information from the Immunisation Awareness Society.

Legally it is required that for children born after 1st January, 1995 the school receive a current immunisation certificate signed by a registered Doctor upon enrolment.

### **Civil Defence**

By law, during and after an emergency evacuation or civil defence alert, your child will remain in the care of the school until such time as management sees appropriate to release them to the care of an authorised person. Please ensure that your enrolment form has such an authorised person's details included and that this is updated if necessary.

### **Medications**

Any prescription medicine or medical special treatments need to be clearly communicated to your child's Class Teacher and also to Sharon in the school office. Details of any serious medical needs your child may have are vital for the staff to be aware of. Please ensure that such are communicated clearly both verbally and in writing.

### **Parent Library**

There is a fine selection of books available on the Waldorf approach to education as well as books related to other aspects of Dr. Rudolf Steiner's life works.



Details of the current librarian and opening hours are published in the school's Telephone Directory or contact Sharon in the office.

## **SCHOOL RULES**

1. Children to remain within the school boundaries.
2. Parents to ensure, as far as possible, that children arrive and leave the school according to the school timetable and guidelines of the College of Teachers.
3. Children are not permitted to bring to school:  
Electronic games, radios, tape decks, CD players, MP3, Ipods, cell phones.  
Generally toys, skateboards and roller blades, etc. are not permitted except on occasions when special dispensation has been granted by the teachers.
4. A child may travel to school by bicycle only with the parents full knowledge, guidance and permission. Bicycles to be locked and stored in the vicinity of the Wood Work area or as arranged with your Class Teacher.
5. No bicycles, roller blades, skate boards to be used on the school grounds between 8.00 a.m. and 3.30 p.m. or at Festival days.
6. Any wilful damage or misuse of property, including graffiti, defacing of school property will be treated with extreme seriousness by the College of Teachers. Parents will be informed of any such behaviour and may be required to repair and make good any damage caused by their child.
7. Any wilfully aggressive action or verbal abuse directed towards another, be it pupil, parent or teacher will be treated with great seriousness by the College of Teachers. Parents will be informed of any such behaviour and the consequences of any such anti-social action by their child.

Please note: Festival Days are considered school days and thus these school rules apply.

## **DRESS CODE**

1. No combat design/camouflage military design clothing is permitted.
2. Extremes of fashion are discouraged. Please ensure that your child's clothes are suitable for sports and games and display good sense and an element of modesty. If you are in any doubt, please discuss the matter with your Class Teacher.
3. Children will need to be provided with a rain coat as weather is changeable.
4. Outdoor shoes are to be comfortable and well fitting and in good repair. No jandals or fashionable high heeled or other shoes.
5. Indoor shoes are to be provided, especially for younger classes, as the children will be required to change their shoes before entry into the classroom. It is important that indoor shoes are well fitting, warm and labelled. These will remain at school.
6. Gum boots are to be provided. These to be labelled and kept at school.
7. The preference is for no jewellery to be worn at school. It is accepted that in the case of ear piercings a small and unobtrusive sleeper may be worn. Make

up, nail varnish, extremes of hair dressing and strong perfumes and deodorant are discouraged. Please discuss specifics with your Class Teacher.

8. Term 1 and 4, all children to be provided with a sun hat. Children will not be permitted in outside areas unless they are wearing a hat during these terms.

## **LUNCH, MORNING TEA AND SNACKS.**

1.. The school timetable schedules morning tea and lunch. Please provide your child with adequate food and drink for both these times. Please arrange to include sustaining food such as sandwiches and energy bars, fruit and vegetables, etc. Drinks to be uncarbonated juice, preferably pure fruit juice or water. Children have ongoing access to clean drinking water throughout the school as and when they need it according to the Class Teacher's authority.

2. No sweets or chewing gum are permitted at school. This includes the sale of sweets for extra curricular activities.

3. Occasionally, school lunches may be offered as fundraisers for the school in general or for a specific class activity. Details of these will be listed in the school newsletter or information sheet.

## **PARENT PARTICIPATION**

### **Fundraising**

### **TITIRANGI VILLAGE MARKET**

The Titirangi Village Market began in September, 1992 as a class fundraiser. It developed over the years to become a regular and successful market which fulfils a social need of the wider community, provides an opportunity for artists and craftspeople to network and offer the results of their own creativity for sale. It is an opportunity for the school to raise the profile of Waldorf Education and is a regular and important source of income for the school's operating budget. Originally organised and managed by a group, the market is today managed by Judith Cunningham who was one of the initiators of the Market.

The Market is owned by the Rudolf Steiner Schools (Titirangi) Trust and as such remains a Cultural Initiative whose purpose is to receive donations in support of the intent of that Registered Charitable Trust. The Manager is directly responsible to and under the authority of that Trust.

The overall health of the market is seen to be largely dependent on the harmonious working of three elements; quality and variety of stalls, good food and fine music.

