



## 58th ANNUAL GENERAL MEETING AGENDA OF THE MICHAEL OAK SCHOOL ASSOCIATION 18:00 – 20:00 on Wednesday 27 August 2020 (Via Zoom)

### Board of Trustees:

Jon Duncan (JD):	(Chairperson)
Roy Davids (RD)	(College Chairperson & HS representative)
Anne-Marié Winkelman (AMW):	(College Representative)
Emma McKinney (EM):	(Social Ethics and Transformation)
Ian Rijdsdijk (IR):	(Social Ethics and Transformation)
Josie Eastwood (JE):	(Risk Committee)
Leigh Whitesman (LW):	(Primary School Faculty)
Nick Desmond-Smith (ND-S):	(Building Committee)
Pam Schneider (PWS):	(School Administrator)
Tauhir Jardin (TJ):	(Remuneration Committee)
Wayne De Wet (WdW):	(Finance)

Guest Attendee: Tish Sullivan

PARENT ATTENDANCE		
Andrew Kumm	Lesley Palmer	Jacobus Malan
Annabel Ryder	Oliver Ryder	Garth Solomon
Caitlyn Collins	Yael Duncan	Tama Shem-Tov
Camilla Thorogood	Rahima Loghdey	Mandy Williams
Carol Cowburn	Andrew Ball	Eitan Prince
Casper Ace (Malherbe)	Raymond McCaig	Claudia McCaig
Di Lavies	Steven Sollinger	Catherine Desmond Smith
Faatimah Mohamed	Nick Chadwick	Lucy Cunnama
Greg venning	Jerome Davies	
Joubert Thorold	Ille Menck	Melisa Smuts
Karen Hewson	Brian Heydenrych	Nikki Pallini
Khalil Jaffer	Gayle Mohamed	Faatima Ebrahim
Lesley Palmer	Nicola Rijdsdijk	Sarah Jefferies
Lynsey Bennewith	Jade Young	Ushma Menta
Marc Lunau	Tanja Tippett	Tanya Karakashian
Michael Wilson	Kate Wolters	Natalie Bell
STAFF ATTENDANCE		
Andre Van Blerk	Nicole Sparks	Nicola Elliot
Ann Kantey	Charles Abbott	Kathy Abbott
Christine Blankers	Perry Havranek	Faiza Abdurahman
Diane Scannell	Derina Wille	Richard Cox
Hayley Africa	Lester Scharnick	David Machado
Helen O'Hagan	Kate Dingle	Alison Tobler



Holly Armstrong	Julia o' Leary	Graham Scannell
Lynn Kerchhoff	Leigh Whitesman	Nosipho Qhayiso
Rob McCleod	Kristal Willemse	
Vincent Message	Paola Mondati	Lee Smit-Gardner
Winifred Bond	Nicola Elliot	Adam Randles
<b>APOLOGIES</b>		
Claire Walter (Admin)	Tine Bohm (PS)	Elizabeth Malherbe (HS)
Nonkanyiso (KG)	Lynette(KG)	Ayesha Bagus (KG2 parent)

No	Topic and Discussion	Person Responsible
1	<p><b>a) Welcome</b></p> <ul style="list-style-type: none"> <li>Thank you to all who joined this meeting and a special thank you to parents that offered tech support – Thabo &amp; Tish</li> </ul> <p><b>b) Introduction to Lighting a Candle and Verse</b></p> <ul style="list-style-type: none"> <li>Anne-Marie Winkelman: Lit a candle and read a verse. We light a candle at the start of special events and meetings. It helps us to focus, but invites the angel into our community</li> <li>Verse:  <i>“Seek the truly practical, material life            But seek it in a way that it does not numb you to the spirit            Seek the spirit but seek it, not out of greed for super-sensible            But seek it because you wish to apply it selflessly in the practical world in the practical life</i></li> </ul> <p style="text-align: center;"><i>Turn to the ancient principal            Matter is never without spirit and spirit is never without matter            In such a way that we say            We will do all things in the light of the spirit,            And we will so seek that light of the spirit that it evokes warmth for us in our practical activities”</i></p> <p><b>c) Approval of 57<sup>th</sup> AGM Minutes</b></p> <ul style="list-style-type: none"> <li>More than 50% has approved the minutes via a ballot voting system</li> </ul> <p><b>d) Meeting Explanation</b></p> <ul style="list-style-type: none"> <li>Meeting attendees were invited to write notes of appreciation in the chat rooms – this is as a check in which is normally at our meetings</li> <li>JD explained the meeting procedure of the AGM. Currently, about 54 people online at the moment. We will proceed as per the agenda, speak briefly to the reports as they were emailed and then proceed to the nominations. This is a formal meeting as we need to agree on resolutions. Send questions to chat box and will answer during Q &amp; A at the end of the agenda.</li> <li>Board apology from Tine Bohm who is not well and therefore unable to attend this meeting – she is in our thoughts.</li> <li>JD elaborated about where MO was and where we are at now. Special thanks to College of Teachers, Teaching staff and Admin personnel and all involved to helped the school navigate and delivering the Covid-19 action plans. The learning’s of past 6 months put us in a</li> </ul>	<p>JD</p> <p>AMW</p> <p>JD</p> <p>JD</p>



<p>place to emerge.</p> <p><b>e) Chairperson’s Report</b> Dear members of the Michael Oak Community</p> <p>I hope this find you well and ready to participate in the 58<sup>th</sup> AGM of the Michael Oak Trust. As you will be aware learners, parents, teachers and staff are recognised as beneficiaries of the Michael Oak Trust. The health of our school community is very dependent on proactive stakeholder engagement and so as a Board we encourage you to stay engaged, in whatever form your current circumstance permits. Participation across our school community comes in various forms, this includes being a learner at the school, teaching at the school, working in the school administration, ground and maintenance staff, being involved in school events, supporting class / faculty meeting and activities, serving as a member of the links or the high school forum, and serving on a Board Sub Committee or as a Trustee. The challenge of participation is of course enhanced as so much of our current engagement has become distant or digital. As a school, we have strived to be proactive in this regard extending IT / data support to teachers and learners facing challenges. Similarly, I am aware of the many awesome parent initiatives to support families with digital access challenges.</p> <p>What follows is a short summary of the Board activities for the last 12 months. Details concerning the work of the various sub committees is provided in separate subcommittee reports. You will see attached reports from College of Teachers, Admin Group, Risk Committee, Fincom, Building Committee, Parents forum (Links and HS Forum) and the Nomination committee.</p> <p>We will be running through these reports at the AGM and will be taking questions during the Q&amp;A session via Zoom chat, although you are welcome to submit any comments or queries ahead of time to <a href="mailto:info@michaeloak.org.za">info@michaeloak.org.za</a></p> <p>We have a fairly standard agenda for the AGM that includes the following key items:</p> <ul style="list-style-type: none"> <li>• Approve the minutes of the Last AGM;</li> <li>• Hear from the various Board subcommittee chairs;</li> <li>• Sign off the 2019 Finances;</li> <li>• Nominate the next Board of Trustees;</li> <li>• Engage with community related questions;</li> </ul> <p><b>Thank You</b></p> <p>It is not possible to start this year’s AGM report without acknowledging the College of Teachers, the Administration team, Trustees and parents on Board sub committees for all the hard work and dedication to the school over the past six months. This leadership team has worked extremely long hours to put in place the necessary plans to help the school navigate the Covid pandemic. Of course, setting out the plans is only one part of the picture, delivering on them has only been made possible by the herculean efforts of</p>	<p>JD</p>
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the Teaching and Administration staff who have been truly amazing in their commitment, creativity and adaptability. Last, but certainly not least, to the parents who have stood by the school and supported their children through this truly unique moment, to all of you we say a huge and heartfelt thank you. As a community we have pulled together in remarkable ways and I firmly believe that as we emerge from this crisis we are well placed to emerge stronger.

