

TOGETHER



WE GROW

Preparing our students for the possibilities of tomorrow.
Kei te whakatakataka a matou akonga mo nga ahei a tona wa.

Lake Rerewhakaaitu School Board of Trustees

Meeting Minutes 30th March 2021

ZOOM: <https://us02web.zoom.us/j/7145463433?pwd=aFVjYVAzdDVSZnkyVmIzUkt5TXRJQT09>

Opened 30th March 2021 7.06 pm

1. Administration

Present Rodger Scott, Adelaide Edwards, MaryAnn Martin, Angela Robinson, Mark Pacey, Amanda Armer, Deb Mitchell, Angela Robinson and Rick Whalley.

Apologies Rachel Haskew

Declaration of Interests DOIs to be held in separate document that is linked to the Agenda

2. Strategic decisions

- **NZSTA**

Gillian

- The Chairperson is now the Presiding Member (PM).
- Gillian handed out the copies of the **Education (School Boards) Regulations 2020** and the **Meeting Checklist for the Presiding Member**. See attached A & B.

1. Meetings:

- Write things that are good about our meetings
- Things that frustrate you about the meetings

Five Frustrations:

1. **Not focused on the meeting**

Remedy: It is all of our responsibility to stay on topic. Talk to the PM, PM will rule on point of order.

2. **Late Start/Length of meeting**

Remedy: Put specific times that each item will start on the agenda, you can table for the next meeting, be on time/Start on time.

3. **Discussing matters that are not governance**

Remedy: Is it a day to day thing or not?, schools reputation or safety at risk?, focus on all students and back to Charter goals.

4. **Google Docs**

Remedy: become familiar with google docs, ask for paper copies

5. **Side chat/talking to long**

Remedy: It is all of our responsibility to stay on topic, you can table for the next meeting.

Good things:

There is:

- 1. a good feel,**
- 2. positive culture,**
- 3. being prepared**

What is our PM doing well/needs to work on.

See meeting sheet B

Main points discussed

- Read the docs and have an opinion.
- Disagree but don't be disagreeable.
- It is important to challenge- PM to go around the room and ensure everyone has a say.
- Agree or disagree/challenge or support- have your say.
- How I feel respected/how do others feel respected.
- Potential conflict of Interest- Legal COI, if unsure say "I may have a COI, You can manage the COI.
- Making an agreement; If it is a close call come back to it, but you can't keep coming back to it.
- Have refreshments, water, cakes, lollies etc.

Read the rest of the meeting doc by yourself.

If you have questions for Gillian email Mark.

3. Principals report:

Rick read his Principals report. See report

See principal's report for break down of:

- MOE funded Professional Learning and Development
- Technology Curriculum
- Strategic Aim 2 term 2 update
- Special needs report

Moved: Rick

Second: Mark

Carried

Gillian made suggestions about how to make improvements on reporting (see attached C)

Finances - November, December 2020 reports

Rick tables the Bank Staffing Reports, SUE Reports, Transaction Reports & SAAR Report for pay periods 24,25,26

Rick tabled the Creditors schedules, Credit Card schedule, Financial reports for January and February

The tables in the reports from ESL are looking a bit skew whiff at the moment as the VLNP hasn't been put onto the budget, but these shall be rectified for the future.

Mark moves the Creditors accounts for payment for January and February 2021 as true and correct,

- **Seconded:** Rodger
- **Carried.**

Mark moves the Credit Card Payments for January and February 2021 as true and correct,

- **Seconded:** Mary Ann
- **Carried.**

Mark moves the acceptance of the January and February 2021 Financial reports as a true and correct record of the financial position of the school.

- **Seconded:** Adelaide
- **Carried.**

Mark moves the acceptance of the Draft Lake Rerewhakaaitu School Annual Report for the year ended 31 December 2020 with the following amendments:

Removal of **Alison Doney Parent rep Elected Nov 2018** from the front page of the report

- **Seconded:** Rick
- **Carried.**

4. Strategic discussions

Approve the Principal performance agreement to carry over until December 2021.

The reason being that the Principal was appointed in Term three of 2020 and has not had a full year to carry out the and complete the goals.

