

MICHAEL PARK SCHOOL

Class Fundraising Handbook





Michael Park School

Relate Create Inspire

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This class fundraising handbook was created thanks to the generosity of Class 12 2014, who donated their remaining class funds to support the Michael Park School parent community.

E kore au e ngaro; he kākano i ruia mai i Rangīātea.
I will not be lost; the seed planted in Rangīātea

Why does each class fundraise?

Why does each class fundraise?

Class fundraising provides access to education and resources that are above what is funded by the government. The Rudolf Steiner Schools Trust (RSST) provides financial support for Michael Park School (MPS) to deliver its special character curriculum but sometimes a class needs additional money. Money from class funds can be used to provide experiences beyond what is standard. For instance, classes have an activity budget for the year, which allows for some school trips. Class funds can be used for additional trips that the teacher thinks will enhance the curriculum learning for that year. Class funds can also allow the teacher to purchase additional classroom resources for particular projects that may not be available through the school's budget. The class works as a team to fundraise to support the children and teacher.

Class funds can be used to bring down the overall cost of the class camps so that every family is required to pay less. Class funds are used to contribute to the Class 8 camp, and this is discussed in detail in the budget section. Class funds can also be used for a variety of other school-based activities such as the Class 12 graduation dinner.

Each class should also endeavour to have a social event once a year, where parents can get to know each other better. The class funds can be used to support these social events, at the discretion of the class. Community-based activities are a good way for new families to get to know the class.

There are philosophical reasons too

MPS is a school that values relationships and community. It is part of the school philosophy that no child should miss out on a school camp because of financial distress in the family. When every child in the class participates in the camp, it helps all the children in the class work together as a group.

MPS is situated in central Auckland where the cost of living is high, circumstances may change and families can experience sudden financial distress. The class funds can be used as crisis support (e.g. for fees, camps and school essentials) for families that are in acute financial hardship, on a case-by-case basis. In these circumstances, families should approach either the class teacher/kaitiaki or class treasurer to discuss financial support for their child to attend that year's camp. Financial distress can be a difficult topic and class members who need support are encouraged to reach out. Their discussions with the class teacher/kaitiaki and class parent are confidential to protect the family and child's identity. Class funds are not expected to be a long-term solution for families in financial difficulty – in these cases families should contact the Board of Trustees.

When families cannot meet their financial obligations for camp participation, they may be able to contribute to the class in some other way; this may be possible either at the time or at a later date when their circumstances have eased. It is the class teacher or

kaitiaki's responsibility to vet applications for support to ensure class funds are being used to support acute financial distress rather than to provide long-term financial support.

If a family is having difficulty in paying school donations in a long-term sense, queries should be addressed to the Board of Trustees. Where a family is having difficulties paying RSST donations, queries should be addressed to the Rudolf Steiner Schools Trust.

Let's compare: class fundraising and school fundraising

Class fundraising is distinct from school fundraising because of its focus on supporting an individual class. The Rudolf Steiner Schools Trust undertakes school-wide fundraising. The role of the RSST is to subsidise buildings, facilities and parts of the education programme that are not state funded. For instance, the auditorium, school playground, woodwork, hard materials blocks, stained glass windows and a certain number of positions in the school delivering the special character education are funded or supported by the RSST. The RSST gains funds through donations that every family is asked to contribute. Fundraising allows the RSST to work on additional projects that add to the MPS special character, for instance, a new school playground or the upgrade of the school auditorium, so that it becomes a rentable venue. Supporting RSST fundraising helps support MPS so that it can maintain and develop the special character that attracts and keeps families at the school.

“It’s really important not to lose sight of the gesture behind fundraising. It is easy to get focused on the financial goal and to miss the process along the way.”

– Class 10 parent

Benefits of class fundraising

- Provide additional resources for a great education for our children
- Reduce the overall cost of school camps
- Support school-based events such as the Class 12 graduation dinner
- Enable class social events
- Can be used to help support families in crisis so that no children miss out on school camps or learning essentials because of unforeseen financial circumstances
- Fundraising together is a great way to get to know other parents and create a sense of community



Who does what?

