

THIS DEED OF AGREEMENT is made the 21st day of January

1990

[Handwritten signatures and initials]

BETWEEN THE RUDOLF STEINER SCHOOL HASTINGS TRUST a duly constituted Board pursuant to a certain Deed of Trust dated the 29th day of May 1950 (hereinafter with its successors referred to as 'the Proprietor') of the first part

AND HER MAJESTY THE QUEEN acting by and through the Minister of Education (hereinafter referred to as 'the Minister') of the second part

WHEREAS

- A. The Proprietor is the owner of The Rudolf Steiner School Hastings (hereinafter referred to as 'the School')
- B. The school is a Rudolf Steiner Waldorf School and has operated as a Rudolf Steiner Waldorf School with children from its most junior pupils of three and a half years to its most senior pupils of nineteen years. For the purposes of this agreement the age of the pupils in the integrated school is from five to nineteen years of age.
- C. The Minister and the Proprietor have agreed to enter into this Deed of Agreement pursuant to the Private Schools Conditional Integration Act 1975, whereby the School is to be established as an integrated School.

NOW THIS DEED OF AGREEMENT WITNESSES THAT IT IS HEREBY COVENANTED AGREED AND DECLARED BY AND BETWEEN THE PARTIES HERETO AS FOLLOWS:-

[Handwritten signatures and initials]

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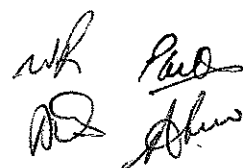
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1. THAT the Minister and the Proprietor HEREBY AGREE that the School is to become an integrated school pursuant to the Private Schools Conditional Integration Act 1975.
2. THE School's special character as is hereinafter described, shall incorporate the Education with a special character as provided in the School AND IT IS HEREBY AGREED AND DECLARED that the School shall at all times in the future be conducted and operated so as to maintain and preserve the School's special character and these presents shall be interpreted so as to maintain and preserve the special character of the School.
3. ON behalf of the Proprietor it is hereby agreed that:
 - 3.1 The Proprietor is the owner of all the land and improvements more particularly described in the First Schedule hereto (hereinafter referred to as 'the Proprietor's land') and the improvements thereon. The School premises for the purposes of this Deed of Agreement are the land and improvements more particularly described in the Second Schedule hereto (hereinafter referred to as 'the School premises').
 - 3.2 The Proprietor shall set apart and appropriate as owner all the School premises and all chattels and other assets of the Proprietor associated with the School exclusively for the purpose of the School as an integrated School, so that the Board of Trustees of the School shall have the exclusive right to the possession and use of the School premises and chattels

- PROVIDED THAT -




- 3.2.1 At the request of the Proprietor, the Board of Trustees may grant the use of the School premises and chattels to the Proprietor or other person or persons at any time when the School premises and chattels are not required for school purposes and the Board of Trustees shall not unreasonably or arbitrarily withhold its consent. The Board of Trustees may require the Proprietor or other person or persons to pay a reasonable fee to the Board of Trustees as a condition of such use.
- 3.2.2 With the consent of the Proprietor, the Board of Trustees may grant the use of the School premises and chattels to other person or persons at any time when the School premises and chattels are not required for School purposes and the Proprietor shall not unreasonably or arbitrarily withhold his consent. The Board of Trustees may require any such person or persons to pay a reasonable fee to the Board of Trustees as a condition of such use.
- 3.2.3 The Proprietor shall accept and meet liability for all mortgages, liens and other charges upon the land and buildings comprising the School premises.
- 3.2.4 The Proprietor shall plan, pay for, and execute the improvements described in the Third Schedule hereto, to the School premises so as to bring the School buildings and associated facilities forming part of

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the School premises up to the minimum standard for comparable State Schools prevailing at the effective date of this Deed of Agreement. Such improvements are to be carried out in accordance with the dates specified against such improvements in the Third Schedule hereto. The Proprietor shall upon completion of any improvements to electrical services described in the Third Schedule hereto arrange for the local Electrical Supply Authority to inspect the School premises in terms of Regulation 45 of the Electrical Supply Regulations 1976 or such regulations as shall be in force in substitution for the same.

- 3.2.5 The Proprietor shall plan, execute and pay for such capital works and associated facilities at the School as may be approved or required, from time to time, by the Minister pursuant to Section 40(2)(d) of the Private Schools Conditional Integration Act 1975.
- 3.2.6 The Proprietor may own or hold upon trust, and control and maintain, any land, buildings and associated facilities that, although not part of the integrated School premises in terms of this Deed of Agreement are regarded by the Proprietor as appropriate to maintain the special character of the School.
- 3.2.7 The Proprietor shall insure all the buildings forming part of the School premises and the Proprietor's chattels (if any) owned or held upon trust for the pur-



poses of the School and the other assets owned by the Proprietor for the purpose of the School against risks normally insured against, in some responsible insurance office in New Zealand and further acknowledges the obligation on him created by Section 40(2)(h) of the Private Schools Conditional Integration Act 1975.

- 3.2.8 No person employed at the School and paid for his or her services in whole or in part out of moneys appropriated by Parliament, shall be paid by the Proprietor or his servants or agents any remuneration additional to that provided for by the Private Schools Conditional Integration Act 1975 or shall be granted or permitted any condition of service more favourable than that permitted in the case of a person employed in a comparable position in a State School PROVIDED HOWEVER that a teacher to whom the provisions of Section 71 of the Private Schools Conditional Integration Act 1975 apply, shall continue to be paid no less than the same salary and be accorded the same status as he or she received or was accorded on the day before the effective date of the integration of the School.
4. The land and buildings constituting the School premises are subject to the mortgages, debts, liens, encumbrances, easements, licenses, restrictions and other matters which affect the title to or enjoyment of the land and have the appurtenances or benefits attaching to the land more particularly described in the First

WR *Pao*
AD *Heard*

Schedule hereto.

- 5.1 The School provides and shall continue to provide education with a special character the essential elements of which include:-

The special character of the School is that it is a Rudolf Steiner Waldorf School for boys and girls established by The Queenswood Educational Trust (now named The Rudolf Steiner School Hastings Trust) for the community of parents who wish their children to receive Rudolf Steiner Waldorf education. The Rudolf Steiner School Hastings Trust promotes and supports the School in its provision of education with a special character, that is to say:

'The School is a Rudolf Steiner Waldorf School in which Rudolf Steiner's Art of Education is practised.

Anthroposophy, as a world conception, its description of the universe, and the human being is the basis of the art of education and of all endeavour in the school. The education with a special character includes festival observances and religious education which is Christian in its deepest sense, free of dogma or sectarianism.

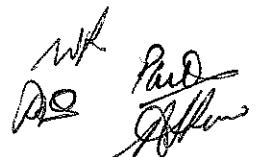
The College of Teachers which works collegially and in a spiritual way shares responsibility for maintaining the special character of the School and the anthroposophical impulse which is inherent in all aspects of school life.

6. THE Proprietor of the School subject to the provisions of this Deed of Agreement:

- 6.1 Shall continue to have the responsibility to supervise the

maintenance and preservation of the Education with a special character, provided by the School;

- 6.2 Shall continue to have the right to determine from time to time what is necessary to preserve and safeguard the special character of the Education provided by the School and described in this Deed of Agreement;
- 6.3 May invoke the powers conferred upon it by the Private Schools Conditional Integration Act 1975, if in the opinion of the Proprietor the special character of the School as defined and described in this Deed of Agreement has been or is likely to be jeopardised or the Education with a special character provided by the School as defined and described in this Deed of Agreement is no longer preserved and safeguarded.
7. THE Controlling Authority of the School shall be a Board of Trustees constituted pursuant to the provisions of The Education Act 1989.
- 7.1 The control and management of the School shall be exercised subject to the provisions of Section 25(6) of the Private Schools Conditional Integration Act 1975.
8. IT is agreed by and between the parties hereto that the maximum roll of the School shall be three hundred and forty eight (348) pupils. Any increase in maximum roll shall be subject to a supplementary agreement.
9. THE Proprietor agrees that pursuant to Paragraphs 3.2.4 and 3.2.5 of Clause 3 of this Deed of Agreement it will bring the School up



to the minimum standard of accommodation laid down from time to time by the Secretary for Education for a comparable State School.