- **Moved:** Mark
- **Seconded** Rodger
- **Carried.**

7. Administration

- **Confirmation of minutes for February 2021**

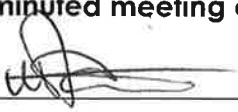
- **Moved:** Mark
- **Seconded:** Rodger
- **Carried**

Next meeting 11 May 2021:

- Strategic Aim 3: Developing Student Voice
- Operational Policy 3 Personal, 3.1 Appointments
- Annual report approved and to be sent to MoE.
- NZSTA

End of minuted meeting at 9.07 pm

Signed



Presiding Member

Date:

20/05/2021

Next Meeting Dates: 11 May, 22 Jun, 3 Aug, 14 Sept, 26 Oct, 7 Dec 2021

(3) In determining the attendance fees paid to board members, a board must have regard both to loss of income and to the cost of child care.
Compare: 1989 No 80 s 88

Michael Webster,
Clerk of the Executive Council.

Explanatory note

This note is not part of the regulations, but is intended to indicate their general effect.
These regulations, which come into force on 15 September 2020, are made under the Education and Training Act 2020 and deal with matters relating to the name, powers, and procedure of school boards under that Act.

Issued under the authority of the Legislation Act 2012.
Date of notification in Gazette: 13 August 2020.
These regulations are administered by the Ministry of Education.



Education (School Boards) Regulations 2020

Patsy Reddy, Governor-General

Order in Council

At Wellington this 10th day of August 2020

Present:

Her Excellency the Governor-General in Council

These regulations are made under section 638 of the Education and Training Act 2020 on the advice and with the consent of the Executive Council.

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Regulations

- 1 Title**
These regulations are the Education (School Boards) Regulations 2020.
- 2 Commencement**
These regulations come into force on 15 September 2020.
- 3 Interpretation**
- (1) In these regulations, unless the context otherwise requires,—
Act means the Education and Training Act 2020
presiding member, in relation to a board, means the person for the time being appointed under regulation 11.
- (2) Any term or expression that is defined in the Act and used, but not defined, in these regulations has the same meaning as in the Act.
- 4 Names of boards**
The name of a board is “The [name of school or institution] Board”.
Compare: 1989 No 80 Schedule 6 cl 3
- 5 Work for other boards or educational or social services**
- (1) Two boards may agree in writing—
- (a) for one of them (board A) to do either or both of the following:
- (i) acquire materials for, and supply them to, the other;
- (ii) do work for the other; and
- (b) for the other board to pay board A for doing so.
- (2) An agreement under subclause (1) does not absolve a board from any responsibilities imposed by the Act.
- (3) A board may resolve to do work for other educational services and social services if—

- (b) the course of action to be taken after the hearing of a complaint against the board member (being a complaint against the board member in their capacity as a member of the board staff).
- (3) A board member who is a student enrolled at the school or institution must be excluded from any meeting of the board while it discusses, considers, anything relating to, or decides any matter relating to the board member as an individual student.
- (4) However, a board member may attend a meeting referred to in subclause (1), (2), or (3) to give evidence, make submissions, or answer questions.
Compare: 1989 No 80 Schedule 6 cl 40(8)-(11)
- 16 Casual vacancies**
If a casual vacancy occurs, the presiding member, or, if there is no presiding member, the principal, must fix a place for a meeting of the board to deal with the vacancy on a day that is—
- (a) within 28 days of the vacancy occurring, if it occurs during any period of 6 months commencing on 1 October in a year before an election year, or
- (b) within 8 weeks of the vacancy occurring, if it occurs at any other time.
Compare: 1989 No 80 Schedule 6 cl 40(3)
- 17 Board decisions**
- (1) A resolution of the board signed or assented to in writing (whether sent by post, courier, or electronic communication) by all board members is as valid and effectual as if it had been passed at a meeting of the board.
- (2) The resolution may consist of several documents containing the same resolution, each signed or assented to in writing by 1 or more board members.
Compare: 1989 No 80 Schedule 6 cl 40(13), (14)
- 18 Common seal**
- (1) A board’s common seal may be affixed to a document only in accordance with a resolution of the board.
- (2) A document to which the seal is affixed must be signed by 2 persons, each of whom is a member of the board.
Compare: 1989 No 80 Schedule 6 cl 39
- 19 Payment of travel costs and attendance fees**
- (1) The Minister may, by notice in the *Gazette*, fix a scale of maximum fees and payments to be made to board members.
- (2) A board member may be paid, out of the board’s funds and in accordance with the scale, travel costs, and attendance fees fixed by the board.