Class roles and responsibilities

Taking on a class role can be a rich and rewarding experience. In all roles you get to know your community really well. There are many years in which to contribute to your class, so choose when you have the time to give. If you aren't able to take on a class role, you can still help by willingly supporting the parents who are in class roles that year.

The great go-between: the role of the Class Parent

In general, the class parent role is to liaise with the teacher and the parents. How this is done is outlined in the Guidelines for Class Parents, Treasurers and Fair Co-ordinators. Ideal qualities for a class parent are that they are friendly, easy-going, approachable and non-judgemental. Having a good sense of humour helps! The class parent needs to be someone who is available and involved in the class community. This means going to class parent meetings and checking their email regularly so they can communicate important messages quickly. In the lower school, it is helpful to be regularly at the school – at school pick up times for instance – because this is a chance to talk to other parents. It is essential that the class parent builds a

good working relationship with the teacher and the parents so that they can help strengthen the whanaungatanga (relationships) in the class. The class parent is someone who can listen to concerns and can direct a parent to the appropriate place in the school to help find a resolution. In Class 1 and 2 it can be beneficial for the class parent to have had an older child in the school so that they have ideas of how to support the teacher. Class parents don't need to do it all – it's useful to delegate jobs to other members of the class, which helps build the class community.

Keeping the tally: the role of Class Treasurer

The class treasurer fulfils an important role managing the class funds. Ideal qualities include being efficient, organised and a good communicator. It's an easy job: keep a folder with all bank statements and give a financial update at each parent meeting. The class teacher must be a co-signatory on the class account. The class treasurer should work with the teacher and parents to collect any money that cannot be direct-deposited via internet banking, or provide reimbursement for items purchased for the class.

“It is satisfying knowing that what you do really helps make the teacher's job easier so they can put more time and energy into our children.” – Class 3 parent

The great organiser: the role of the Class Fair Co-ordinator

The fair co-ordinator is responsible for organising the class' contribution at the annual school fair. Ideal qualities for this role include being energetic, organised, a great communicator and (kindly) authoritative; having a "keep calm and carry on" attitude. The fair co-ordinator doesn't have to do it all – play to your strengths and delegate all the other jobs. It helps to include the rest of the class early on. Try to maximise the skills that exist in your class – if you don't know what skills people have, ask! It's amazing what talented parents we have at the school.

Practical ideas for being a fair co-ordinator include:

Set up a fair roster time sheet on Google Groups nice and early. This allows parents to log on and choose the shift they want and creates a master list that everyone can access. Include a column for mobile phone numbers should anyone need contacting on the day.

Be willing to attend regular fair meetings, listen to the committee and be guided by them – because they have a lot of experience. But, don't be afraid to let your class shine; even if you have one of the traditional activities at the fair, think about how your class can put their personal stamp on it.

There are regular fair shed openings and it's a good idea to get there at the earliest opportunity. This helps identify any problems/missing equipment so that there are no last-minute nasty surprises.

Consider having two fair co-ordinators to share the job. This is really useful as sometimes life can get unexpectedly busy and you can help

support each other. It can be useful to have one more experienced person and someone who has a younger child whose class might later manage the same fair stall.