## **Board functioning over the past 12 months**

The MO Board currently comprise the following members:

### ∞ **Teacher Trustees**

- Roy Davids - High School Teacher & College Chair;
- Tine Bohme - Class 7 teacher;
- Anne-Marie Winkelman – Kindergarten teacher;
- Richard Cox – High school teacher.

### ∞ **Parent Elected Trustees:**

- Tauhir Jardine,
- Wayne De Wet,
- Ian-Malcolm Rijdsijk,
- Josie Eastwood,
- Emma McKinney,
- Nick Desmond Smith.
- Jon Duncan.

- ∞ Board meetings also include Pam Schneider as the School Administrative representative.

During the last year the following three Trustees left the Board: Leigh Whitesman (Teacher – took on Class 1 roll), Cal Lew (Teacher – emigrated) and Martin Firer (Parent – resigned). We would like to thank each of them for their service to the school. For those with an interest in the broader Governance structures at the school, the role and function of the Board Sub Committees, College of Teachers and Administration please see the school website <https://www.michaeloak.org.za/about/governance>.

During the period from August 2019 to August 2020, the Board formally met 8 times including one joint meeting with the College of Teachers. The past 12 months has very much been a game of two halves with the first half focused on strengthening school processes and the second half very much focused on addressing the Covid Pandemic. As a team we have shifted seamlessly into an online operating mode over the past six months. And while there is no replacement for our in-person meetings, the use of technology has shown its benefits in ways that we could never have imagined at the start of the year.

As mentioned at last year's AGM the Board has been working intentionally to strengthen the school's "social infrastructure", with the aim of encouraging a diverse and vibrant culture, strong leadership, clear feedback processes and good accountability. As part of this journey the Board undertook a self-evaluation process in the second half of 2019 where we reviewed our own behaviours, collective practices and depth of understanding. The exercise highlighted the importance of each Trustee knowing where the role of the



Board ends and the role of College begins, clarifying conflicts of interest, being able to speak openly, the ability to make decisions independently and the importance of a shared vision and succession planning. The theme of building social infrastructure was also reflected in the work the Board did to review selected school policies, procedures and assessment processes. To support this, work the Board drew on the support of Hugh Fynn from the South Africa Independent Schools Association and Michael Merle from the Waldorf Federation. To them we extend our sincere thanks.

The 2019 year ended well for Michael Oak with outstanding matric results - a 100% pass as well as a 100% Bachelor's pass. We commend all the students, who, along with their dedicated teachers and devoted parents, showed great commitment in finishing the year and their school career on a high note. Among the 22 learners there were 61 A's out of a possible 154 (11 of them over 90%) and 46 B's. Within this group of 22 learners: seven received A-aggregates and seven received B-aggregates. Michael Oak was recognized by the Premier of the Western Cape, Alan Winde, at the National Senior Certificate (NSC) Award Ceremony which celebrated outstanding achievement by schools and candidates in the 2019 NSC examinations. Congratulations again to the class of 2019 with a special thanks to the teachers and parents!

The school started out in 2020 on an equally positive footing with a near 100% enrolment level. In early February the school Board held its annual joint meeting with the College of Teachers where we work shopped key projects for the year ahead. Notable amongst these were the following:

1. Revisiting the school vision and updating the MO Trust Deed;
2. Improving the teacher support and training;
3. Landing the Phase 2 of the high-school build;
4. Stepping up the school diversity and inclusion efforts;

By the middle of March our world had been turned on its head with the arrival of the Covid Pandemic. As a consequence, the first three focus areas were put on hold (more on this below), however as national and global attention focused on racial injustice the Board strengthened its resolve to make progress on our own diversity and inclusion journey. As you will have seen in [Leaflet 25 14<sup>th</sup> August 2020](#), the school is calling for comment on a revised diversity and inclusion position statement. A key part of this statement is a recognition that there exist some anthroposophical writings and lectures, including some by Rudolf Steiner, that reflect discriminatory ideas. We reject those ideas as inconsistent with the fundamental principles of Waldorf education, and they will not inform practices at our school. We know that statements alone are not enough and so we see this as a first step in a long journey. At this stage, we are calling on parents to offer support and help shape the work of our Diversity and Inclusion team. We know that this is difficult and painful work involving layers of hurts and injustices, however we also know that the long-term resilience of our community is dependent on it.

In celebrating 100 years of Waldorf education part of our 2020 action plan was to relook at the MO Vision and Mission to ensure that it remains fit for purpose. Similarly, we hoped to update the MO Trust Deed to bring it more in



line with the present-day governance structure and functioning of our school. Good progress has been made in respect of both initiatives and work on them will resume once the school gets back on a more normalised footing.

From March 2020 onwards, the Board shifted its focus to provide the necessary oversight and support to the School as we began the daunting journey of navigating the Covid pandemic. During this period the Board worked proactively with the College of Teachers and Administration function to ensure the school stayed on track. To support this process the Board formally mandated a Crisis Committee to streamline planning and decision making. A broad range of issues had to be rapidly assessed and decisions made on matters such as the suspension of capital projects (HS Phase 2, big field upgrade), the use of school financial reserves, modelling fee income, extending the fee assistance program and providing data assistance where needed, managing salaries, curriculum delivery via distance learning, teacher support, co morbidity issues, technology use, learner support, health and safety, legal compliance issues, and physical security of the school. The Crisis Committee met on average three times a week to begin with and was central in streamlining decision-making and building consensus. Once the school had put in place the necessary Safe Operating procedures and had shifted into a more stable operating mode the Crisis committee was disbanded by the Board.