- (b) if no board member is for the time being appointed as the presiding member and a board member who presided at the board's previous meeting is still a board member, by that board member, or
- (c) in any other case, by the principal.
- (3) A meeting of the board may be held—
- (a) by more than half the board members then holding office being assembled together at the time and place appointed for the meeting; or
- (b) by means of audio, audiovisual, or electronic communication, but only if—
- (i) all of the board members who wish to participate in the meeting have access to the technology needed to participate in the meeting; and
- (ii) a quorum of members can simultaneously communicate with each other throughout the meeting.

Compare: 1989 No 80 Schedule 6 cl 40(1), (2), (12)

13 Quorum

No business may be transacted at a meeting of the board unless more than half the board members then holding office are present.

Compare: 1989 No 80 Schedule 6 cl 40(4)

14 Voting

- (1) Every question before a board must be decided by a majority of the votes cast on it by the board members who are present at a meeting of the board.
- (2) The presiding member has a deliberative vote on every question and, on any question where deliberative votes for and against are equal, also has a casting vote.

Compare: 1989 No 80 Schedule 6 cl 40(6), (7)

15 Attendance at meetings

- (1) A board member who has a pecuniary interest in any matter or any interest that may reasonably be regarded as likely to influence a board member in carrying out their duties and responsibilities as a member must be excluded from a meeting of the board while it discusses, considers, or decides anything relating to, or decides the matter.
- (2) A board member who is a member of the board staff must be excluded from a meeting of the board while it discusses, considers, or decides anything relating to, or decides any matter relating to—
- (a) the board member's employment by the board; or

- (a) the board is a member of a community of learning; and
- (b) the other members of the community of learning agree that the work will benefit—

- (i) the members of the community of learning; or
- (ii) the children or young people who are enrolled at a member of the community of learning.

Compare: 1989 No 80 Schedule 6 cl 15

6 Students enrolled at State school may be given tuition by another

- (1) Students enrolled at a State school may, by agreement between the boards concerned, receive tuition at or from another State school.
- (2) The tuition may be delivered through any medium, including digital technology.
- (3) The board of the State school at which the students are enrolled may pay the board of the State school giving the tuition for that tuition.

Compare: 1989 No 80 s 158(1), (1A)

7 Use of certain facilities by students enrolled at more than 1 school

- (1) This regulation applies if the Minister is satisfied that facilities at a State school were provided or constructed for the use of students enrolled at more than 1 State school.
- (2) The Minister may, by written notice to the school's board, require the board (in accordance with any arrangements specified in the notice) to do either or both of the following:

- (a) allow the board of another State school to use the facilities for the tuition of students enrolled at the other school;
- (b) provide in or by means of those facilities tuition for students enrolled at another State school.

- (3) A notice under subclause (2) must provide for the making of payments by the board of the school at which the students required to be provided with tuition are enrolled to the board of the school whose facilities are to be used; and payments must be made in accordance with the notice.

Compare: 1989 No 80 s 158(2), (3)

8 Delegation

- (1) A board may, by resolution and in writing either generally or specifically, delegate any of the functions or powers of the board or of a board member to any of the following persons:
- (a) a board member or members;
- (b) the principal or any other employee or office holder of the board;