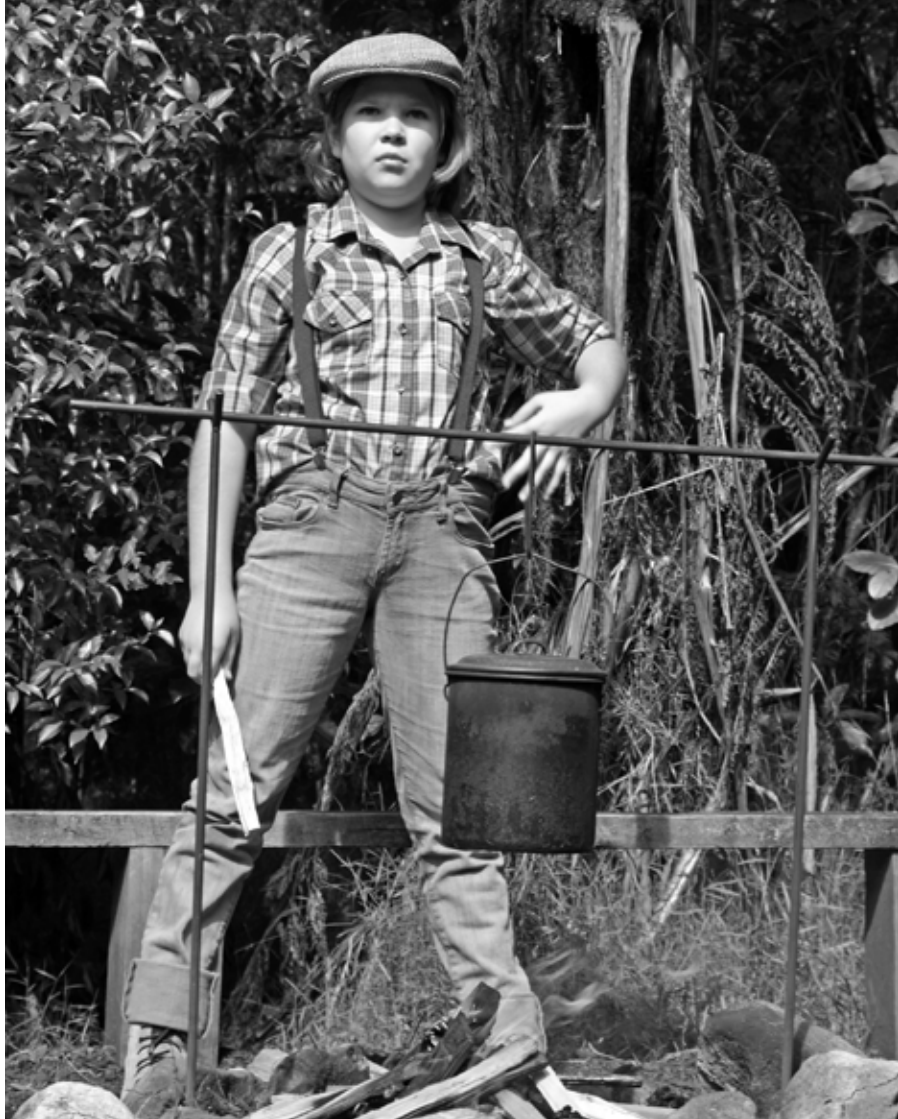
Don't forget to delegate jobs to other people (again starting early is good), and talking to your fellow parents over the phone really helps. The fair committee is working on collating a handbook for each class activity from information passed on from parents. If you have any additions, alterations or suggestions, please advise by email to fairadmin@michaelpark.school.nz.

If you're not going to put your hand up to be fair co-ordinator, make sure you support the parent who does. Don't wait to be asked; know what your skills are and offer in advance to manage things like the roster, craft-making, hosting a working bee, or offer to do someone else's baking if they are already contributing a lot to your class. When the fair co-ordinator asks for volunteers for a working bee or other task, put your hand up (and smile!).

Ideas galore: the role of the Class Fundraising Co-ordinator

The class fundraising co-ordinator helps to organise the class fundraising events for that year. Ideal qualities include great communication, motivation and networking skills. Some successful fundraising ideas are listed later in the handbook – but perhaps you have a great new idea? Liaise with the class and come to a consensus decision. The class is going to have to work together, so it is good to be clear at the beginning if the fundraising idea has sufficient support. On a practical level, promote class fundraisers in the Friday Flyer, check that fundraisers are in line with MPS values and check the school events schedule so your fundraiser doesn't clash with something else.

“It’s so rewarding
to see how you can
inspire people with
your energy.”
– Class 3 parent



The best laid plans...

Troubleshooting for common class fundraising difficulties

Everybody in? What to do about low parent participation or motivation

Right from the beginning of the school journey in Class 1, the success of the children's journey through the school depends more than you realise on the intent with which the class community operates. The parent community acts as strong, caring arms around the journey of the children through the school. The children feel the benefits when the parent community is strong and works well together. Where parents struggle to work together and when they don't contribute their time towards the community, it shows, not just in terms of access to the material benefits but also in the way the children interact with one another. As the teachers know, we have to 'mi hikoi te kōrero' – walk the talk. Working together as a community isn't always easy but as much as it is the children's journey in the class to learn to live and work together harmoniously, it is also the parents' journey to learn how to work with the different members of their community. We recommend acknowledging each other's strengths and not sweating the small stuff!