10. PREFERENCE of enrolment at the School under Section 29(1) of the Private Schools Conditional Integration Act 1975 shall be given only to those children whose parents have established a particular or general connection with the special character of the School and the Controlling Authority shall not give preference of enrolment to the parents of any child unless the Proprietor has stated that those parents have established such a particular or general connection with the special character of the School.

10.1 No child shall be enrolled at the school unless the Proprietor has stated that the parents of that child have established a particular or general connection with the special character of the School.

11. AS festival observances and religious instruction form part of the Education with a special character provided by the School, festival observances and religious instruction in accordance with the determination made from time to time by the Proprietors after consultation with the College of Teachers shall continue to form part of the School programme in accordance with Sections 31 and 32 of the Private Schools Conditional Integration Act 1975.

12. THE Proprietor, together with its servants, agents and licensees, shall, subject to the proviso to Section 40(2)(i) of the Private Schools Conditional Integration Act 1975, have at all reasonable times access to the School to ensure that the special character of the School is being maintained pursuant to Section 3 of the

Wk
AO *Paul*
John

Private Schools Conditional Integration Act 1975.

13. THE Proprietor, together with its servants, agents and licensees, shall have at all reasonable times access to the land and buildings of the School constituting the School premises sufficient to enable it to exercise the powers and carry out the responsibilities vested in it and imposed on it by the Private Schools Conditional Integration Act 1975 and by this Deed of Agreement.
14. The staffing entitlement of the School as at the 11th day of October 1990 is eighteen decimal six two (18.62) positions including the Principal.
15. An advertisement for the position of Principal of the School shall in accordance with Section 65(1)(a) of the Private Schools Conditional Integration Act 1975 state that a willingness and ability to take part in Religious instruction appropriate to the Special Character of the School shall be a condition of employment. Any person so appointed shall accept these requirements as a condition of appointment. The Principal so appointed shall accept and recognise a responsibility to maintain and preserve the Special Character of the School.
16. The position of Deputy Principal at the School is agreed pursuant to Section 66(1) of the Private Schools Conditional Integration Act 1975 to be a special position that requires particular capabilities in the teacher appointed, namely to assist in the planning and organising the courses and programmes at the School to ensure that they reflect the Special Character of the School, and an advertisement for the position of Deputy Principal shall

NR Paul
DQ J. Jones

state that possession of these capabilities shall be a condition of appointment. Any person so appointed to the position of Deputy Principal shall accept these requirements as a condition of appointment. Any person so appointed recognises their responsibility in relation to the Special Character of the School.

17. The teaching position known as Junior School teacher in the Rudolf Steiner School Hastings shall be agreed to be a special position in accordance with Section 66(1) of the Private Schools Conditional Integration Act 1975 requiring specific capabilities in the teacher appointed, namely to organise programmes for the younger child in accordance with the Special Character of the School. Advertisements for this position shall state that the possession of these capabilities shall be a condition of appointment, and any person so appointed shall accept these requirements as a condition of appointment. Any person so appointed recognises their responsibility in relation to the special character of the School.
18. THE two teaching positions known as Upper School Science positions are agreed to be special positions in accordance with Section 66(1) of the Private Schools Conditional Integration Act 1975 requiring specific capabilities in the teachers appointed, namely to organise programmes of science and mathematics for the secondary pupil in accordance with the Special Character of the School. Advertisements for these positions shall state that possession of these capabilities shall be a condition of appointment, and any persons so appointed shall accept these requirements as a condition of appointment. Any person so appointed recognises their

MR
DD *Rich* *Stevens*

- responsibility in relation to the special character of the School.
19. THE teaching position known as Upper School Humanities position is agreed to be a special position in accordance with Section 66(1) of the Private Schools Conditional Integration Act 1975 requiring specific capabilities in the teacher appointed, namely to organise programmes in English and the Humanities for the secondary pupil in accordance with the Special Character of the School. Advertisements for this position shall state that possession of these capabilities shall be a condition of appointment, and any person so appointed shall accept these requirements as a condition of appointment. Any person so appointed recognises their responsibility in relation to the special character of the School.
20. THE teaching position known as Handwork Teacher in the Rudolf Steiner School Hastings is agreed to be a special position in accordance with Section 66(1) of the Private Schools Conditional Integration Act 1975 requiring specific capabilities in the teacher appointed, namely to organise programmes in fabric and fibre work in accordance with the Special Character of the School. Advertisements for this position shall state that the possession of these capabilities shall be a condition of appointment, and any person so appointed shall accept these requirements as a condition of appointment. Any person so appointed recognises their responsibility in relation to the special character of the School.
21. THE two positions known as lower school specialists are agreed to be special positions in accordance with Section 66(1) of the Private Schools Conditional Integration Act 1975 requiring

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specific capabilities in the teacher appointed, namely to organise programmes for children of third form level and below in accordance with the Special Character of the School. Advertisements for these positions shall state that possession of these capabilities shall be a condition of appointment, and any person so appointed shall accept these requirements as a condition of appointment. Any person so appointed recognises their responsibility in relation to the special character of the School.

22. THE Proprietor may with the consent of the Board of Trustees in accordance with Section 69(1) of the Private Schools Conditional Integration Act 1975 arrange for any retired teacher to undertake voluntary tasks to assist in the School with the teaching appropriate to the special character of the School.
23. THE Proprietor in accordance with Section 69(2) of the Private Schools Conditional Integration Act 1975 may employ one person whether as a chaplain or otherwise to assist in the School with the teaching of festival observances and religious instruction appropriate to the special character of the School.
24. THE Proprietor may arrange for any person to undertake voluntary tasks to assist in the School with the teaching of festival observances and religious instruction appropriate to the special character of the School.
25. It is agreed that until the School achieves a State/pupil ratio equivalent to that of a comparable State School a teaching position shall be disestablished whenever a teacher appointed to a position in accordance with Section 71 of the Private Schools Con-



ditional Integration Act 1975 leaves.

26. THE Proprietor of the School shall have the right to enter into an Agreement with the parents or other persons accepting responsibility for the education of a child providing that, as a condition of enrolment and attendance of that child at the School, the parents or other persons shall pay attendance dues established in respect of the School, at such rates and subject to such conditions as may be approved from time to time by the Minister, by notice in the New Zealand Gazette in accordance with Section 36 of the Private Schools Conditional Integration Act 1975.
27. AT the date of integration the School shall be classified as an Area School for boys and girls from five to 19 years of age and shall remain so until such time as an agreement to change in this organisation of the School is reached between the Proprietor and the Minister and the parties hereto entering into a supplementary Deed of Agreement to give effect thereto.
28. The school shall on integration continue to have the right to reflect through its teaching and conduct, the education with special character provided by it.
29. IT is acknowledged by the Proprietor and the Minister that Block K, more particularly delineated on the plan forming part of the First Schedule hereto, is to be maintained by the Proprietor who shall contribute two-thirds of such cost and by the Minister who shall contribute one-third of such cost for any such time as children five years and over continue to be taught in Block K.
30. THE Proprietor will continue to maintain Block G, more par-



ticularly delineated on the plan forming part of the First Schedule hereto, to Ministry of Education minimum safety standards. The Proprietor agrees to ensure the availability of Block G for school purposes until such time as it is replaced in accordance with the Third Schedule hereto. The Minister accepts no responsibility for deferred maintenance (as detailed in the Third Schedule) or any future maintenance for Block G.

31. THE Proprietor shall not engage any teachers between the date of execution of this Deed of Agreement and the effective date of integration other than those whose names have already been notified by the Proprietor to the Secretary for Education without first obtaining the consent of the Secretary for Education.
32. THE Minister shall subject to Clause 3.2.4 and 3.2.5 of this Deed of Agreement after the effective date hereof maintain the School premises and associated facilities in a state of repair, order and condition as for a comparable State school and provide for the maintenance of the chattels as though the School were a State school. The School shall be entitled to such furniture and equipment as the Minister supplies from time to time to comparable State schools for additional new facilities.
33. WHERE any of the costs associated with the conduct of the Proprietor's land and buildings that are not part of the School premises cannot be separated from the costs associated with the operation of the School premises, the Proprietor and the Board of Trustees shall contribute to such costs according to their respective us of the services and facilities.