From a financial perspective, the school finances have been soundly managed during Covid by Pam Schneider together with Fincom, a board sub-committee comprised of several dedicated parents who have provided tremendous support at this challenging time. The school has been able to avoid cutting salaries and additionally has been able to offer financial assistance to parents impacted by Covid. This has been supported by staff salary increases being placed on hold for 2020, a reduction in operating costs, the halting of capital projects, and the efforts of all parents to continue contributing, within the means available to them, to the running costs of our beloved school. As it stands the school is in a stable financial position (please see FinCom report for more detail). This is not to say that we are out of the woods, there is still much economic uncertainty and the Board will continue to adopt a cautious approach to the use of school capital reserves until such time as we have a greater clarity on what the future looks like.

As a Board we are conscious of the negative impacts that the Covid pandemic has had on the lives of so many in our school community. Our thoughts are with those families who have lost loved ones. To those families, teachers and staff who are managing co morbidity issues at home please know that the school will continue to work at staying connected. We would like to remind you that the School Counsellor, Mrs Tasneem Jacobs is available for student support on [tjacobs@michaeloak.org.za](mailto:tjacobs@michaeloak.org.za). Similarly, parents are reminded to be in contact with Pam Schneider – [pschneider@michaeloak.org.za](mailto:pschneider@michaeloak.org.za) should they have any fee support related queries.

In closing this Board report, I would like to extend a huge personal thanks to all the teachers, administration staff and parents who give so much of their



	<p>time and energy to make the school the special place that it is. I would also like to acknowledge the resilience of our children who have adapted to the circumstances of a pandemic that will remain in our collective memories for many years to come</p>	
2	<p><b>College of Teachers - Chair Report</b> Welcome to the 58<sup>th</sup> AGM of MO and thank you for being here.</p> <p><i>“Heavy/Uneasy is the head that wears the crown.” – William Shakespeare (Henry IV)</i> As College members this year we have had to make some tough decisions. Thankfully we had the support and expertise of our trustees and a body of parents who accepted that our decisions were made in the best interests of the children in our care. The College of Teachers are staff who volunteer to take on the practical task of running the school on a day to day basis and a spiritual one of ensuring the wellbeing of all role players in the school community. It is a voluntary task that staff choose to do and it is not a task that is financially remunerated. The teachers who are on College are: Tine Bohm, Nicole Sparks, Jeanine Twine, Kathy Abbott, Leigh Whitesman, Vincent Message, Anne-Marie Winkelman, Pam Schneider and Roy Davids.</p> <p>We have three faculties: The Kindergarten chaired by different teachers every term, the Primary School faculty chaired by Leigh Moore and the High School faculty chaired by Rob McLeod in an interim capacity. In these various faculties we strive to deepen our understanding of Waldorf pedagogical principles by doing a study of some material pertinent to our faculty as well as child studies which, according to Rudolph Steiner, form the absolute essence of our work. We also meet together in the mornings on a voluntary basis, to read a verse in each of the three faculties.</p> <p>In the High School faculty, we are currently working on three main issues amongst others: the subject offerings for our matric students, the issue of racism, privilege and black lives matter and having a serious look at certain main lesson subjects in our curriculum and where and how they are challenging our students.</p> <p>The Primary School faculty has been working with Tasneem Jacobs, our new counsellor to introduce her to the children and use her skills to best effect. Jane Durham (Occupational Therapist) has been working on a part-time basis with some of the MO children. There has been a need for Gender Neutral toilets at the school which has been discussed at faculty level and they have asked the S.E.T group to look into this.</p> <p>Our Kindergarten has provided beautiful stories and continued with craftwork throughout this pandemic. It has indeed been a struggle for the younger children in this faculty to maintain and stick to the Covid-19 regulations and protocols but have done so with the help of their teachers. We acknowledge the incredible work done by all the teachers, assistants and helpers in the Kindergarten.</p> <p>This year we had the added responsibility, together with the trustees of</p>	RD



guiding our school through the Covid-19 pandemic. In each of the faculties we immediately had to up skill ourselves to navigate the new world of online and remote teaching. It was a steep learning curve but our teachers took these challenges head on and we responded very well to these challenges. We really would like to thank our parent community who stepped in and became co-teachers in some cases. The school has provided data and parents have stepped up to donate devices and money to enable our learners to all benefit from the online instruction. Zoom and Google Meet meetings are the new norm and once again our parents adjusted and accepted this way of doing things. Even though the majority of our students have returned to school, the staff are still having to do online teaching for those children who cannot return to school.

We have seen changes in our staff this year with some people leaving and others arriving. To name a few that have left: Judith in finance, Daksha our school counsellor, Gonda, our aftercare teacher for many years, Cal Lew, who has emigrated to Ireland, Douglas McIntyre, High School Geography and Math's Literacy and Winifred Bond who will be finishing this year after many years of faithful service to Michael Oak. New staff have arrived: Kristal Willemse, Nicola Elliott, Holly Armstrong, Adam Randles, Hayley Africa and Hazel Melento. Tasneem Jacobs has taken over as the new school counsellor in a full-time capacity and even though she has been thrown in at the deep end, has managed to swim strongly. Cecilene, one of our cleaners and Hazel, the assistant in the Kindergarten have both had babies this year.

This year we had resolved to bring in three members of the Waldorf Federation to help with our staff reviews in our three faculties. This is an integral part of the teaching process and was affirmed in our joint College/Trustee workshop that was held in February. They process would be to visit faculties and individual classes to review the teaching and then give feedback to those teachers. These involve a personal review of one's teaching and aims as well as an objective view from a colleague. We started this process with Michaël Merle in the High School but have not completed the process as the Covid pandemic struck. Annette Bestwick and Mary-G Hauptle will handle this process in the Primary and Kindergarten faculty respectively.

Looking at the matric results as only one part of the education offered at Michael Oak we enjoyed the achievements in the National Senior Certificate exams of our class of 2019. They got a 100% pass rate and all of them received Bachelor passes with 61 distinctions. The class of 2020 have had to already face huge obstacles this year but are in good spirits and well on track in the capable hands of their teachers to reach their goals for this year.