- (c) a committee consisting of at least 2 persons at least 1 of whom is a board member;
 - (d) a person approved by the Minister;
 - (e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).
- (2) Subclause (1) does not apply to any functions or powers specified in the Act as not being capable of delegation.
- (3) The board must not delegate the general power of delegation.
- Effect of delegation*
- (4) A person to whom any function or power is delegated may perform the function or exercise the power in the same manner and with the same effect as if the person were the board or board member (subject to any restrictions or conditions imposed by the board).
- (5) A person purporting to act under a delegation—
- (a) is, in the absence of proof to the contrary, presumed to be acting in accordance with the delegation; and
 - (b) must produce evidence of the person's authority to do so if reasonably requested to do so.
- Subdelegation*
- (6) A person to whom any function or power is delegated may delegate that function or power only—
- (a) with the prior written consent of the board; and
 - (b) subject to the same restrictions, and with the same effect, as if the sub-delegate were the delegate.
- Other matters relating to delegation*
- (7) A delegation under subclause (1)—
- (a) is revocable at will by resolution of the board and written notice to the delegate (or by any other method provided for in the delegation);
 - (b) does not prevent the board or the board member performing the functions or the exercising the powers;
 - (c) does not affect the responsibility of the board for the actions of any delegate acting under the delegation;
 - (d) is not affected by any change in the membership of the board or of any committee or class of persons.
- Compare: 1989 No 80 Schedule 6 cl 17(1)-(8)
- 9 Board may appoint committees**
- (1) A board may, by resolution, appoint committees—

- (a) to advise it on any matters relating to the board's functions and powers that are referred to the committee by the board; or
 - (b) to perform or exercise any of the board's functions or powers that are delegated to the committee.
- (2) A person must not be appointed as a member of a committee unless, before appointment, the person discloses to the board the details of any financial interest that would disqualify the person from being a board member under clause 10 of Schedule 23 of the Act.
- (3) Regulation 8 applies, with any necessary modifications, to each member of a committee who is not a board member.
- Compare: 1989 No 80 Schedule 6 cl 17(9)-(11)
- Procedure*
- 10 Procedure of board**
- Except as provided in these regulations, a board may determine its own procedure.
- Compare: 1989 No 80 Schedule 6 cl 40(15)
- 11 Presiding member**
- (1) A board must appoint a board member (not being the principal or a staff or student representative) to preside at meetings of the board.
- (2) The appointment must be made—
- (a) at the board's first meeting in any year, unless it is an election year, in which case it must be at the first meeting held after the election; and
 - (b) if the board has resolved that it has no confidence in the person for the time being appointed as the presiding member; and
 - (c) if the person appointed as the presiding member ceases to be a board member or resigns the task by written notice to the board.
- If the presiding member is not present at a meeting of the board, a board member (not being the principal or a staff or student representative) appointed by the board at the meeting must preside.
- Compare: 1989 No 80 Schedule 6 s 40(5)(b), 41
- 12 Board meetings**
- (1) A board must hold a meeting no later than 3 months after the date of its previous meeting, at a time and place determined at the previous meeting.
- (2) If, at any meeting of the board, the board does not determine a time and place for its next meeting, the time and place of its next meeting must be determined—
- (a) by the presiding member; or

MEETING CHECKLIST FOR PRESIDING MEMBER

B

Checklist for the Presiding Member by Nathan Garber

The presiding member can make the difference between a successful, productive, stimulating meeting and a frustrating, disappointing, waste of time.

Identify the most frustrating things about board meetings:	List strategies for overcoming these:	Outline five conditions that contribute to a productive meeting:
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Before the meeting:

- Ensure decisions to be made are written as motions
- Plan the agenda to ensure that the most important and most time critical decisions are made first
- Ensure policy references are included for items to be decided or discussed
- Make sure that reports and information necessary to make decisions are sent with the agenda in sufficient time for them to be read
- Contact individuals scheduled to talk to a report and make sure they will be present or will appoint someone else to give the report
- Note when board members are unprepared for meetings. Call them in advance of the next meeting with a reminder to read and think about the agenda items before the meeting
- The board can be severely compromised when members are absent. If you have reason to think that any member is not making a serious effort to attend all meetings, call them to find out why

At the meeting:

- Use a "consent agenda" to dispense quickly with routine and non-controversial agenda items
- Meeting process is important to ensure that decisions are made fairly
- Start and finish meetings on time
- Encourage members who are quiet during meetings to express their viewpoints
- Keep the meeting discussion focused
- Be alert to nonverbal behaviours signifying dissent, ask the dissenter to comment

- Watch for signs that the debate has run its course, then summarise the discussion and ask for a vote or expression of consensus
- Ask the secretary to read all motions and amendments to be sure that they are clear and correct
- Conduct a meeting evaluation

After the meeting:

- Review the previous meeting to identify problems so that they can be addressed before the next meeting
- Review the annual agenda to see what is coming up in the months ahead, update the annual agenda if necessary
- Consider what you might do to assist new members, deal with absenteeism, or remediate poor performance

Be the conductor/facilitator/ coach/referee

Key Questions :

Consider:

- "Agenda reflects board work not management" - is this the core of your meetings?