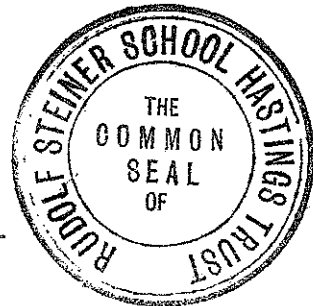


34. THE effective date of this Deed of Agreement shall be 29 January 1991.

35. ON and after the effective date specified in this Deed of Agreement the School shall be an integrated school in terms of the Private Schools Conditional Integration Act 1975.

IN WITNESS WHEREOF these presents have been executed the day and year first hereinbefore written.

THE COMMON SEAL of THE RUDOLF
STEINER SCHOOL HASTINGS TRUST
was hereunto affixed in the
presence of:



Percy Ashworth Crompton-Smith *M. Crompton-Smith*

Alastair Colin Knox MUNRO *Alastair Knox*

Patricia Mary Ojala. *Patricia M. Ojala.*

SIGNED by WILLIAM PETER
RICHARDSON pursuant to authority
 delegated by The Minister of
 Education acting on behalf of
 HER MAJESTY THE QUEEN in the
 presence of:

William Peter Richardson

William Peter Richardson

RS.AG1

W.P.R.
W.P.R.
W.P.R.

FIRST SCHEDULE

Legal Description of the Proprietor's land - The school premises comprise all of this land except for part of the land firstly described which is used as a Kindergarten.

THE PROPRIETOR'S LAND

(all properties are estates in fee simple Hawke's Bay Registry)

FIRSTLY: 797m² being Lot 2 on Deposited Plan 3856 being part Heretaunga Block and the land in Certificate of Title D3/1003

SECONDLY: 1011m² being part Lot 44 on Deposited Plan 1037 being the land in Certificate of Title F3/1120

THIRDLY: 2076m² being parts 41 and 42 on Deposited Plan 1037 being part of the Heretaunga Block and the land in Certificate of Title C2/49

FOURTHLY: 1488m² being part of Lots 39 and 40 on Deposited Plan 1037 and being the land in Certificate of Title 95/64

FIFTHLY: 1262m² being part of Lots 39 and 40 on Deposited Plan 1037 and being the land in Certificate of Title 95/85

SIXTHLY: 922m² being Lot 7 on Deposited Plan 4692 being part of the Heretaunga Block and being the land in Certificate of Title 105/299 SUBJECT TO Fencing Covenant contained in Transfer 70842

SEVENTHLY: 906m² being part of Lot 8 on Deposited Plan 4692 and being the land in Certificate of Title 115/4 SUBJECT TO Fencing Agreement contained in Transfer 66882 and Caveat 5059 by District Land Registrar

EIGHTHLY: 922m² being Lot 6 on Deposited Plan 4692 being the land in Certificate of Title 112/245

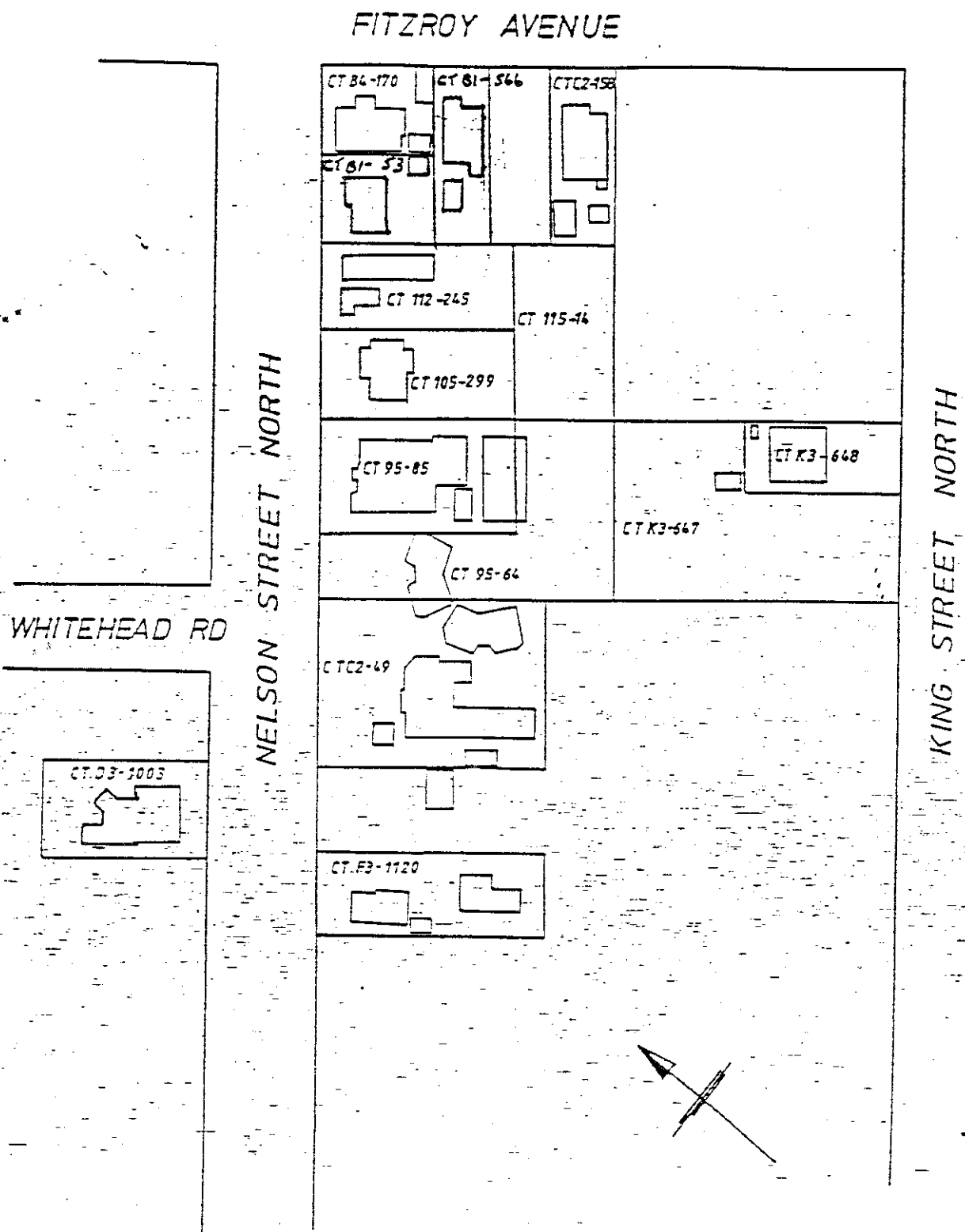
NINETHLY: 514m² being Lot 2 on Deposited Plan 4692 being the land in Certificate of Title B1/566

TENTHLY: 556m² being Lot 2 on Deposited Plan 17888 and being the land in Certificate of Title K3/648

ELEVENTHLY: 2194m² being Lot 29 and part Lot 30 on Deposited Plan 1037 and Lot 1 on Deposited Plan 17888 and being the land in Certificate of Title K3/647 SUBJECT TO Section 308(4)(5) Local Government Act 1974

RS.1

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Rudolf Steiner School - Hastings

Showing Location of Titles.

Original Scale 1:1000(reduced)

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 RSK
 PAB
 RBS

25- 20- 10-5 3-7	35.9 9400 582 m ² D.P. 1956 1363 m ²	2 759 11176 85 67.9172	3 1363 m ²	33 1090 m ²	34 1146 m ²	35 1199 m ²
16-8 16-8 16-8 16-0	49000 39000 508 m ² D.P. 4980 508 m ² 511 m ²	D.P. 3588 455 m ² 455 m ² 34700 18100	3588 705 m ² 34700 18100	D.P. 3588 860 m ²	D.P. 3588 860 m ²	D.P. 3588 860 m ²

A V E

1st SCHEDULE.