As discussed in our joint workshop and essential to the development of our staff we started the year off with the whole staff receiving training from Karen Quail on how to use peaceful discipline methods. The HS also received training from the HS representative on the SA Federation of Waldorf Schools before the lockdown. Unfortunately, Covid caused many of our regular events to be cancelled. Our National Teacher's Conference that was to be held at the Roseway Waldorf School in KwaZulu Natal was the first. Then followed the Big Walk, the Fair, all the class camps, outings and HS events. As we



	<p>move down to level 2 we will keep looking at how we can still manage to run some of these school events while maintaining the proper protocols and guidelines to prevent the spread of the virus.</p> <p>Tine Bohm will finish her 7-year cycle at the end of the year and together with the College of Teachers has decided to take on the position of the 8<sup>th</sup> year. This has been done at a number of other Waldorf Schools where the teacher takes on duties that are needed within the school and that suit the particular skills of that teacher. The job description of this position is currently being worked on.</p> <p>Unfortunately, our plans for a Re-Visioning of Michael Oak that was started at the end of 2019 has been somewhat scuppered by Covid-19. We look forward to starting that process again as soon as we are able.</p> <p>This year has been invaluable to all our teachers in setting up online structures and platforms to keep contact with our children but it has also been extremely hard to adjust to this type of education as a Waldorf School. To provide both in-person and online education has taken a heavy toll on our staff. We are committed across all faculties to see how we can get all our children back to school safely and provide them with the in-classroom teaching that is so valuable and important to us as a school. We look forward to hopefully being able to welcome you all back onto the MO grounds soon and re-instate our social events next year.</p> <p>I would like to end in expressing our gratitude to the supporting mandate groups for their role in the life of MO. A special thanks to the Trustees for the close working relationship with College and for their continuous support. We also wish to acknowledge gratefully the important work done behind the scenes by the admin, support and maintenance staff. Our sincere gratitude also to our parents who work through the Links meetings and High School Forum and provide valuable support and feedback to our staff through the faculties and College.</p> <p>An immense thank you to all in our Michael Oak community.</p>	
3	<p><b>Admin Group – School Administrator Report</b></p> <p>PWS: Very challenging time for Admin</p> <p>The Admin group works closely with the College of Teachers and the following groups assist us in carrying out our daily tasks:</p> <ul style="list-style-type: none"> <li>a) PR, Marketing, Events and Fundraising – The 2020 Fair was a great success with support from the Class 6 parents, teacher, Claire and Lynn.</li> </ul> <p>Assisted by a parent and Charles Abbott we have been looking at different options regarding updating and redesigning the school website as well as media materials.</p> <ul style="list-style-type: none"> <li>b) IT – the schools Wi-Fi connections in the high school has been boosted to allow for wider access. We have assisted teachers with the purchasing of laptops and added a further 4 permanent laptops in the High School to assist with on line learning.</li> </ul>	PWS



- c) Enrolments – Lynn continues to have daily enquiries and applications regardless of Covid. We have had notice for only 3 children which were Covid related.

At present we have 409 children in the school which is a shortfall to our closing number of 412 in December 2019. Unfortunately, we had 4 class 11 children leave during this year the High School faculty are reviewing the reason for this. Interviews to fill spaces within the school are underway at present. According to our waiting list and present interviews the only places which will be difficult to fill for 2021 would be in class 12 and 13.

- d) Health and Safety – This group has been extremely busy since March with Covid-19 procedures and policies. The Covid Team consists of Pam Schneider, Nicola Elliott, Vincent Message, Alison Tobler, Leigh Moore and the school's health and safety officer Jo Mostert.

We had a fire drill during the term that was managed very well and signed off by Jo.

The camera systems around the school has been upgraded and is accessible on the Maintenance Supervisors telephone. Extra security was put in place during the lockdown period this year and no incidents reported thus far.

- e) Fee Assistance group is continuing the good work that was done by Marion Penfold raising funds directly from Germany through the Freunde and IHF associations, 13 children were assisted with fees from these funds and a further 12 learners had assistance with therapy from the Ohlthaver Trust as well. The school assisted 17 children during the past year with fee assistance and 3 children from the Nikiwe Fund. During Covid the school has assisted 15 parents with fee breaks or fee assistance where possible.

- f) Accounts – This last financial year has been a much better year working on the new accounting system. The outstanding accounts at the end of February 2020 amounted to R160 000, the lowest in the past 4 years. The accounts office would like to thank parents for bearing with them during the difficult times during the changeover of the debtors' system.

- g) During lockdown the administration staff have continued to work from home and still continue to do so should they need too. I would like to thank the admin team for assisting the Covid Team by administrating all the paper work required and also assisting at the entry points in the mornings.

- h) Thank you to Charles Abbott for keeping the Leaflet going and so interesting during lockdown.



	<p>i) The Admin team with support from Trustees are looking at the best way to structure the admin functions to serve the needs of the school and importantly to ensure proper succession planning.</p> <ul style="list-style-type: none"> <li>- The support staff have returned to school with a phasing in approach to ensure their safety in travelling and co morbidities. So far everyone is healthy</li> <li>- JD: PWS has been key in running of the school and as a Board been engaged with PWS and the Admin Team to work on proving the best and appropriate structure to support the College, Faculties as well as the day to day running of the school going forward. Proper handover and succession will also be addressed. Tauhir will has been involved in this in trying to understand the needs of the administration of the school and endeavour to bringing out the best for all. The community will be informed as it happens. Thanks to PWS and Admin Team</li> </ul>	JD
4	<p><b>Social Ethics and Transformation</b></p> <p>At the first meeting of 2020 which looked at the vision of the board for the next year, the way forward for this subcommittee was discussed. At the time, the proposed terms of conditions of the previous Board for the SET had not been adopted as it was felt that some language needed to be changed to properly locate the SET as a sub-committee of the Board of Trustees. Emma McKinney and I also felt that there needed to be contributions from the wider community about the name of the committee, and this led to the continuing problem of how the committee is constituted.</p> <p>A date was set for an open forum at which parents, teachers and learners could help to establish the context for this group. However, the Covid crisis sent the whole school down a different path and discussions not related to remote learning and managing the school under lockdown were shelved.</p> <p>The re-emergence of the Black Lives Matter movement in the wake of George Floyd’s murder and the #yousilenceweamplify movement started by learners in South African schools reminded everyone that there were fundamental crises beyond Covid that persisted and that required thought and action beyond the American context.</p> <p>Discussing this work within the broad Michael Oak community has been difficult under the current conditions because it might not be top of mind while families are dealing with Covid-related illnesses and home-schooling, among other things. On the other hand, this is an important moment because the gulf between private and public schools is starkly evident under the present circumstances.</p> <p>After considering making a statement on the Michael Oak webpage, I thought that the existing diversity statement needed expanding and updating. To that end, after researching diversity and equity statements at Waldorf schools around the world, I produced a draft for a new statement which, I hope, will be the beginning of the discussion needed to revive the school’s commitment to diversity, equity, and antiracism.</p> <p>At the most recent Board Meeting, it was proposed that the statement should</p>	IR



be circulated to the school community as a whole to encourage the processes of inclusivity that the statement endorses. The new statement was circulated via the Leaflet of August 14<sup>th</sup> and so far, several comments have been received. These are all challenging in the most productive way, highlighting areas where the statement falls short (the school's commitment to acting on inequality in education) and areas which need to be included (aligning the school's policies with the South African Constitution).

Though I am stepping down from the Board this year, I am committing myself to furthering the process of finalizing the new statement and activating the sub-committee dedicated to equity, inclusivity and diversity.