## **THE PARENTS' MARKET CAFÉ**

The monthly cafe is an important fundraiser and an independent initiative within the market . It is co-ordinated by parents of the school and is dependent on volunteer help given by the people of the school community both past and present. As well as playing a vital function towards the overall success of the market, the café initiative is also an important source of income for the operating budget. Current Co-ordinators are: Kate Palmer and Briar Castle-Hill.

## **Entertainment and Music**

Originally this was provided by parents of the school. Today, the music is co-ordinated by parents and friends of the school and market. Musicians are invited to participate, both from the school community and wider afield. Their qualities are acknowledged through the offering of a donation. Please contact Judith Cunningham for details of current Music Coordinator.

## **The Titirangi Community House - Rest and Recreation**

The Community House is available to the Trust each market day to provide an area of peace, rest and recreation for family members of all ages. This is a comparatively new initiative. Essentially, the initiative offers a service to visitors and stallholders of the market as well as an opportunity to raise the profile of the school through the presentation of puppet plays by the kindergarteners, occasional curriculum displays and making promotional material available.

## **“C.R.E.A.M.”**

The term represents:

Community  
Reaching  
Everyones'  
Abundant  
Momentum

At the end of 2007, a new initiative was formed whose purpose is to work towards fundraising and to support the role of the parents in the School. It is to this group and its members that you are encouraged to initially direct any non-paedagogical questions you may have and also to find out more about the various craft and artistic groups that are current in the community. Meetings are held regularly. Updates on progress, community consultation, meeting times and contact details will be announced in the school newsletter and information sheet. Alternatively, please contact Gear MacFarlane 817-3172.

A role of this group is to work together with parents who have fundraising ideas, questions or suggestions. C.R.E.A.M. works closely with the Trust on matters of property and with the Management Team in all other areas of the school's life. All suggestions and initiatives are examined for viability and subsequently presented to the Management Team for approval. A 'holding group' is formed of those people with enthusiasm and commitment to the initiative and the project is actioned. C.R.E.A.M thus overviews: it does not necessarily instigate or recommend ideas to be carried out. It is a group of parents and friends of the school, with experience who support the existing parents to successfully fundraise towards meeting the current year's operating budget costs and the capital repair, maintenance and development costs.

C.R.E.A.M also often facilitates the termly **Community Meetings**, in conjunction with the College of Teachers and the Trust. These meetings cover all the pressing, important and urgent issues of school life, as well as being a place for strategising and brainstorming. They regularly have a paedagogical aspect and support the healthy social life of the school. It is essential that all families make every possible effort to attend these meetings.

## **PROPERTY REPAIR AND GROUNDS MAINTENANCE**

### **Working Bees**

Working Bees provide an opportunity for all families to work together to maintain and repair the property needs of the school. These Working Bees contribute in a real and essential way towards the overall maintenance of the property and land owned by the Trust as a whole. Property repair and maintenance needs, where possible, are also undertaken by community members. Lists are created of some of the simple maintenance tasks, which are prioritised from both the Teachers' and the Trust's perspective. Working Bees are scheduled before each Festival, before and after the Advent Fair, each Saturday before commencement of Term and the last Saturday of the school year. It is possible to make arrangements to undertake tasks at a time suitable to you if you cannot attend scheduled Working Bees. Please contact the office for advice of how to proceed if you are able to contribute in this way. The help of the parents in matters of property, is invaluable both socially and economically. The cost of maintaining the gardens and grounds, if contracted out to an employee or an outside agency, would have a considerable impact on the school's budget.

## **PROMOTION**

The first and most respected of promotional avenues any school can have is through 'word of mouth'. As parents of the children in the school, you are a vital link to the outside world.

The Kindergarten and School also holds regular Open Days. These are noted in the school newsletter and information sheets. Posters, fliers and road signs are the regular means of promoting these events. There is a website (**[www.titirangi.steiner.school.nz](http://www.titirangi.steiner.school.nz)**) which continues to be developed. All amendments and changes are overviewed and approved by the Management Team. Literature and brochures are equally monitored and updated. Occasionally events are attended by staff and parents. Events have included Forest Folk taking a stall, childrens' activities being offered, pupil displays and performances, provision of refreshment stalls or simple promotional displays. Marketing, promotion and advertising is a vast area of activity and opens up many differing approaches to the raising the profile of not only this initiative but also Waldorf Education worldwide. All suggestions and offers of help are always taken seriously, examined for appropriateness, supported through action, and are subject to annual review.

## **ADULT EDUCATION**

The school runs regular adult education events, all with an Anthroposophical focus, aimed at enabling parents to more fully understand the intent of the education and to support their children's learning in harmony with the teachers. You can find out about current and forthcoming events from the School Newsletter or from the Office. Participating in this aspect of school life is richly rewarding for parents and for the whole school community.

## **TITIRANGI RUDOLF STEINER KINDERGARTEN AND SCHOOL A BIOGRAPHY**

Two families met during 1986 and decided to begin a Waldorf school in West Auckland. They were existing parents of Michael Park School, Ellerslie. Other families of Michael Park School and resident in the Titirangi area joined in their impulse.