205

[illegible]

R. D.

13.2	27.7	4024600	10200
D.P	1	4600	23600
7266	1611	793m ²	19.7
16300	31300	D.P. 385	2
16000		797m ²	19.7
D.P		21400	
3	16531	14900	
768m ²	27.4	789m ²	19.1

Hand-drawn map showing property dimensions and area calculations:

- Left section: 2089 m^2 , D.P., dimensions 33.4 and 61.7 .
- Right section: 1206 m^2 , 10983 , dimensions 40.9 , 11.2 , and 8.4 .
- Total area: 37000 .
- Bottom center: 800 and $PP4165$.
- Right edge dimensions: 37.4 and 13.4 .

<div> <div>40.8</div> <div>14.5</div> <div>11700</div> <div>597 m²</div> <div>14.9</div> </div> <div> <div>9630</div> <div>23000</div> <div>17100</div> <div>2</div> <div>20.8</div> <div>981 m²</div> <div>24.0</div> </div>	<div> <div>40.4</div> <div>120</div> <div>1996 m²</div> <div>90000</div> <div>44.1</div> </div> <div> <div>0.0</div> <div>13.12</div> </div>	<div> <div>2</div> <div>511 m²</div> <div>92000</div> <div>1</div> <div>2081 m²</div> <div>102000</div> <div>44.1</div> </div> <div> <div>D.P. 682</div> </div>
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SECOND SCHEDULE

Description of land, buildings and other improvements comprising the School premises.

THE SCHOOL PREMISES

All the Proprietor's land as described in the First Schedule hereto, delineated in red on the annexed plan of the Proprietor's land which forms part of this Schedule

TOGETHER WITH

all the School buildings and other improvements thereon
SAVE AND EXCEPT Block G and the land immediately surrounding the same more particularly delineated in blue on the annexed plan together with a reservation in favour of that excepted portion shaded in yellow of full right of access inter se and of ingress and egress to and from that excepted portion from and to Nelson Street, Hastings.

DD
Dh
PUB
mk

RUDOLF STEINER SCHOOL HASTINGS

BLOCK IDENTIFICATION

Block A1	-	Science storage and demonstration
Block A2	-	Science Laboratory
Block B	-	Swimming Pool Change Rooms
Block B1	-	Swimming Pool
Block C	-	Principal's Office
	-	General Office
	-	Stationery Store
Block D	-	Class Rooms 5, 6, 7 & 8
	-	Staff Room
	-	Sick Bay
	-	Girls & Staff Toilets
	-	Hall & Boiler-room
	-	Boys Toilets
Block E	-	Class Rooms 3 & 4
Block F	-	Class Rooms 1 & 2
Block G	-	Class Rooms 9, 10, 11 & 12
	-	Art Room
	-	Library
	-	Handwork/Craft Room
	-	Computer Room
	-	Remedial/Staff Study Room
Block H	-	Woodwork Room
Block I	-	Eurythmy Room
	-	Eurythmy Storage
Block J	-	Music Room
	-	Toilet
	-	Teacher Resource
Block K	-	Three Class Rooms
	-	Three Toilet Areas
	-	Storage Area

RS.2

*Dec
Alv
Rud
Wk*

WORKS TO BE CARRIED OUT BY THE PROPRIETOR IN RELATION TO THE INTEGRATED SCHOOL

These works shall be planned, executed and paid for by the proprietor subject to the provisions of this schedule in relation to the buildings and associated facilities to bring them up to the minimum standard for a comparable State school. All work shall be carried out by competent tradesmen in a workmanlike manner and shall comply with the requirements of the Ministry of Education, Local Authority, Area Health Board, and relevant New Zealand Standards.

AGREED PHASING OF WORK TO BE COMPLETED BY:

DESCRIPTION OF WORK	IMMEDIATE 28/1/91	YEAR 1 30/6/92	YEAR 2 30/6/93	YEAR 3 30/6/94	YEAR 4 30/6/95	YEAR 5 30/6/96
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SITE

Repair front fence by cabbage tree and replace missing boards.						
Provide 1.2 m wide paths to all buildings.						
Provide barrier or stops to prevent cars blocking pathway to Block J.						
Seal carpark.						
Replace broken path at Block J.						
Provide adequate stormwater drainage from all buildings.						
Provide additional grassed playing areas to State Standards.						
Provide tennis courts.						

BLOCK A1 (LABORATORY)Exterior

Replace downpipe and provide stormwater connection.						
<u>Interior</u>						
Line all walls with 9 mm gibraltar board.						
Upgrade lighting to State school standards.						
<u>Fire protection</u>						
Apply fire resistant material to benches under bunson burners.						

AGREED PHASING OF WORK TO BE COMPLETED BY:

DESCRIPTION OF WORK	IMMEDIATE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<u>BLOCK A1 (continued)</u>						
Upgrade gas storage as required by the Dangerous Goods Inspector.	x					
Modify mortice lever lock on alternative exit door to operate from inside without the use of keys.	x					
Re-position fire extinguishers as noted in Works Consultancy Services fire protection report.	x					
<u>BLOCK A2 (LAB HOUSE)</u>						
<u>General</u>						
Replace building within 10 years.						
<u>Exterior</u>						
Replace weatherboards where necessary.			x			
Repaint whole exterior including roof.			x			
Provide concrete path to side entrance.			x			
<u>Interior</u>						
Reline with 9 mm gibraltar board.			x			
Complete remodelling work to State school standards.			x			
Provide additional toilets for pupils and staff.		x				
Upgrade lighting to State school standards.		x				
Install heating to State school standards.		x				
Replace VIR wiring.		x				
Ease alternative exit door.	x					

Handwritten signatures and initials:
 J.S.
 P.S. P.H.S.
 D.H.

AGREED PHASING OF WORK TO BE COMPLETED BY:

DESCRIPTION OF WORK	IMMEDIATE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<u>BLOCK B (CHANGING SHEDS)</u>						
<u>Exterior</u>						
Replace broken wall panel.		x				
Replace existing spouting and downpipes.		x				
Provide spouting and downpipes to lean-to section.		x				
Repaint including roof.		x				
Upgrade storage of liquid chlorine to requirements of Dangerous Goods Inspector.		x				
<u>BLOCK C (ADMIN)</u>						
<u>General</u>						
Replace building within 10 years.						
<u>Exterior</u>						
Replace roof, spouting and downpipes.				x		
Repair spouting by office window.		x				
Connect downpipe by Bursar's office window to main downpipe.		x				
Repaint whole building.						x
Replace high level ventilators under verandah.		x				
<u>Interior</u>						
Strip off all scrim and wallpaper, reline walls and redecorate.		x				
Replace floor coverings in hallway and photocopier room.		x				
Provide additional staff toilet.		x				

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AGREED PHASING OF WORK TO BE COMPLETED BY:

DESCRIPTION OF WORK	IMMEDIATE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<u>BLOCK C (continued)</u>						
Upgrade lighting to State school standards.		x				
Provide fixed heaters.		x				
Replace VIR wiring.		x				
<u>BLOCK D (Classrooms)</u>						
<u>Exterior</u>						
Replace roof over lean-to section at rear.		x				
Replace roof over classrooms.						x
Repaint complete building.			x			
Replace rotten timber above staffroom windows.		x				
Ease all double-hung windows and replace sash cords.		x				
<u>Interior</u>						
Replace flooring in Room 7.		x				
Provide additional staff toilet.		x				
Provide vinyl floor covering in girls' and staff toilets.		x				
Replace broken louvres in girls' toilet.		x				
Upgrade lighting in Room 8 and staffroom to State school standards.		x				
Set boiler temperature to 80° C.		x				
Replace VIR wiring.					x	
<u>Fire Protection</u>						
Modify mortice lever locks in classrooms and girls' toilets to operate without the use of keys.						x

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AGREED PHASING OF WORK TO BE COMPLETED BY:

DESCRIPTION OF WORK	IMMEDIATE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<u>BLOCK D (Continued)</u>						
Provide 10 litre water type fire extinguisher in corridor.		x				
Relocate infra-red heaters in classroom 5 to give greater separation from wall lining.	x					
Repaint all interior linings with coatings to comply with Fire Code.		x				
Upgrade room housing the gas boiler as required by the Dangerous Goods Inspector.		x				
<u>BLOCK D (HALL)</u>						
<u>Exterior</u>						
Obtain a report from a Structural Engineer and attend to any strengthening work identified.		x				
Replace roof.						x
Repaint whole building.			x			
Upgrade wall behind boiler to provide required fire resistance rating.		x				
Attend to holes round the pipes leading under the hall.		x				
<u>Interior</u>						
Upgrade stage lighting with permanent wiring and dimmer panel.		x				
<u>Fire Protection</u>						
Modify the mortice lever locks on alternative exit doors to operate without the use of keys.		x				
Reposition CO ² fire extinguisher to electrical switchboard on stage.		x				
Upgrade interior linings including behind the stage to an acceptable fire resistance rating.						x

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AGREED PHASING OF WORK TO BE COMPLETED BY:

DESCRIPTION OF WORK	IMMEDIATE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<u>BLOCK D (continued)</u>						
<u>BLOCK D TOILETS</u>						
<u>Exterior</u>						
Replace roof.						x
Reclad or resurface whole building.						
<u>Interior</u>						
Replace broken and missing tiles.			x			
Apply impervious material to improve hygiene of concrete floors to satisfaction of Area Health Board.						x
<u>BLOCK E AND F (CLASSROOMS)</u>						
<u>Exterior</u>						
Replace missing foundation vents.			x			
Repair or replace exterior coating to prevent ingress of water.			x			
Replace butynol roofing.			x			
Replace roofs with a more durable product.			x			
Repair spouting.						
<u>Interior</u>						
Redecorate particle board and shiplap linings to comply with Fire Code.			x			
Repair bracket for panel heater in classroom 4.			x			
Upgrade lighting in classrooms 3 and 4 to satisfaction of Area Health Board.						x
Provide additional heating in classrooms 3 and 4.						x

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AGREED PHASING OF WORK TO BE COMPLETED BY:

	IMMEDIATE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
DESCRIPTION OF WORK						
<u>BLOCK E AND F (continued)</u>						
Replace floor coverings.		X				
<u>BLOCK I (Eurythmy)</u>						
<u>General</u>						
Replace building within 10 years.						
<u>Exterior</u>						
Replace all rotten timber sub-floor framings floor boards on front veranda and building exterior.						X
Replace roof.						X
Provide stormwater connection for new downpipe.						X
Replace all spouting and downpipes.						X
Repaint building.						X
<u>Interior</u>						
Redecorate.						X
Provide pupil and staff toilets.						X
<u>BLOCK J (Music)</u>						
<u>General</u>						
Replace building within 10 years.						
<u>EXTERIOR</u>						
Repaint whole building.						X
Repair broken concrete areas.						X

BLOCK E AND F (continued)

Replace floor coverings.

BLOCK I (Eurythmy)General

Replace building within 10 years.

Exterior

Replace all rotten timber sub-floor framings floor boards on front veranda and building exterior.

Replace roof.

Provide stormwater connection for new downpipe.

Replace all spouting and downpipes.

Repaint building.

Interior

Redecorate.

Provide pupil and staff toilets.

BLOCK J (Music)General

Replace building within 10 years.

EXTERIOR

Repaint whole building.

Repair broken concrete areas.

AGREED PHASING OF WORK TO BE COMPLETED BY:

	IMMEDIATE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<u>BLOCK J (continued)</u>						
<u>Interior</u>						
Provide carpet to improve acoustics.						x
Provide permanently wired heaters.						x
Remove portable electric heater.	x					
Ease primary and secondary egress doors.	x					
Relocate 2.5 kg multipurpose dry powder fire extinguisher from Block K.						x
<u>BLOCK K (KINDERGARTEN)</u>						
<u>General</u>						
Replace building within 10 years.						
<u>Exterior</u>						
Remove vines and trees from verandah and walls.						x
Replace rotten weatherboards.						x
Replace rotten barge boards.						x
Replace roof, spouting and downpipes and connect to stormwater drains.						x
Replace decking of verandah and provide new steps.						x
Provide concrete paths all around building.						x
Repaint whole exterior.						x
<u>Interior</u>						
Redecorate all areas.						x

BLOCK J (continued)Interior

Provide carpet to improve acoustics.

Provide permanently wired heaters.

Remove portable electric heater.

Ease primary and secondary egress doors.

Relocate 2.5 kg multipurpose dry powder fire extinguisher from Block K.

BLOCK K (KINDERGARTEN)General

Replace building within 10 years.

Exterior

Remove vines and trees from verandah and walls.

Replace rotten weatherboards.

Replace rotten barge boards.

Replace roof, spouting and downpipes and connect to stormwater drains.

Replace decking of verandah and provide new steps.

Provide concrete paths all around building.

Repaint whole exterior.

Interior

Redecorate all areas.

SHEET: 9

SCHOOL: RUDOLF STEINER, HASTINGS

THIRD SCHEDULE

AGREED PHASING OF WORK TO BE COMPLETED BY:

IMMEDIATE YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5

DESCRIPTION OF WORK

FIRE PROTECTION - GENERAL

Provide a manual fire alarm/class change system to the satisfaction
of the Fire Safety Officer throughout the whole school.

x

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BUILDING REQUIREMENTS

Provide the following by new construction or remodelling:

Primary

Teaching area	390 m ²	6 @ 60 m ²
Resource/workroom	14 m ²	1 @ 30 m ²

Forms 1 - 7

Classrooms	275 m ²	5 @ 55 m ²
Laboratory	77 m ²	
Art and craft room	100 m ²	
Homecraft room	93 m ²	
Music room	67 m ²	
Workshop technology	135 m ²	
Library	149 m ²	
G P Hall	335 m ²	
A V room	56 m ²	

Administration

Principal's office	19 m ²	
First assistant's office	11 m ²	
PR offices	3 @ 9.5 m ²	
Staffroom	37 m ²	
Staff kitchen	4.5 m ²	
Staff rest room	4.5 m ²	
School office	19 m ²	
Casualty room	9.5 m ²	

BUILDING REQUIREMENTS (continued)

Sickroom	9.5 m ²
Ancillary	
Resource/storage	56 m ²
Resource/staff work	19 m ²
Laboratory prep room	23 m ²
Art and craft store	21 m ²
Art and craft project	19 m ²
Technology store/project/timber/tool/polishing	70 m ²
Homecraft store	10 m ²
Clothing store	10 m ²
Library workroom	19 m ²
Library bookroom	19 m ²
Music store	10 m ²
Music practise	2 @ 7.5 m ²
G P hall kitchen/toilets/circulation/storage	79 m ²
Phys ed store (in GP Hall)	40 m ²
Phys ed changing	2 @ 38 m ²
Outside Phys ed store	12 m ²
Instructors office	11 m ²
Typing store	5 m ²
A V store	14 m ²
Caretaker/store workshop	25.5 m ²
Dangerous goods store	9 m ²

AGREED PHASING OF WORK TO BE COMPLETED BY:

IMMEDIATE YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5

DESCRIPTION OF WORK

SAFETY REQUIREMENTS FOR NON INTEGRATING BUILDINGSBLOCK G (2 STOREY)

Either: Discontinue the use of the upper floor for teaching purposes x

Or: Provide acceptable means of egress from upper floor by:

Either: Upgrading board walk and railings and

providing alternative means of egress from library

to replace the existing metal ladder. x

Or: Upgrade internal stairway to provide minimum fire

rating of 1.5 hour. x

BLOCK H


Provide a door as alternative means of egress. x

FOURTH SCHEDULE

In 1950 the school was purchased by Misses R Nelson and E Burbury who set about turning it from a girls' preparatory school into a Rudolf Steiner School. The process of change was one of slow, steady evolution. At first the school had a headmistress, Miss Jean Menteath, but it was recognised that this position could not continue to exist if the school was to become a Waldorf school.