The new statement in its current form is reproduced below:

### **Michael Oak Waldorf School: Equity and Diversity**

*"The healthy social life is found when in the mirror of each human soul  
the whole community finds its reflection,  
and when in the community the strength of each human soul is living."*

*Rudolf Steiner*

Michael Oak Waldorf School seeks to create a space where we can gather with a shared humanity, free and equal in dignity and rights. We seek to uphold the principles of respect for human rights and the diversity of humankind. We believe that the pursuit of equity and inclusivity in our society is fundamental to the moral and educational journey of our school community.

Michael Oak Waldorf School acknowledges the history and ongoing impact of racial, social, economic and institutional inequities in South Africa. These inequities include discrimination on the basis of ability/disability, age, ethnicity, family structure, gender expression and identity, marital status, national origin, neurodiversity, race, religion, sexual orientation, and socio-economic status. While South Africans have made considerable strides towards addressing these historic inequities, we recognize that discrimination continues to challenge the educational journey of the majority of children in South Africa, and in our school community. We are, therefore, committed to actively creating and transforming awareness and understanding around issues of equity and diversity among our staff, pupils and parents.

Waldorf education is based on the educational philosophy of Rudolf Steiner. As a Waldorf School we recognize there exist some anthroposophical writings and lectures, including some by Rudolf Steiner, that reflect discriminatory ideas. We reject those ideas as inconsistent with the fundamental principles of Waldorf education, and they will not inform practices at our school.

We are committed to promoting the Waldorf vision and values of non-elitist, progressive, non-denominational, co-educational, and affordable private



	<p>education that fosters individual initiative, freedom and responsibility, and promotes a healthy social relationship between the individuals and their communities.</p> <p>Michael Oak Waldorf School will represent and celebrate the cultural richness of the school community, and the city and the country in which we live. As teachers, learners, support staff, parents and friends, we aim to provide a welcoming environment where all perspectives, ideas, and ways of being are honoured in authentic ways through our curriculum, school policies, and community life.</p> <p>IR has stepping down as a Trustee, but is happy to continue with this project . We are hoping to make progress with this project, but bear in mind that we are not experts and therefore will rely on the community for support. Thank you to IR will be missed as Board member</p>											
5	<p><b>Treasurer's Report</b></p> <p><b>Members</b></p> <table border="0"> <tr> <td>Wayne De Wet</td> <td>Chairperson</td> </tr> <tr> <td>Nikki Pallini</td> <td>Parent member</td> </tr> <tr> <td>Fiona Grant</td> <td>Parent member</td> </tr> <tr> <td>Pam Schneider – School Administrator</td> <td>Invitee</td> </tr> <tr> <td>Kirstie Barrett – Bookkeeper – Debtors</td> <td>Invitee</td> </tr> </table> <p>I would like to thank the Admin staff for the work done over the past year, not forgetting the teaching staff for battling through a very challenging period for all, brought about not only by the COVID-19 pandemic but the related regulations and lockdown instituted by government. There has been quite a few changes and challenges which change the way that we normally operate and go about our business and through perseverance it now seems that we are able to see some light at the end of the tunnel.</p> <p>Everyone in the school community has been, and still are, impacted by the Covid-19 pandemic, which has placed the sustainability of operations at risk due to the economic and financial consequences brought about through the regulations. The Board of Trustees, College, Finance Committee and all other Board sub-committees has been working through various scenarios to ensure that the risk to the school is managed and mitigated as far as possible.</p> <p>During March the Board requested Pam to review the cost drivers as well as the forecast cash projections for the remainder of the year looking at various scenarios on the school's finances. The Board had also taken the decision that only critical vacancies would be filled, the high school development and oval would be placed on hold for now. The Board also approved the recommendation to provide fee assistance to the parents in need. A formal request was sent to all parents to apply for fee assistance. The school approved fee assistance as well as deferral of fees for a few parents.</p> <p>It was quite pleasing to see the school communities ongoing support of the school through the continued payment of school fees even during the online learning phase. This has ensured that the school is in a position to continue</p>	Wayne De Wet	Chairperson	Nikki Pallini	Parent member	Fiona Grant	Parent member	Pam Schneider – School Administrator	Invitee	Kirstie Barrett – Bookkeeper – Debtors	Invitee	WdW
Wayne De Wet	Chairperson											
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Kirstie Barrett – Bookkeeper – Debtors	Invitee											



offering the services allowed in terms of the regulations.

## **FINANCIAL RESULTS FOR THE YEAR ENDED 29 FEBRUARY 2020**

The Trust achieved tuition income of R24.8m, 6% up on last year. Tuition costs were at R19m, up by 9%, which is due to an increase in class stationery and fee assistance.

Admin expenses have increased due to:

- Sports contractors and relief teachers
- Insurance and security costs.

Our net interest cost is higher than last year, due to higher interest related due to the increased loan balances after the purchase of 12 Sheerness Road.

The Trust achieved a net surplus of R280k for the year against the budget of R197k, mainly due to the subsidy received for the KG teacher from the department of education, which is not included in the budget.

It must be noted that the financial statements do not reflect any impact relating to the COVID-19 regulations on the schools operations and finances.

## **RECOMMENDATION**

The proposal is for the AGM to approve the financial statements.

## **FINCOM**

At present Fincom is busy with the 2021 school budget. There are a number of aspects to be considered such as the economic effects of Covid-19 for the remainder of 2020 and 2021 together with 2021 enrolments and staff requirements.

- Thanks to all admin, teachers, ground staff & parents + community. Not been easy
- As per the Finance Report
- Financials – perhaps not a true reflection, went onto protection mode. Thank you to PWS for carrying out all the work. Lots of difficult decisions made during the pandemic. Offered Fee assistance for 3 months, some parents paying off as we didn't want to lose parents. Worst case scenario did not materialise and about 90% of fees were received. Lost a few students, but currently filling spaces. Looking at forecast Dec 2020, possible provision for teachers bonus – RemCom will consider. Interest rates at 6.25 at the moment and this has been included in the forecast

### **a) Approval of the 2020 Annual Financial Statements**

- Sent by request to parents, but displayed on the screen now. Voting poll to accept financial statements: Has been approved
- Approve the re- appointment of the Auditors: Has been approved via a ballot voting system.
- PWS: There were changes in the finances after the AGM and it was