It is important to recognise that we are not all going to be able to make an equitable contribution across the journey through the school. Most of us are here at the school for a long time. What we ask is that parents commit to being able to give when they can. We try not to

judge those who cannot give their energy and time to the class right now but trust that they will do their part in the future. We understand that every family is on their own journey. When there are families who seem to want the benefits of a community school without wishing to contribute their time and energy to the school, it is helpful to gently encourage them to participate. Try to play to their skills, and seek support from the class teacher, class parent and RSST. Speak to each other about the ethos of the school and encourage each other to share the load. Try bringing up low participation at parent meetings. Talk to people about what they can contribute – e.g. can't give time, but can design a poster or donate tea bags. Classes that socialise together often have good parent participation for fundraising events, so consider planning a fun social get together. Unfortunately, you can't make people participate and sometimes we have to accept that. Lead by example, celebrate the wins and keep going – it's far more rewarding in the long run to work with the community for you and your children.

Great intentions: inappropriate fundraising

Ideas for class fundraising are appreciated and encouraged. Sometimes a parent may have an idea for fundraising that is not appropriate – class fundraising ideas should not clash with the values of the school. Class fundraising needs to be aligned with the values

of the school and if the class is not sure about an idea they should check with the College of Teachers for guidance. Inappropriate areas of fundraising would include things involving alcohol, gambling, and movies with inappropriate content. When we are fundraising out in the community we should remember that we are advocates for the school and it is essential that we uphold the school values.

Two places at once? Class fundraising clashing with school activities

Having too many fundraising activities at the school at the same time puts a strain on the parent community and may mean your fundraiser is not as successful as it could be. Before committing to a fundraising idea, check the timing with the office – make sure it doesn't clash with another activity, for instance the school fair, class plays, or school-wide raffle.

We recommend that the class plans one significant fundraiser each year, as trying to organise multiple small fundraisers can create a frenetic atmosphere. However, each class has their own culture, and decisions about the type and frequency of the fundraisers should be decided as a group at class meetings.

“School camps are important because of the shared experience and camaraderie that's fostered in the camp environment, away from the familiarity of school and home, which unite class families and form and strengthen existing bonds.”
– Class 6 parent

School camps

Camps throughout the school align with the generative impulses (or guiding themes for the year) and curriculum content of each year level. Middle school camps use physical adventure and challenges to develop resilience, social awareness and team building skills. High school camps provide a practical context for students to apply and develop knowledge and skills from the Main Lesson curriculum. This involves working in a collaborative and mutually supportive team. In all camps there is an emphasis on the development of individual and collective responsibility. Education outside the classroom is an essential component and promotes a secure feeling of connection with the world and strengthens and deepens the class community.

Class 3 – Shelter Building

The shelter building camp is linked to the curriculum study of the Old Testament and House Building Main Lessons. This is the first school camp and the children stay overnight. The children work in groups to build a shelter, which they then sleep in for the night with one parent per group to assist them. One parent accompanies each child (but parents sleep separately from the children). It is a great team building exercise for the children, parents and teacher.

Class 4 – Sonshine Ranch

Students in Class 4 study the Early Settlers period of history in their Main Lesson. The Sonshine ranch camp gives students an experience of camping out in the bush and provides a forum for team building.

“If there is no camp, you don't know how to do things or survive in the bush or nature.”

– Class 4 student

Class 5 – Olympics

One of the Main Lessons in Class 5 focuses on Ancient Greece. The Class 5 camp is held at a Christian camp near Rotorua, Bay of Plenty and involves Class 5 students from Michael Park, Titirangi, Waikato, Tauranga and Taikura Rudolf Steiner Schools. The students then compete in the annual northern region Class 5 Olympics event.

Class 6 – Waitomo Caves

For the Class 6 camp, students stay at a marae in Waitomo. The camp involves caving, rock climbing, bush walks, study of limestone landforms and fossil hunting on the west coast.