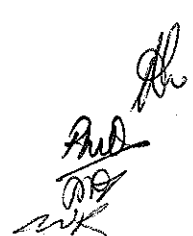
A faculty meeting was created, in which staff participated, but by 1965 a College of Teachers was formed to take responsibility for educational matters. At this stage the school was a kindergarten plus classes one to seven. The school continued to grow in depth and commitment both to the Rudolf Steiner education, and to the threefold social impulse that lay behind the first Waldorf school as guided by Rudolf Steiner. Milestones along this path were: in 1975 an upper school commenced with class seven continuing on to class eight; in 1982 the College of Teachers, which had been an inner circle of teachers of which membership was by invitation only, was opened to include all teachers; in 1985 a Board of Management was formed which took over the responsibility for providing the physical resources needed by the education. It did this by managing the school property and raising the money needed for salaries and other expenses.

This process of development reflects on the way the teachers viewed the school. By 1990, when the school was about to integrate, the school



could look back on 40 years of progress towards becoming a true Waldorf school. The teachers looked to a vision of an ideal Waldorf school. This school did not yet exist, but the teachers saw the ideal more and more clearly as the years passed, and saw the actual school taking on more and more characteristics of the ideal. This process of bringing an ideal to birth on the earth was the responsibility of the College of Teachers, who saw that their task was to strive to work together in such a harmonious way that a higher wisdom could inform their deliberations.

The teachers formed themselves into a College, a body of people who worked together as colleagues; a circle of responsibility where all had equal rights and where collectively and individually they were responsible for the educational policy of the school. Seniority or qualifications played no part in their deliberations, except in so far as those factors were accompanied by wisdom and experience. When decisions were to be made, the colleagues required their conclusions to be unanimous. When tasks were to be performed, they were allocated on the basis of ability and availability. The allocation of a task might confer an "authority" over a colleague in relation to the performance of that task, but that same colleague, being delegated to perform a different duty, might have "authority" in that realm. The "authority" arose from the voluntary commitment of the individual teachers to the collegial working in the school. It arose from the will of the individuals, not from the dictates of an employing organisation.



This way of working together, and indeed the whole education, had their roots in Rudolf Steiner's Spiritual Science, or Anthroposophy. It was through that way of looking at the universe and the human being that the teachers strove to understand the children placed in their care, and to educate them in a way which would lead to them becoming free, fully functioning human beings.

Therefore, the College of Teachers, in exercising its right and duty to choose the teachers of the school, sought to staff the school with freely committed teachers who strove to understand and apply the aims and objects of Anthroposophy - the spiritual science elucidated by Rudolf Steiner in numerous books and lectures.

By 1990, when the school was about to integrate, the decision to do so was the prerogative of the trustees. But, recognising that the functioning centre of the school was the College of Teachers, most of the work of preparing for integration had been delegated to the College. This body had first looked at integration at the time submissions were heard by Parliament on the Bill that became the Integration Act, and had itself made submissions. After the Act was passed the possibility was raised again in the College, but it was decided not to proceed at that time. But, in 1985, it was decided that a new, secure, stable relationship with the state was necessary, and so exploration began again, through the Federation of Rudolf Steiner-Waldorf Schools in New Zealand, with the sending of a letter to the Minister of Education on 16 April 1987. That letter explained some of the nature and practices of a Rudolf Steiner school. The Minister of

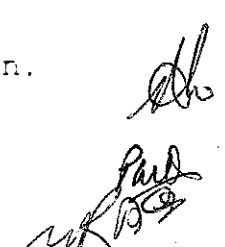
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Below it, the word "Paul" is written.
Further down, there are initials "AB" and "CWK".

Education was also given a copy of Education Towards Freedom, by Frans Carlgren, to enable the subject to be understood in more detail. There was some debate among the teachers as to what material should be presented, as there is a vast and growing literature on Waldorf education in English and a number of other languages. Following the letter to the Minister, preparatory work continued among the teachers which led to the decision to apply for integration.

During the negotiations conducted through the Federation of Rudolf Steiner Waldorf Schools in New Zealand, the College and the Trustees decided not to integrate in 1989 along with Michael Park School, Auckland, and the Christchurch Rudolf Steiner School, but to let the application lie on the table for six months. When it was taken up again, in 1990, it was clear that the changes made by the Tomorrow's Schools reforms had created a state system of education into which a Steiner school might more readily fit.

The educational work began in the kindergarten, where children came for morning sessions during first seven years of life. These years are of the utmost importance for developing capacities needed later.

The kindergarten, like the rest of the school, strove for a good understanding between teachers and parents. This was one of the reasons why the kindergarten teachers did not have any classes in the afternoons, but could use that time to meet parents, visit homes and discuss education. It was recognised by their colleagues that the kindergarten teachers had a special responsibility in parent education, because they were the first teachers young parents had dealings with.



The Kindergarten was an environment where children could play imaginatively and creatively, and could freely develop within their own world. There was a balance between free play and the sharing of activities. Through festivals and following the seasons the experience of wonder was nurtured and also the joy and enthusiasm for simple tasks.

The Kindergarten day began with playing; that deeply earnest work through which children come to grips with and assimilate their experiences. Play at its best results from a balance between urgent inner creativity and the external environment that is absorbed unconsciously by the inherent capacity in all children to imitate.

Play was particularly important for not only does the ability to play, natural to childhood, continue to be drawn on directly by the adult as imaginative creative faculties, it also leads on to other vital capacities. Through play children discovered their social relationship with others, and as childhood progresses, play could develop into a wide range of social activities. Many group learning activities, such as drama, music making, sports and games develop directly out of the little child's capacity for play. There are few adult activities that do not require co-operation or interaction with other people. The pre-schooler's play is the starting point.

The young child imitates all that is in his or her environment, and through this imitation imaginative faculties and a healthy relationship

Paul
Paul
Paul

to the world are developed. As the children were involved in their play 'work', the kindergarten teacher was involved in tasks worthy of imitation. These could be baking bread, making the fruit drink, washing, mending, or making something for the kindergarten. These activities needed to be real, and not artificially contrived.

By these means the child was helped to join in the various activities, which arose through imitation of the teacher, rather than by instruction.

The fact that the children were not put into age groups was important in this and other contexts. The kindergarten groups were "family" groups, each of which contained as near a complete range of kindergarten ages as possible. The younger children were able to benefit from seeing how the older ones played, and there were benefits for the older children too.

Each day had its rhythm, and the children came to know that each day also had its own activity, rather than all activities being available 'on demand'. For example, Monday may have been painting day, Tuesday baking, Wednesday modelling, Thursday drawing, Friday Eurythmy (movement and gesture to stories, poems, verses). Sometimes there was a particular time for an activity as with painting, sometimes the activity arose out of imitation during free play.

The Kindergarten teacher may have begun to model beeswax figures from the story that is being told that week, singing as she/he worked.

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Soon the children became aware, and ask if they too can have some wax, until usually all have gathered together and working with the beeswax.

The children became secure when their day followed a certain rhythm, and so there was little difficulty when an activity came to an end. They knew painting day would come again or that they could play again tomorrow.

Following free play it was time to close the shop, park the fire engine, tuck the babies into bed - to tidy away. The children approached such tasks with the same joy and enthusiasm as they approached play. After a rest they might have gathered together for a more reflective, inward moment in the day. Time to sing, to speak our morning verse and play a seasonal game. Perhaps we then washed our hands before sitting to the morning tea table. A couple of children might help to serve food or drinks and soon all is ready - flowers in the centre, food to eat, and grade was spoken or sung.

After morning tea it was time to go outside, to the boat, to build, to work in the sandpit, to climb or to help care for the garden.

Before the children went home, they would gather once more together to hear a story, told by the Kindergarten teacher (rather than read). Sometimes it was a simple story from nature or life, sometimes a fairy tale or myth with all its hidden truths. The children would hear the same story for a number of days. That appealed to their love of repetition and rhythm. They got to know the characters and to

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anticipate specific events within the story. Later one could sometimes see one or other character from the story appear during free play.