	changed. Copies can be requested	PWS
6	<p><b>Remuneration Committee</b> Remcom Members: Tahir Jardine (Chair), Jon Duncan, Richard Cox, Pam Schneider, Anne-Marie Winkelman.</p> <p><b>Recruitment:</b> Since the last AGM, Michael Oak has welcomed a number of new members to the Michael Oak staff community:</p> <ul style="list-style-type: none"> <li>• Playgroup Teacher – Alison Tobler</li> <li>• Kindergarten 1 Assistant – Nonkanyiso Nongxa</li> <li>• Kindergarten Aftercare - Hazel Melento</li> <li>• Class 1 Assistant – Adam Randles</li> <li>• Primary School Assistant – Holly Armstrong</li> <li>• Music – Kristal Willemse</li> <li>• High School Maths – David Machado</li> <li>• English and Drama – Nicola Elliot</li> <li>• Afrikaans - Hayley Africa</li> <li>• Matric English and Drama – Emma van der Vliet</li> </ul> <p>Recruitment is an on-going focus of the Remcom and the established processes have delivered the attraction and selection of high calibre individuals to Michael Oak.</p> <p><b>Policies and Staff Handbook:</b> Throughout the year a number of the school HR and administrative policies have been updated. These include:</p> <ul style="list-style-type: none"> <li>• Staff training policy</li> <li>• Harassment policy</li> <li>• Long leave policy</li> </ul> <p>Updating of the staff handbook as well as the included policies is an on-going activity. Remcom tracks the aging of policies since the last update to ensure that they remain relevant and continue to meet the needs of the ever-evolving HR environment. One of the key policies that require attention in the upcoming year is related to POPI and its execution with the school environment.</p> <p><b>Bench marking, performance reviews and succession planning:</b> The annual exercise of benchmarking of salaries against ISASA and other Waldorf schools has taken place. In addition to this an annual review cycle of staff performance occurs, with official feedback held with the admin staff twice a year. In the coming year, Remcom will take a deeper look at the benchmarking strategy and remuneration policy at the school to ensure we have the right structure in place to remain an attractive teaching and employment opportunity for current staff and quality candidates that are identified in the recruitment process</p> <p>The upcoming Remcom agenda going forward relates to the capacity and long-term succession planning of the Michael Oak administration function. With the impact of COVID-19 on the initial freezing of vacancies, there has been additional pressure on the team and in particular Pam Schneider due to</p>	TJ



	<p>key admin functions that needed attention. We would like to make a note of the efforts of the admin team in adjusting to the new way of working and despite the impacts of lockdown, keeping the school running well and filling all the requirements with the resources at hand. We will be using the current vacancy opportunity to support the admin team with a recruit that can assist with filling the long-term requirements of the administrative management and HR functions. We are also using this as an opportunity to clarify the Admin structure and long-term succession plans. We will communicate further with school as this process unfolds.</p>	
7	<p><b>Risk Committee</b> Chair: Josie Eastwood. Other parent members: Ian-Malcolm Rijdsdijk, Andrew Ball and Emma McKinney with Pam Schneider from College.</p> <p>The mandate of the risk committee is to identify risks, in other words to highlight the possibility of something bad happening. It's an awkward mandate. Often the matters that come our way involve legal or reputational risks for the school or members of the school community and, as such, they need to be treated confidentially and with sensitivity. In the past year, receiving information about events and situations ahead of time has helped Riskcom to play a constructive role by being involved in risk management before risks materialise. In this, we have appreciated the growth of open and constructive consultation between our committee, the Board of Trustees and College of Teachers.</p> <p>Riskcom is not a decision-making body and rather has an oversight role – informing the Board about relevant risks and making recommendations about the appropriate management of those risks. Riskcom has met 5 times since the last AGM.</p> <p>The arrival of covid-19 has meant that two priority projects have been placed on hold.</p> <ul style="list-style-type: none"> <li>• The first is amendments to the school's trust deed. We have generated a document summarising amendments requested by teachers and trustees. The next steps are, firstly, to brief a firm of attorneys with experience in school trusts to draft a revised trust deed; secondly to circulate the draft to the school community for consultation; then circulate a revised draft following the consultation process and lastly, to convene a special general meeting for approval. This project has been placed on hold due to financial considerations around covid-19.</li> <li>• The second priority project is the updating of the school's risk register. This project was placed on hold due to time pressures placed on Riskcom members by involvement in covid-19 related aspects of the school, and home-schooling demands. Riskcom is considering the outsourcing of this task to a risk management consultant if the school's budget allows for this.</li> </ul> <p>Since March 2020, Riskcom has also provided input and recommendations on a range of Covid-19 related issues including the school closure and re-opening, parent surveys, school insurance, and the content of the safe operation procedures (SOP) manual. The Riskcom chair was co-opted onto the Crisis Committee, on the recommendation of the school's health and safety consultant, which involved weekly or at times more frequent meetings</p>	JE



	<p>for several months.</p> <p>Other focus areas for the past year include providing input and recommendations on disciplinary matters involving school staff and learners; indemnities for the Dads, Dudes and Kids camp; school policies and procedures for allergy management; and the application and termination of the parent-school contract, in light of the recent Constitutional Court case of AB v Pridwin Preparatory School.</p> <p>On the legal side, RiskCom continues to review a range of contracts that relate to operational matters like school security, insurance cover, rental of equipment, and amendments to the Sheerness Road lease.</p> <p>- JD thanks Josie and team on doing a stella job</p>	JD
8	<p><b>Building Committee</b> Chair Nick Desmond-Smith, parent members Simon Tippet, Jacobus Malan with Vincent Message from College, Robin Howe and Pam Schneider from Maintenance and Administration.</p> <p>All capital building projects are presently on hold. Since reopening the Support staff have been immersed with ensuring compliance to Covid-19 safety requirements.</p> <p>There is presently a maintenance backlog and urgent attention is needed for certain buildings that are going to be upgraded by the High School Phase II project. The present strategy is to outsource much of the repair work until we can get on-top of things. Support and guidance are being offered to the role of the Maintenance Supervisor and it is envisioned BuildCom will play a larger role in facilitating decision making and the establishment of maintenance procedures going forward.</p> <p>BuildCom is presently digitising to ensure continuity between rotating chairs and also to enable collaboration to better harness the skills and energy of the parent body for building, maintenance and greening projects.</p> <p>There are three urgent projects competing for funds:</p> <ul style="list-style-type: none"> <li>• High School Phase II - Estimated cost R 4,6 – 4,9 depending on contractor. Approval has not been received due to concern about affordability at time of consideration late 2019. BuildCom is cautiously optimistic that the schools financial position has not diverted from its strengthening trend and approval will be sought during the coming annual term for this long-time planned work.</li> <li>• 12 Sheerness Rd property renovation - estimate R 275 000. Awaiting finalisation of the consent use application before it can be utilised for teaching purposes.</li> <li>• Oval upgrade R 340 000 – Approved but placed on hold, surrounding pathways and areas still to be specified, estimate an additional R 40,000 to 50,000.</li> </ul> <p>The Oval area needs analysis revealed a multipurpose use by Children during class time, breaks, extra-curricular movement activities and for festivals. This equates to heavy use throughout term time in different seasons – wet and dry. Given the overall size of the area (small) and the anticipated usage (high) together with a number of large trees casting shadows, turf and</p>	ND-S