Class 7 – Whanganui River

The Class 7 camp is linked to the Main Lesson on Whakapapa and the students' Te Reo Māori studies. The camp begins at Pipiriki (Whanganui River) and involves a marae stay. At the camp students take part in canoeing and bush walking.



Class 8 – Boyle River Outdoor Education Centre

The Class 8 camp is an opportunity for the students to explore their competencies in a range of situations and is linked to the health curriculum. The camp is based at Boyle River Outdoor Education Centre (BROEC) Lodge. It involves outdoor adventure-based learning activities in the Lewis Pass region of the South Island including high and low ropes, river crossing, rock climbing, abseiling, tramping, and night activities in the bush.

Class 9 – Permaculture

The Class 9 camp on permaculture is linked to the Rights and Responsibilities Main Lesson. It is based at Awhi Farm in Turangi. The students spend a week at Awhi Farm, a sustainability and permaculture research centre. Through working on the land and buildings, students experience some of the ideas they have discussed in the Main Lesson within a practical setting.

Class 10 – Surveying

The Surveying camp involves students applying the learned skills of surveying (from the Main Lesson) to produce a scaled map of a given area. This involves practical tasks such as measuring different areas, measuring angles between posts using a compass and using different trigonometric ratios to produce scaled maps. It is based at Whatipu in Auckland.

Class 11 – Biology-Ecology

The Ecology Main Lesson and camp explore interconnectedness and diversity of life within ecosystems. Students gain an understanding that ecology is the study of organisms, populations, and communities as they relate to one another and interact in

the ecosystems they comprise. They also gain an understanding of energy flows within an ecosystem and feedback mechanisms within a system. Human impacts on ecosystems and biodiversity are also explored.

Class 12 – Play Production

Class 12 Play (on-site camp). No costs other than those associated with a play production.

Class 12 – Graduation

Class 12 round off their journey through the school with a camp in which they reflect on their experiences together, their values and aspirations and look forward to the future.

“They come back with a different belief in themselves – they have a different relationship with themselves when they get back.” – Class 8 parent



The nitty-gritty of fundraising: Camp costs

The following table is intended to give a guide to the approximate cost of each of the school camps. However, please remember that the exact costs change from year to year depending on the number of children in the class and the price of the experience that year.

CAMP		APPROXIMATE COST (2015)
Class 3	Shelter building	0
Class 4	Lakewood Lodge (2 nights)	\$260
or	Sonshine Ranch (1 night)	\$80
Class 5	Olympics	\$250
Class 6	Waitomo Caves	\$500
Class 7	Whanganui River	\$650
Class 8	Boyle River	See right
Class 9	Permaculture	\$380
Class 10	Surveying	\$225
Class 11	Biology-Ecology	\$440
Class 12	Rights of passage	\$345

The Class 8 Boyle River camp is the most expensive camp offered by MPS as it involves a trip to the South Island. The cost per student is \$550, with the students undertaking to raise \$80 themselves through activities such as car washing. The total cost of the camp is approximately \$25,000 (depending on the number of students) but the cost for each student is kept at \$550 because this camp is subsidised by the class funds.

The typical fundraising target for this camp is the shortfall between the cost of the camp and the amount contributed per student, which is approximately \$8000. Ideally, classes will have \$5000 in their account at the beginning of Class 8. Additional class funds can be raised in Class 8 through running the Class 8 play, the class market (approximately \$400) and the lantern festival food (approximately \$600). MPS does its best to keep the cost per child at \$550, but fundraising events do need to be organised to cover the balance of the costs of this camp. Obviously, the more money you have in your class account at the beginning of Class 8, the easier it is to fundraise the balance that year. Additional money can be used to subsidise families in financial distress, and to help support the teacher and parents who are attending the camp.

Crunch those numbers: budgeting for class funds

Each class is unique in the way that it chooses to fundraise and the costs that the class incurs. This guide is intended to give an outline of the typical fundraising objectives whilst moving through the school but please bear in mind that your class may be different. It would be

good to have a class discussion to determine whether these targets are realistic for your class and if not, how much more or less you think you may need to fundraise.