The work of the kindergarten progressed through rhythm and harmony, through the home-like atmosphere and the child gradually learned to take his or her place in the world through imitation and by doing.

Each child was individually considered by the College of Teachers when the time came to cross the road, (or for Taradale children, the plains) to the school. At this time, it became particularly clear how important it was that the kindergarten teachers were full members of the College of Teachers.

The transfer occurred usually in time for the child to enter class one at the beginning of the year of turning seven, although individual children whose overall development was agreed by parents and teachers to be behind, might stay in the kindergarten for another year. At the end of the last year of kindergarten, the children were presented during the carol evening to the teacher who would be with them, if possible, for the coming eight years. This teacher would form a deep connection with the children, and a strong relationship with their parents, through regular meetings at parent evenings, festivals, and visits to homes.

The class therefore formed a distinct entity - it was a group of children all of whom entered into life on earth around the same time.

*Paul
PB*

In contrast to their state colleagues, during the early history of the school the teachers were wishing to see classes grow to 30 - 35 pupils. The reason for this was that so many parts of the education, particularly in main lesson, require the participation of the whole class in a varied way - part singing, ensemble playing, choral speaking and even listening to stories, presentations and explanations. Classes large enough for there to be substantial sub-classes that could participate in the whole were thus desirable. But, it was also seen as desirable to limit the overall size of the school to one where it was still possible for a teacher to know all of the children; for all the children to know each other, and for the parents to feel that they were not confronted by a mass of strangers at school functions. For these reasons there was only one class permitted at each level. If for a particular subject, such as woodwork, handwork, crafts and some others thirty pupils was too many, the class would be split.

In the first year of school, in class one, and the remaining eleven years of school, the first two hours of the morning were devoted to the main lesson, a time when a topic appropriate to the children's level of development was followed over a three, four or five week period in a way that fitted the children's age. In the lower school, each main lesson began with a warm-up period comprising games, song, speech, rhythmical activities, dancing and instrumental music. In the remainder of the two hours the subject or theme was treated with a balance of will, feeling, and thought. The feelings were catered for in a presentation of the subject material by the teacher in the form of

*with
Paul
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word pictures. This, and discussion or recollection which took place after the children had slept on what they had heard, stimulated the children's thinking, and each lesson provided something for the children to do, as activity for the will.

One continuous theme flowed through all the lower school years - the theme of exercising the children's feelings and developing a sense for beauty, including a reverence for the natural world that could lead to a sense of the immanence of the divine. To be able to teach in this way, the teacher had to approach education as an artist. He had to see education as an art, rather than a science. Out of the artistic treatment of the lesson material the teacher worked with stories, pictures and imaginations to exercise the children's feelings, to develop their skills and knowledge.

The main lessons developed, year by year, following a theme for the year that was appropriate to the children of that age. In class one, the theme was the world behind the veil, the world of the fairy tale and the soul's journey through incarnation, the world in which imagination is quite real. In class two the theme was of the world of fairy beginning to close off - the world, as in the Celtic tales, in which the veil can only be penetrated when, at certain moments, grace is achieved. In class three the theme was the fall from grace experienced by the children during their ninth year of life, and the coming to terms with a world from which the world beyond the veil of the senses is totally excluded.

In class four the theme was entering onto the earth with will, and

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rebuilding the bridge - in the Norse legends of the year, a rainbow bridge, to the spirit. In class five the theme was the Gods become Man, brought to life in a passage through the cultures of ancient India, Persia, Chaldea and Egypt and ending with the history of Greece. A year often known as the golden heart of childhood, and generally characterised by rhythm and harmony. In class six, as the bones grew and a gawkiness entered the child's behaviour, the loss of rhythm and harmony lead to a theme of law - in Roman history and in science. In class seven, when the children awakened to the effect they had on each other and the adults in their lives, the theme was the awakening of the world at the time of the Italian Renaissance and the Reformation. In Class Eight, the theme was the birth of the modern world, through the Industrial Revolution. At all stages, of course, the themes that have been characterised here by their story or history element, had also their basis in mathematics, English language, geography and science, not described here, but similarly approached by an understanding of the child, informed by an Anthroposophical view of nature and the human being.

In the post-main lesson hours, the children of Class One had two lessons per day, those of class two had three lessons per day, and those of classes three to eight had four lessons per day, each lasting 50 minutes. While, with rare exceptions the class teacher took the main lesson, in the post-main lesson spells the children were being taught either by them or by one or more specialist teachers.

They also usually took the classes for "practice lessons" - lessons in which techniques that had already been introduced through the imagination of the main lesson were practised - techniques in mathematics and reading and writing.

The class teacher usually also taught painting, which was a lesson in which the children worked with water-colour to experience the moods and possibilities of different hues and the class teacher was usually responsible for lessons in form drawing - lessons in which archetypal forms such as circle, spiral, star, lemniscate and others were experienced through the medium of drawing. There were also lessons in modelling - using wax in the younger classes, and clay as the children got older - learning about the nature of form, through shaping and reshaping a pliable material.

The musical development of the children was also the responsibility of the class teacher, who would promote it through daily singing and instrumental playing during the main lesson. The first classes played on pentatonic pipes, but changed to descant recorders in the second or third years. Later some classes added other recorder "voices" to their ensemble - treble, tenor, bass and soprano. By the time they reached class 8, they had often developed a recorder ensemble of a good standard, but additional musical education came through violin lessons, which were given to pupils in classes three and four, leading later to the possibility of continuing privately with violin lessons or changing to another instrument. By 1990 there were a number of ex-pupils whose musical education had begun this way who were making music

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a career, at least one as a virtuoso.

Another after-main-lesson subject relevant here is eurythmy, a subject working specifically with harmony, breathing and movement. This was a lesson given to children of all ages at least once per week - and twice a week for children in class four and above.

The eurythmy lesson was highly valued by class teachers who recognised its deep therapeutic effects for children who had any difficulty with learning and also for the support that it gave other subjects. For example, the sense of rhythm and musicality that it engendered was of great help to the children in their music work and it was noticeable how much better they could work at maths or English after such a lesson. Eurythmy needs a specially trained teacher, and so was left by class teachers for the specialist.

Bothmer Gymnastics, brought to all in class three and above, was another specialist subject given in the time following the main lesson. This lesson was a conscious working with the possibilities of space and the human form, giving the children a deep experience of how their bodies related to the space around them. The curriculum followed the exercises developed by Graf van Bothmer under the guidance of Rudolf Steiner.

One of the aims of Rudolf Steiner Education is where possible to combine the elements of science, art and religion in each lesson. And just as the scientific and artistic needs of the pupils were given

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attention in lessons devoted principally to science or art, so were the religious needs met in religion lessons. Those lessons directed the childrens attention, as they grew and developed successively to the spiritual in the world around them, to the spiritual in individual human beings, and finally to the spiritual working between individuals in community. In the younger classes the lessons were built around stories, in the middle years around biographical studies, and in the later years around the consideration of social problems and human needs.

The religion lessons had an extension in the Sunday services - of three different age levels - which were given by the same teachers who took the lessons. These services were held in term time, for those children whose parents wanted them to come. Occasionally there was also a service on Christmas Day.

Another specialist subject beloved by most children, was handwork. Handwork, like so many of the "active" lessons given in the school was not offered simply for its own sake. The children were taught to knit, sew, crochet and embroider in this lesson, because what is peripheral in early years becomes inner in late years. Thus, nimbleness of fingers in the young child can promote nimbleness of thinking in late years and thus assist the work in the upper school.

From the first year - class one - lessons in both German and Maori languages were given, though previously French had been taught in place

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of Maori. These were purely oral experiences in class one, working out of stories, songs, games and imaginations. As the children progressed, the element of formal instruction in the language developed - keeping pace with similar elements in the main lesson, so that by the time class eight was reached, the written and grammatical aspects of these languages had been worked with for some time.