CHECKLIST FOR ALL BOARD MEMBERS

Rights

- To an opinion
- To disagree
- To challenge
- To be respected.

Read and know

Responsibilities

- Speak for yourself [use "I"]
- Only give specific advice when it is requested
- Contribute
- Keep people-sensitive issues confidential
- Stick to the agenda
- Keep perspective.

Adapted from Jenny Mosley

Conduct

- Act professionally
- Declare conflicts of interest
- Ensure confidentiality where required
- Accept collective responsibility.

What expectations does the board have of the presiding member regarding meetings?

- Setting the agenda
- Keeping to time
- Ensuring everyone acts appropriately
- Ensuring meeting processes and procedures are followed.

Key Questions

- What discretion have you given to the presiding member when determining information being put before the board?
- Have you recorded these expectations?
- Do you review performance against these expectations?
- Where should these expectations be recorded?

Meeting procedures

Consider issues around:

- Timing
- Frequency
- Quorum
- Public participation
- Exclusion of the public
- Special meetings
- Motions, amendments
- Decision-making processes
- Suspension of meeting procedures
- Agenda
- Minutes
- Minute taker
- Venue/environment
- Refreshments.

AT MEETINGS

Meetings are open to the public

Board meetings are open to the public, but are not public meetings. This means that members of the public may attend to observe the meeting but may not participate in any discussion unless granted speaking rights by the board.

Public-excluded Business

There are occasions when a board needs to exclude the public from a meeting. For example, when it needs to protect the privacy of an individual or discuss sensitive issues such as tender documents. The board should pass a motion to exclude the public. Part 7 of the Local Government Official Information and Meetings Act 1987 Section 48 applies. Excluding the public is sometimes referred to as being “in committee”.

Public excluded meeting minutes are treated as confidential but can be the subject of a request under the Privacy Act 1993 or the Official Information Act 1982.

Meeting Minutes

Minutes should be a factual and accurate record of a meeting. They should include which board members were present at the meeting, what motions were put forward, who moved them, who seconded them, any amendments to the motion, and what happened to those amendments and whether the motion was carried or lost.

In addition, minutes should record when and where the next board meeting will be held. If the public has been excluded from any part of the meeting, the minutes for that part of the meeting are separate and confidential.

Minutes of the previous meeting are reviewed and confirmed at the beginning of the following

meeting. Until confirmed as a true and accurate record, minutes should have “unconfirmed” stamped across them.

Board members behaving badly

The presiding member should deal with any inappropriate behaviour at board meetings promptly. Policy, including a code of behaviour, should be in place.

**For advice please contact the NZSTA
Governance Advisory & Support Centre on
0800 782 435 (0800 STA HELP)
Option 1, or email govadvice@nzsta.org.nz.**

THE BOARD MEETING AGENDA

A well-planned board meeting agenda provides all board members with a 'map' not only outlining the business to attend to and decisions to be made, but also a solid tool for preparation, policy reference and efficient timing of the meetings. **Click on the below picture to access the template online.**

The meeting agenda

XXXX School Board Meeting Agenda - date			
	Policy Reference:	Led by:	Time:
1. Administration			5 mins
1.1. Present			
1.2. Apologies			
1.3. Declaration of interests			
2. Strategic Decisions			30-45mins
2.1. Strategic decisions made if required	Operational/ Governance Policy XXXX		
3. Monitoring			45-60 mins
3.1. Ongoing summary of progress to date in relation to annual plan			
3.2. Expert presentation			
3.3. Data analysis			
3.4. Exploration of key result areas, e.g. goals			
3.5. Finance and Audit Report			
4. Strategic Discussions			30-45 mins
4.1. Exploration of special issues or projects e.g. budget, principal performance agreement/appraisal, delegations			
4.2. Education Gazette			
5. Identify Agenda Items for Next Meeting			5-15 mins
6. Administration			5-15mins
6.1. Confirmation of minutes			
6.2. Correspondence			
7. Meeting Closure			5-15mins
7.1. Comments on meeting procedures and outcomes			
7.2. Preparation for next meeting			

Note 1: Correspondence is listed on the back of the agenda

Note 2: List of current delegations attached to agenda

MEETING ASSESSMENT

Effective boards commit to ongoing review, reviewing the effectiveness of board meetings is one part of this.