Each year we expect the teacher may require around \$500 to spend on class-related resources or activities.

Each year the class may be subsidising one or two children for the school camp (see each year for costs).

At the end of each year it is advisable to have added about \$1000 to the balance of your class account (i.e. at the end of Class 1 you would have \$1000 in your account, at the end of Class 2 \$2000, at the end of Class 3 \$3000 etc.).

By the end of Class 7 you ideally want \$5000 in your class account ready for the Boyle River class camp.

Then continue to aim to add \$1000 to the class account each year so that you have \$5000 to \$6000 at the end of Class 12 to cover the costs of the class graduation.

Your approximate fundraising target should be \$1500 (\$1000 class savings, \$500 class resources and activities) plus provision of crisis funds for families in financial distress, plus additional funds to bring class camp costs down for all families and any other class expenses.



It worked! Examples of fundraisers

Each class has its own class fundraising culture. Some classes prefer to do one big event a year that parents can commit to, while others have specific skills that may favour numerous smaller events. It's good to find out what kinds of skills are available in your class – graphic design, sales and marketing, bakers, crafters etc. Perhaps do a survey of the available skills.

Below are some fundraising ideas that have previously been successful that you may wish to try or you may have a new idea. Remember, a fundraiser should ideally generate funds in a way that is not too much effort for parents, and which hopefully gains funds from people outside our immediate school community. Your fundraiser is also an opportunity to socialise with your fellow class parents, and hopefully to have some fun too.

Type of fundraiser: Movie screening

Approximate amount raised: \$600-700

Planning: Host a movie premiere at a cinema and sell tickets for \$20-25 plus a glass of wine. Cinemas that support movie fundraisers are Berkeley, Sylvia Park, Lido, and Rialto. Pick a popular movie premiere (that is aligned with MPS values) – you will need to check with the movie theatres which films are coming out that year. Some cinemas will also let you sell food (savoury works best), which can generate additional income (possibly \$200).

Approximate costs are: \$1000 for the movie theatre hire and \$250 for

the film hire. If you sell 100 tickets at \$20 each, the income is \$2000. Net profit depends on maximising the number of tickets sold. You might like to team up with another class and try to sell 200 tickets. Early and prominent advertising is essential to sell the tickets. Being able to pay online for tickets is a good idea to maximise sales.

Potential pitfalls: If you don't sell all the tickets, you can't cover the costs.

Type of fundraiser: Raffle

Approximate amount raised: \$100-200

Planning: Having a theme for the raffle is particularly good; for instance, Mothers' Day or Easter. Perhaps a parent in the class has a special skill you can use? Get a basket from an op shop and wrap it up nicely. The children can also take it around the neighbourhood to sell tickets or parents can take tickets to work. It's easy to sell three tickets for \$5, rather than the more expensive movie tickets.

Potential pitfalls: Few people carry cash so consider a mobile app for payment.

Type of fundraiser: School lunch bar

Approximate amount raised: \$200-500

Planning: Lunch bars are available on Fridays only. It takes at least five parents to work all day to prepare the lunch and tidy up. The

whole class donates food for the lunch and makes home baking to sell in addition to lunch on the day. Keep it simple! Tasty and simple food sells well – vegetable soup and buns or pesto pasta. Sometimes you might theme a lunch bar with the class curriculum, e.g. Indian or Persian. Make sure it is well advertised; hand out flyers, use the Friday Flyer, and send out emails and text messages. Parents will need to know how much it is and it is good to keep it reasonably priced (\$5 for lunch). Class 1 and 2 children are too young to manage a lunch bar. We accommodate them by letting parents pay in advance or collecting the money from the class teacher in the morning. Lunch can be taken over to the children's class in containers with names on them or their teacher may prefer to let them out before the bell so they can collect before the older children arrive.

Potential pitfalls: It can be difficult to get all the class to donate food – make sure you have commitment for this. Consider online payment to make it easier for parents. Running a fundraiser during school hours can limit the number of parents who are able to help on the day.