Through an article in a newspaper, other parents and individuals enthusiastic to begin a school in West Auckland were invited to join the impulse. A hui/gathering was arranged to bring the people together and allow for a time and place for conversation and confirmation of commitment.

A task of the initial parents of the initiative, then known as Titirangi Waldorf School Parent Initiative, was to approach various Waldorf teachers and those people with life experience of and a working knowledge of Anthroposophy and Waldorf schools. Many such individuals contributed their time and knowledge in those initial formative months. Carl Hoffmann, then a teacher and guardian of the original impulse of the Taruna Teacher Training College for Waldorf

Teachers, became the school's sponsor. This role he held until the school joined the Federation of Waldorf Schools.

Approximately 100 acres of land was bought on Laings Hill. It was purchased from Ceramco who had excavated the clay from the land for industrial purposes. The finance for the land was raised by the Trust and parents. This land was managed by various working groups and over the years, areas were subdivided and sold as private properties. An initiative began to offer an area of the land which includes Muddy Creek and its mangrove area as an Educational Forest Park, this was managed and pioneered by a separate Forest Park Trust. The intent was to offer the land for sale or lease to educational and conservation organisations to be developed and made available as a sanctuary for wildlife and available for educational purposes. This did not come to fruition. Later, more land was subdivided and sold. Today the school owns 12 hectares of land and the possibility of offering the land for environmental educational purposes is being revisited.

The school itself began with a kindergarten initiative in St. Frances Church Hall, Titirangi in 1986, the parents working with an experienced Waldorf kindergartener. In 1987, this kindergarten became the first class one and the school began. It was housed in rental premises owned by the Deaf Society, Armour Bay, Parau. Each year thereafter, the school grew with the addition of another class in Parau, until the end of 1993 when the kindergarten moved onto the present site. The school, then class 1 to Class 6 following at the beginning of 1994.

There had been ongoing research through various working groups into the question of 'how to house the school on the land at Laings Hill?' This included feasibility studies, initially for an architecturally designed school on what is known as the clay pit site, the relocation of Whangarei Hospital to that site, and subsequently, in 1993, the current relocated structures on the present site. It was acknowledged that the relocatable buildings were not the ideal, but they could be made functional and were financially viable. Much time was given to how to place the buildings according to the needs of the children. A Building Fund initiative had previously produced a master plan for the school. The relocatable buildings were seen to fulfil an initial phase within the context of a long term plan.

This move to the land has its own documented record through minutes of meetings, photographs, videos and personal memories. It required great commitment, focus, management skills, co-ordination, communication and labour. Words cannot adequately describe the experience. Suffice to say, the work was done and the school transferred from Parau to Laings Hill.

During 1993/4 following, the necessity to take out and secure a loan to purchase the buildings for Laings Hill, the management structure of the school was

changed to include a school board whose purpose included communication between working groups within the school.

The existing trustees and some parents joined together to guarantee the loan needed to fund the move and purchase of buildings, using their own homes as collateral. Parents of the school have in the past, also guaranteed various amounts to secure loans for the school. After the move, the management structure was revisited and changed. The Trust underwent membership changes. . A three trust system was trialed with the intent of being working trusts responsible for Property, Education and Endowment. In 2001, the school reverted to one trust as the legal owners, delegating all responsibility for the management of the pedagogy to the teachers.

In 1998, some buildings burnt down. These were a relocated building brought from Parau used for eurythmy, a large part of the building designated for a hall, some storage rooms and the staff room and part of class one. New buildings replaced those lost to become Classes 6, 7 and 8 of 2002 and repairs made to class one with a new extension to include a staff room.

In 2001, a Eurythmy Hall/Community Hall was completed. A fourth kindergarten was built and opened in 2002 . By the end of 2002, the trees had grown, the grass had spread, the pond area became home to wildlife. Four kindergartens were operating and there were Classes 1 to 8.

The community had changed but the intent remained. Integration into the State System with its subsequent additional funding was applied for during 2004. The application was declined, stating demographic reasons at the time; there were insufficient children in the area of school age to warrant another school funded by the state in the West Auckland region.

At the beginning of 2006, a period of consolidation took place. The fourth kindergarten became a self funding nursery initiative. A decision was reached to combine three classes in the school and early in 2008, the playgroup which had been flourishing in and around the kindergartens, was given its own rented premises on the school land.

During 2007 and 2008, the younger children attending the Nursery, Playgroup and the Kindertartens began to grow in numbers. The lower and middle school pupils, whilst lower in numbers by comparison to some previous years, continue to receive a varied and broad and extremely comprehensive curriculum. Thus, 2008 saw a time of consolidation and a strengthening of the sense of community upon which this school initiative was founded 21 years ago.

2009 has already shown a steady increase in enrolments. There continues to be a focus on strengthening the foundations for the provision of a full Waldorf education and the consolidation of the lower school. A parent initiative is also focussed on establishing the first high school class on site in 2010.