By the time class six was reached, the children had been learning woodwork for a year. This was not approached through the element of carpentry, as is common in manual training, but through the task of shaping wood artistically. Thus the woodwork often involved carving - whether carving bark with a knife, or carving a piece of a tree with chisels to find what forms could be released from it.

So, in the lower school, the two hour main lesson with the class teacher was followed by a rich variety of practical and skills developing lessons. This pattern was continued into the upper school with some simple modifications.

The first modification related to the class teacher. In the lower school, the class teacher strove to be a person of natural authority a person whom the child would gladly learn from. This person became class teacher when the children were in class one, and wherever possible, remained so until the children ended class eight. The class teacher carried the responsibility, delegated from the College of Teachers, to care for the physical, educational, social, emotional, intellectual and spiritual needs of the class.

When the children entered the upper school and class nine, they were

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 J.P.D.

given a sponsor, whose task was to attend to the organisational needs of the class, and to be a focal point for parent contact. However, the responsibility for their pastoral care now passed to the upper school teachers collectively. No one individual filled the role previously adopted by the class teacher.

The structure of the school day was almost the same as for the lower school, with the exception that an extra lesson was added, so that the day ended at 3.50pm, and the main lesson, instead of being taken by a single teacher, was in the hands of specialists who moved around in 3 - 4 week cycles. Thus, a class might have 3 weeks with the history teacher, followed by 3 weeks with the mathematics teacher.

As in the lower school, each year had its theme. The first year of Upper School, class nine, was the year of contrasts, and polarization in which lessons were presented in a way that emphasised the contradictions. This point is illustrated both by the fact that there was study of revolutions, by the fact that the artistic work of the class abandoned colour, and polarised into black and white, by the study of the contrast of tragedy and comedy, and by the study of vulcanology.

Class Ten, the second of the Upper School years was the year in which harmony was restored. Tolerance appeared for other people's difficulties, along with awareness of responsibility to others, and these developmental changes were reflected in the lessons, which included projective geometry, the history of ancient cultures, romantic poetry and the study of the human organs.

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Class Eleven was the year of the existential crisis, in which each individual starts to realise "I am an individual who must walk my own path". The characteristic study was of the Parsifal legend, in which Parsifal had to learn to ask the right questions in his search for the holy grail. Another study, indicative of the nature of the work in this year was atomic and nuclear physics, with its need for analytical thinking.

In class twelve the theme was the synthesis of all the different aspects of the education over the previous years, through a broad sweeping study of human activity. Studies which indicate the nature of this year include the development and history of architecture; philosophy; anthropology; problems of our time; and the study of light. Class twelve was also a time when initiatives were expected to be boldly carried through; and when the pupil could discover his or her own capacity for work. This was seen as the crowning year, the year in which the individual completes the journey through childhood, and can now go out into the world inwardly free.

The themes of the years of the upper school are also to some extent reflected in the activities chosen for the annual work week: In class nine, forestry; in class ten, the care of the sick and those in need of special care; in class eleven, industry; and in class twelve a look at professions according to individual interest.

Paul
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The school was supported by a lively community of parents and other interested persons. As a community the school came together at particular times to mark the changing of the seasons, as in autumn, winter or spring; or to share together the Christmas plays performed by the teachers - initially for the children. These festivals were an important part of the life of the school, because they deepened the children's relationship to the yearly round, and hence helped them form a stronger connection to the life of the earth. Such a connection has great moral possibilities, and for this reason in lessons themselves great effort was made to develop seasonal themes in preparation for the festival.

There were also events in the school community that involved the children alone - especially the assemblies, held approximately once per month to mark important events, such as Advent, Easter, Whitsun, Rudolf Steiner's birthday, the season; or simply to share in the work of the classes. These assemblies gave the children the chance to see each other's work in eurythmy, speech, drama, song, music and gymnastics. Some of these assemblies were also offered to parents.

By 1990, the school had developed a number of important connections with other similar schools. It worked together with other Rudolf Steiner Schools in the Federation of Rudolf Steiner Waldorf Schools in New Zealand. It supported the Taruna Preparatory Course for Teachers, both by accepting its students into the school, on section, and by releasing some of its teachers to tutor the teacher students. It had developed a second year module for former Taruna students, as a follow

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up to the work in the first year.

The school had also developed connections with schools in other countries, most notably Germany, with students from Stuttgart and Braunschweig exchanging with students from Hastings. Teachers from the school regularly went to the international Waldorf Conferences, held every three years in Switzerland, and visited schools in Europe, and frequently visitors came to Hastings from overseas schools such as those in Edinburgh, Hamburg, New York, Nuremberg, Munich and from other centres of anthroposophical work. The mirroring quality that these visitors brought was greatly valued.

The community that surrounded the work in the classroom, had three main parts -- the College of Teachers, the Trustees, and the School Association.

The trustees were the legal owners of the school. When the school was originally purchased for Rudolf Steiner Education, the Queenswood Educational Trust was created to own the school. Later the name was changed to the Rudolf Steiner School Hastings Trust. By 1990 the trustees had delegated most of their powers -- all those except the raising of loans and the sale and purchase of property. The educational responsibilities, including the employment and dismissal of teachers and the enrolment and expulsion of students were delegated to the College of Teachers.

Alongside the College of Teachers stood the Board of Management. This

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body had teacher and trustee representation, but was primarily a parent body. Its work was mostly in the economic realm. It negotiated the annual budget with the College of Teachers, so that some matching of the school's needs, and parents' ability to pay fees was achieved. It set the level of fees, granting discounts for large families and entered into arrangements with parents whose limited income did not permit them to pay the full amount. School policy was that no-one should be turned away for financial reasons, and this resulted in approximately 40 families being granted concessions to fees in 1990. By this method, the possibility of a wide socio-economic cross section of families who had children at the school was achieved.

A contribution to the economic equality of the school was also made by the teachers, who voluntarily surrendered some of the remuneration to which they were entitled, retaining only a portion that related to their family needs. Thus, the teachers extended the possibility for the school to accept families who had difficulty in paying the fees, and the possibility of having sufficient teachers to meet the needs of a Waldorf School.

The school adopted the view that education was not a commodity that could be bought and sold. Thus the teachers were not paid for the work that they did; they were paid so that they could work. To emphasise this point, most were paid in advance. The parents did not give fees as payment for the education their children received, but so that the teachers could be supported and hence be able to educate the children. The financial relationship between the parents and the teachers was more akin to that between congregation and minister, than

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between buyer and seller.

The main organ of parent-teacher activity away from the focus of the classroom and the festivals was the School Association. This body, open to parents, teachers and anyone who wanted to support the school, organised fund raising activities, but also involved itself in many other important activities. At its regular meetings the state and activities of different classes were reported and discussed. Joint committees with teachers attended to festivals, and relationships with the state. A very important part of the work of the School Association was done by the Liaison Parents. They were appointed for each class, and though it was the teacher's responsibility to ensure that each class had a liaison parent, the appointment procedure varied from class to class. Some classes elected the liaison parent(s); others left the selection to the teacher. Generally a liaison parent needed to be someone whom other parents would perceive as a good listener and take their questions to; someone who would take initiative in organising class events; and someone who would bring matters to the attention of the teachers. The duties of a liaison parent included:

1. To help teachers with their needs or requirements for their teaching of the children.
2. To foster communication between parents and teachers by helping to arrange class meetings (parent evenings) and ensuring they were a two-way exchange.

3. Welcoming new parents and outlining school structure

- helping parents contact those in the school community who could best help them
- gathering opinions otherwise unspoken
- helping the teacher understand the concerns of parents, and helping parents understand the aims of the teacher

4. To help increase the educational awareness of parents through talks and study groups on, e.g., nutrition, discipline, child development, authority, sleep, home tasks, rhythm, order of the day, social environment and television.

5. To report class activities (of parents) to parent evenings, and to ensure that the social cultural group meetings were also kept informed.

By 1990, then the school had evolved a mature approach to the management of its affairs. This approach was characterised by participation - of many groups and individuals in different ways; openness - a wide sharing of information and responsibility; delegation - the formal delegation of many tasks within policy guidelines.

It was truly a self managing school.

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