Board meeting evaluation (example)

Use during the meeting so you can see what's happening and make corrections immediately

Pre-meeting materials were concise and helpful	No / Yes
Everyone arrived well prepared	No / Yes
The meeting agenda was well prepared	No / Yes
The issues covered today were	Trivial / Important
Today's discussions concerned primarily	Operations / Policy and Strategy
We stayed focused and on the subject	No / Yes
In this meeting we are largely proactive rather than reactive	No / Yes
What or who hindered this meeting from going well	

Other measures you could evaluate are:

- Board members speak up and speak out
- There is mutual respect between board members
- Willingness to explore new ideas and changes
- Clarity of decision making processes
- Length of meetings
- The meeting environment, was it comfortable and professional.

Name	Date
------	------

Evaluation of meeting on (date) presided by (name)

1. How well did we accomplish the results we expected from this meeting based on the set agenda?

Not at all 1 2 3 4 5 Very well

Comment:

2. How satisfied are you with how the group worked as a team?

Not at all 1 2 3 4 5 Very well

Comment:

3. How satisfied are you with your participation and contribution as an individual?

Not at all 1 2 3 4 5 Very well

Comment:

4. Is there anything that you believe could have improved the meeting process?

Comment:

Name: (Optional)

Review schedule: As required

BOARD WORK PLAN

Click the picture to access the template online.

Area for review	Board meeting dates												
	Feb	March	May	June	August	Sept	Nov	Dec					
Charter/strategic plan	Confirm charter approved and sent to MoE											Review of strategic plan Approve review plan 20xx	Analysis of variance Annual plan draft
Strategic aims	Strategic aim 1	Strategic aim 2	Strategic aim 3	Strategic aim 1	Strategic aim 2	Strategic aim 3							
Policy		Governance policies 1- 4		Curriculum						Personnel			Role of the presiding member
Student progress and achievement	Year 9 and 10 literacy and numeracy	Special education needs	NCEA confirmed results	Mid-year student achievement	Pasifika student focus	Gifted and talented							
Te Tiriti o Waitangi	Māori student focus	Local Māori community consultation		Māori student focus	Local Māori community consultation								
Inclusion & Wellbeing	Student transition focus		Staff wellbeing survey		Student wellbeing survey							Student transition focus	Board wellbeing assessment
Human resources	Principal performance agreement approved	HR tool checklist 1		Mid-year review principal performance						HR tool checklist 2			Formal review report principal performance
Curriculum	Key competencies		English		The arts							Health and PE	
Budget	Approved	Monitor	Monitor	Mid-year review	Monitor							20xx draft	
New government initiatives													
New local initiatives													
Board process requirements	Appoint presiding member	Accounts to auditor	Annual report approved and sent to MoE	Parent reporting Roll return 1 July						Health curriculum consultation			Parent reporting
													Succession planning

Reviewed September 2020

NZSTA example governance framework March 2018: Part A Annually updated sections



Curriculum Report: Review of Curriculum Area
Presented on _____ by _____

<u>Background:</u> This could include information on:	
Organisational structure [number of teachers involved in planning]	
How planning to cover the NZC requirements is ensured	
Changes since last report	
<u>Strengths & weaknesses?</u>	
What is going well?	
What could be better?	
What opportunities does are there for this curriculum area to take advantage of? [eg co-operative ventures, technology challenges]. Consider community resources, partnerships, information technology etc	
<u>Trends or patterns?</u>	
What trends or patterns did the data reveal?	
Are there any groups over or underrepresented in specific areas? [Especially those groups identified in the National Education Priorities]	
Are gaps in achievement between identified groups growing, staying the same or closing?	