Type of fundraiser: Stocktaking

Approximate amount raised: Up to \$1200

Planning: Some of the big retailers such as Bunnings and The Warehouse offer stocktaking fundraising opportunities. These have to be booked in advance. While the rate of pay is low (often \$10 per hour for four hours), if most of the class participate it is an easy way to earn a lot of money (30 parents = \$1200). It is a low effort fundraiser with no overheads; all it requires is high parent participation.

Potential pitfalls: Low parent participation means a low amount of money is raised.

Type of fundraiser: Class market

Approximate amount raised: \$200-500

Planning: Hold a class market where each family donates baking or other items. Having a theme is a good idea, e.g. hold a baking sale at Easter. Consider promoting the class market outside of the school. Advertising is essential. This is a great fundraiser to involve the children in – they have fun running the stalls.

Potential pitfalls: It needs to be well advertised and everyone in the class needs to contribute. Running a fundraiser during school hours can limit the number of parents who are able to help on the day.

Type of fundraiser: Catering

Approximate amount raised: depends on the event but it can be good money.

Planning: This type of fundraiser depends on someone in the class having a particular contact or an appropriate event arising. This might be an event the school is organising or hosting, for example a wedding or funeral, or it may involve groups outside of the school. It needs an excellent co-ordinator to plan the amount of food required and to calculate the costs. All families need to contribute food and support with serving may also be required.

Potential pitfalls: It's essential that the catering is of high quality, displayed well and delivered on time – this requires excellent co-ordination and high levels of parent participation.

Type of fundraiser: Class 8, 10 and 12 school plays

Approximate amount raised: \$2000

Planning: Sell tickets to the play and sell baked goods and drinks to supplement the ticket sales. There are typically two or three performances and it is a lot of work to cater for each event. At the discretion of the class, the opportunity to sell food and drink to patrons may be offered to another class for their own fundraising. It is a good idea to theme the food and have actors in costumes in the foyer. Typically tickets are \$10 child, \$15 adult, \$30 family, and are sold on the door.

Potential pitfalls: Choosing an appropriate play is essential to good sales, good parent participation in making the food look appealing helps raise more funds and advertising the play really well is necessary.

Type of fundraiser: Talks or workshops

Approximate amount raised: Depends on speaker but can be up to \$1500

Planning: Getting a speaker on an interesting topic is essential. It is great if you can get someone who has their own profile and will sell tickets to the event. Parents need to be committed to advertising and selling tickets to the event. In addition to the talk, food can be sold before the event. Selling food requires donations from each family and sellers on the evening.

Potential pitfalls: Low ticket sales may mean that you don't make a profit.

Of course there are many other possible ways to raise funds for your class. Think about the skills you have in the class that people would like to learn about (especially for people outside of school) and consider running a workshop – making sourdough, felt making, biodynamic gardening, or chocolate making. It's a great way to spread skills that are congruent with MPS values.

What if it takes place at school? Costs for using school facilities:

Kitchen facilities

The use of kitchen facilities for Friday Lunch Bars are free, providing the kitchen is cleaned afterwards so that it is left as it was found. Children are not allowed in the kitchen without an adult present.

School facilities (e.g. auditorium and school building)

There is a charge of 10% (of the profit made) for the use of these facilities to cover wear and tear.

Giving back to the wider community:

MPS Charity fundraising

At MPS we believe that it is important to give back to others. In 2016, there is a new charity team called Gift of Hope made up of representatives from classes 5 to 8. The team will be working with Cathy Downey-Parish and Whitney Laumea as well as a few students from Class 12. will help to organise, advertise and raise not only money but also awareness for chosen charities. Gift of Hope aims to hold two charity events each term (apart from Term 4). The charity fundraisers are typically held on a Friday, usually consist of a theme (costumes, crazy hat/hair etc.) and a gold coin donation is usually requested. Food may also be sold at the lunch bar. In Term 4 the Christmas Kindness appeal takes place, where collections of food and

gifts are donated over a few weeks and then given to a chosen charity. We often have speakers at our assemblies from our chosen charities.

We are very happy to have the opportunity to give back to our community, and also the opportunity to instil in our students empathy and responsibility for others.

For further information about MPS charity fundraising contact Cathy: cathyd@michaelpark.school.nz or call in and see her at the school office.





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