	<p>lawn experts have strongly advised against growing grass here. The biggest challenge is during Winter when growth is reduced and impact damage due to less firm ground will require replanting and sectioning off every year for extended times. A decision was taken to install artificial turf with an attractive border of pathways. This is a picture of the planned space so far. This is an urgent project we hope to get underway as soon as the hold on capital projects is lifted</p>	
9	<p><b>Parents Forum Links Report</b> Melisa Smuts, Chair since October 2019</p> <p>Links in the school are volunteer parents who give of their time in different roles to support communication, co-ordination and engagement between parents and school. There are usually at least two but up to five links per class from playgroup to grade 7. These are: class communication links, food links (for school events and catering), craft links (for the Fair) and meetings links. Please consult the links handbook on the school website for detailed descriptions of each link's roles and responsibilities. Thank you to all the links who have volunteered their time over the past year especially those, this year, who have had additional responsibility for communication and cohesion between parents and teachers during the home-schooling time.</p> <p>The links chair is predominantly responsible for managing the links meetings and ensuring communication between the relevant parties is well represented in the minutes. The links meeting is a forum for open dialogue of issues raised by the parent body, presented by their respective class "meetings link", in discussion with school representatives from College, nursery and primary Faculties, administration and sport (when necessary). This is not a decision-making body but a place for concerns to be raised and discussion to take place. Any items that cannot be resolved at the meeting are taken to their appropriate decision-making bodies in the school e.g. College of teachers, Faculties, Boards and Committees etc. The working group then co-ordinate this feedback and it is shared with the parent body via the minutes and responses document. Meetings happen once a term and if necessary twice in the third term. The current chair, with buy-in from the links at the time changed the format of the minutes to be "minutes and responses". This was to expedite the time for "replies" from College, Faculties or other school governing bodies, so that where possible queries could be answered and communicated back at the time of the minutes being shared.</p> <p>A key theme at the links meetings is to ensure that good communication happens. This comes up again and again. In order for parents to understand some of the workings behind the scenes and decision-making processes, it is imperative that at least one parent per household reads the links minutes and responses. Below are some of the issues raised and addressed since 5 Nov 2019 Links meeting:</p> <ul style="list-style-type: none"> <li>• Communicating with and consistency of the security guard</li> <li>• Engaging with parents regarding parking regulations around the school campus</li> <li>• How learning difficulties are screened for at Michael Oak and current therapies offered by the school</li> </ul>	Melisa Smuts



- Budget for class camps
- Issues with sports coaches and sport time-tabling
- Accommodating and creating guidelines for severe nut allergies in the school.
- Concerns around home-schooling during the time school was closed due to the covid-19 pandemic
- Discussions with school regarding decreasing fees where possible, fee assistance application process during the current pandemic
- Concerns for those continuing with distance learning once school opened again.

All these points and many more are detailed in the links minutes. Please do read them and assist in creating a cohesive, informed and engaged school environment

### High School Forum

Chairperson: Claudia McCaig 2018

Minute taker: Annabel Ryder

The High School Forum ( HSF) was started in 2014 in response to the expansion of the High School. I have taken over from Trinity Loubser you were the first chair and set the Terms of Reference in motion

Although this is an informal group made up of volunteers we follow requirements and have meeting procedures. Our meeting is minuted and sent out to all High School Parents and Faculty.

Teenagers don't really want or need parent involvement like in the Primary school. Often, we parents don't always know what is going on or what to expect. The Forum is a good bridge between school life / teachers and our children. We meet once a term on a Tuesday evening for a couple of hours to check in, brain storm, discuss current issues and upcoming events.

Derina Wille is the HS teacher representative for the forum and each meeting she invites one or two other teachers to join this positive and productive meeting. As we are not mandated to make decisions, any concerns or suggestions go directly to the High School Faculty meeting the following Tuesday. The Chairperson, in this case me, meets with the high school secretary, Claire and the high school representative, Derina the Friday before our meeting to set the Agenda and to make sure we have answers from discussions from the previous meeting.

You can find our Terms of Reference for the HSF on The Michael Oak Website under: Policies. This is an extract from this document.

Composition:

The High School Forum are volunteer parents preferably from each High School class 8-12 inclusive. The HS Forum is an open forum and every High School parent who wishes to attend the High School Forum is encouraged to attend.

Claudia  
McCaig



	<p><b>Role</b> The role of the HS Forum is to provide a discussion space for HS parents on High School matters that are not learner-, teacher-, or parent-specific, and to assist and support the HS Faculty with the smooth running and development of the High School. The Forum also wishes to facilitate a deeper understanding of the methods and approach of a Waldorf High School. Just to give you an idea of what we discuss here are some of themes from our last couple of agendas:</p> <ul style="list-style-type: none"> <li>• <b>Teaching in a Pandemic.</b> Challenges teachers face</li> <li>• <b>Supporting teenagers in this turbulent time.</b> Ideas, tips and who to ask for help.</li> <li>• <b>The School Councilor</b> Introducing the new school Councilor, feedback form parents</li> <li>• <b>Role of the Class Guardian</b></li> <li>• <b>Reports</b></li> <li>• <b>High School Student Forum</b> The new HS Student forum</li> <li>• <b>HS Prospectus</b> What do we need from it?</li> <li>• <b>President's Award</b> Internal and external mentor and motivator.</li> </ul> <p>These are just some of the Agenda points. I warmly invite you to come to these meetings! And I strongly encourage you. Parts of our meetings are not always comfortable but we are always able to listen and share with respect and integrity. You can learn so much about your child's school life, you will feel a warm appreciation for the teachers and you can make a positive difference. I look forward to seeing some of you on Tuesday 1 September 6.45, at the next zoom meeting.</p> <p>Thank you to Annabel Ryder for your minutes and dedication. Derina Wille, our constant high school representative, who engages so warmly with us. And Claire Walters who helps us a lot! To Roy Davids for his valuable input.</p>	
10	<p><b>Question &amp; Answer (Q&amp;A):</b></p> <ol style="list-style-type: none"> <li>1. The guiding verse of the Michael Oak Community, given by Rudolf Steiner, is often recited at meetings within our school. It is worth repeating here: The Healthy Social Life... Is found, when, in the mirror of each human soul The whole community finds its reflection And when, in the community, the virtue of each one is living. This verse draws our attention to the qualities considered to be morally good in each person, and the health giving effect these qualities may have on the community when properly seen, heard and understood. In other words, when each person is seen and heard fully, and not overlooked or silenced in favour of a sentiment that enjoys majority support or has popular appeal. There are a small, yet significant, group of Michael Oak parents who have questioned the validity and constitutionality of Lockdown Levels 4, 3 and 2 in the light</li> </ol>	



of well-known scientific and medical evidence that suggests COVID-19 has taken on a political momentum that has had a subversive economic and cultural impact.

**Answer: As a school we are legally bound to the rules on the country and this is how we will continuously operate. The validity of these lockdown issues can be discussed at our parent groups as well as the new Diversity group.**

a) What is the difference between fee breaks and assistance for parents and what are the parameters of this? i.e. over what period of time; what is the extent of debt allowed etc. At what point is a line drawn? Is assistance a gift and a break more time to pay?

**Answer: Fee break offered for a 3 month period and if it was longer, we could split the value of the 3 months into a 6 month period. It has not been extended beyond that as fee breaks are based on what has been requested. The amount is higher than last year, but minimal related to Covid pandemic.**

b) Many families have experienced drops in household income but might not have asked for fee assistance (yet). But as COVID continues to hit the economy there may be more job losses etc and so families may still need to ask for assistance. At what point are people refused assistance? I.e. some people might have needed help now and got it. What if families have delayed financial issues and ask for assistance early next year? Will there still be enough reserves to support this? What are the cut off parameters for this? At what point does the school have to say no more fee assistance/breaks can be given?

**Answer: Has been a request where parents want to conserve cash now, but they still want to pay school fess and can do so after three or four months. This has been approved – as per requested, but the settlement fee are to be paid end December 2020. It can be reviewed if not possible. The school has acknowledged the financial aspect of the parents.**

2. With each High School pupil contributing over R65 000 pa to the school's essentially 'fixed cost' base, the withdrawals of students in the Upper High School (classes 11 and up) in very concerning, as these students are very difficult to 'replace' with new enrolments. Now in its 6th year of Matric, MOAK has established a proven track record of excellent NSC Matric results – but why have almost 1/3 (9 out of 30, per 2018 Directory) left Class 11? The recent loss of 4 students from July is a loss of some R675 000 in Tuition Fees at the current monthly fee of R5620 to the end of Matric, which comes straight off the school's bottom line – this is a concern for EVERYONE in the MOAK community. Where are the gaps in our Upper High School, in terms of the student learning experience, that is resulting in students leaving? How are these gaps being identified, reviewed, actioned and urgent resources being made available by the school's leadership & governance structures, to ensure the lower enrolments in the Upper H.

**Answer: HS Faculty is looking at a revamp of some of the main lessons in terms of the subject offerings. We are also hoping to access parents help in terms of where we going with this – to be**



**discussed at the next HS Forum and this would be a great platform for discussions and solutions. There are multiple reasons for people leaving the school and we have looked at that quote carefully and we are dealing with the issues as they arise in the HS as well as at College of Teachers meetings. All comments and suggestions gets taken to the HS Faculty. It is also not unprecedented for pupils leaving HS now, especially at this point. In the past we had 9 people that left Class 10 and it is often from children that started in KG, that have been together for all those years desire the need to spread their wings. This is the case with Class 11. The HS Faculty are looking at some of the reasons and mitigating factors to avoid this of happening.**

3. Thank you for the leadership you have shown in this crisis, please find below two questions for the AGM. As noted in the AGM pack 4 learners recently left grade 11, previously 2 learners had also left this class, all 6 are from highly committed Michael Oak families who have been at the school since Kindergarten, all have gone to Cedar House around the corner. Cedar House offers an IEB matric and one less year of schooling than Michael Oak. The questions is, "What does Michael Oak need to do differently to make Grades 11, 12 and 13 more attractive to learners who have been at Michael Oak their whole school lives?" If the school continues to loose Michael Oak learners at this stage (and this is not the first time), the budget for the whole school will always be under pressure as these positions at the top end of the school are very difficult to fill.

Linked to this question is the following question: "Given that the College of Teachers is the decision making body of the school and the school's commitment is. for all voices to be heard, in order for the governance structure to be fair and equitable, should the College of Teachers not have equal or proportional representation from each faculty? Currently the teachers on the College of Teachers comprise 3 Kindergarten Teachers, 4 Primary School teachers and one teacher from the High School. At full capacity the High School potentially represents 45% of the learners in the school and the issues facing the High School and High School learners are very different to the issues facing the Primary School and Kindergarten.

**Answer: Fantastic comment, as a Board of Trustees we need to collectively think about and it is a discussion at the moment and it is related to the theme of strengthening the infrastructure. It is also about building capacity within the Faculties. It is clear that the needs of the HS is different to the needs to the of the school. Representation of College of Teachers is not the priority at the moment – it is voluntary and not remunerated. It is a spiritual holding and therefore people need to feel called to join the College of Teachers. Building on that is also ensuring that the HS Faculty is strong and responsive. There has been a request for members of the HS Faculty to join. The HS faculty has lost a couple of teachers due to having co mobilities, so HS staff is taking strain at the moment, so it is a difficult time to ask people to step up to more responsibility.**

4. IEB: Independent Examinations Board. For matric - are we



	<p>considering a change to this? <b>Answer: IEB is not an educational system. It's an independent examination board. The HS Forum, will be addressing the above questions at the next meeting which is on 1st September 2020. IR is keen to contribute from the perspective of being a curriculum advisor at UCT as sometimes students are concerned about university access which might motivate their decisions – has been requested to join via Zoom at the next meeting. Lester Sharnick also keen to contribute from a curriculum development perspective</b></p> <p>5. Can PS Parents attend the HS Forum?: <b>Answer: Unfortunately not, but please contact the HSF Chair for discussion.</b></p> <p>6. Will the fixing of the Woodwork Room be done during exams? <b>Answer: No, this will not be fixed during the Matric exams.</b></p> <p>7. What do we expect to spend on Maintenance for 2021? <b>Answer: It will depend on sorting out some of the things that have not been done yet and is also dependent on what happens at our Sheerness Road house.</b></p> <p>8. The questions around reviews and honest examinations around why we lose so many students at the higher level are really important for all of us. Is it possible to get a more in-depth response from College via email. We won't all be able to attend HS forum. Thanks. <b>Answer: Look to HS for initial feedback and as a Board we will look at the most appropriate way to communicate this.</b></p>	
11	<p><b>Board of Trustee Nominations</b></p> <p><b>a) Explanation of the Nomination Process</b></p> <ul style="list-style-type: none"> <li>- The Nominations Committee received 8 nominations for ratification which were Nick Desmond-Smith, Wayne De Wet, Jon Duncan, Josie Eastwood, Tauhir Jardine and Emma McKinney. The two new parents nominees are Claudia McCaig, and Faatimah Mohamed-Luke.</li> <li>- Greater representation on the Board overall.</li> <li>- A ninth nominee was sent after the initial meeting, but it was decided to keep the eight nominees for this year. Perhaps the parent can join sub committees or join Board next year.</li> <li>- No comments received from community regarding the nominations</li> </ul> <p><b>b) Election of the Nominees</b></p> <ul style="list-style-type: none"> <li>- Votes in favour of nominated Trustees – Majority voted yes by ballot voting.</li> </ul>	IR
12	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>- Welcome to all the new Trustee members</li> <li>- Some last questions will be addressed via the minutes</li> <li>- Huge thank you to Thabo &amp; Tish</li> <li>- The same verse was read in closing.</li> </ul>	JD  AMW