When you examined the achievement data what did you see as students' strengths and weaknesses? Were these results expected?	
What benchmarks did you use to come to these conclusions?	
What questions does the data raise?	
What student performance goals for do you have? Are you on track to meet or exceed them? Why or why not?	
The future	
If you were to consider this area in five years time what would you hope:	
❖ The students would be like?	
❖ The teachers would be like?	
❖ The academic results would be like?	
❖ The school would be doing differently?	
As a result of information in this report what are your plans now? What, for you, is the most important thing to concentrate on in the next 1-3 years in this curriculum area?	
Board Actions	
Is there anything the board needs to consider at a governance level to support school staff in this effort?	

TOGETHER



WE GROW

PRINCIPAL'S REPORT TO THE BOT

30 March 2021

Kei te whakatakataka a matou akonga mo nga ahei a tona wa

Preparing our students for the possibilities of tomorrow.

Role: 65 - 23 March 2021 Male 37 Female 28, Maori 21, NZE 42, Other 2	Alerts/Decisions for Board
<p><u>NAG 1: Curriculum</u></p> <p>Curriculum Focus for 2021 T1- Te Ao Māori T2- Our Past/Our Future T3- Sports and leisure T4- Careers</p> <hr/> <p>The student progression booklets have been completed and a copy will be made available at the meeting. Each child will have their own booklet in which they will keep track of their academic progress in Literacy and Numeracy while they are at Lake Rerewhakaaitu school (LRS) The progressions are also being uploaded to iUgo which we have purchased as a trial for our planning, Deb will give a short presentation on iUgo.</p> <hr/> <p>We are also developing our teachers schoolwide document booklet which will also be shown at the meeting. This document is currently in draft and will be ready to go by term 2.</p> <hr/> <p>We have managed to secure 120 hours ministry funded PLD for the next 12 months.</p> <p>The following is directly from the application I sent in.</p> <p>Localised Curriculum</p> <p><i>Outcomes for Kaiako and Leader</i></p> <p>6 months we would like to see kaiako starting to plan learning that is guided by:</p> <ul style="list-style-type: none">• an understanding of pedagogy in Ka Hikitia and Tataiako• ākonga & whanau feedback about their aspirations and interests• collaborative teacher inquiry/peer coaching• collaborative teaching strategies• a shared planning framework which has coherence through the school. <p>At 12 months we would hope to see:</p> <ul style="list-style-type: none">• kaiako and leaders develop a local curriculum that provides rich learning opportunities.• significant shifts in kaiako planning for learning so kaiako are able to give specific examples of learning in authentic contexts and use data to reflect on the impact on target ākonga• a Local Curriculum framework for Lake Rerewhakaaitu School that has a coherent pathway for all learners which is dynamic; teams use their learning from 2021 to inform more comprehensive planning for 2022• Strengthened partnerships with the community• a working knowledge and understanding of how we honour Te Tiriti o Waitangi. <p>We will measure these aspects through:</p> <ul style="list-style-type: none">• collaborative teacher inquiries/peer coaching which support kaiako to build and share knowledge about teacher practice.	

- ongoing kaiako, kaiawhina, ākonga and community voice through hui and/or surveys which will be used to review and refine the school's strategic priorities and the local curriculum plan.
- teacher evidence which is captured through a school wide Professional Growth Cycle.
- integration of the Articles of Te Tiriti o Waitangi in teacher planning

"Evidence shows that high quality teaching is the most important influence the education system can have on high quality outcomes for students with diverse needs. Evidence also shows that effective teaching and learning depends on the relationship between teachers and students and students' active engagement" (Tātaiako, Ka Hikitia)

Outcomes for Ākonga

The aim is to develop students to have more of a connection to their learning. Through student and whanau voice and achievement we should see how this is benefiting student learning from one area of the school to the next.

- Students to have more of a connection to their learning
- Learning to be more relevant to students
- Relationships and connections to help with student achievement
- Students have more confidence in who they are

Change like this will not be fully realised within one year. However, by the end of 12 months, we would like to see the following:

- Changes in our curriculum so that it responds to the needs, identity, language, culture and interests of our ākonga and their whānau.
- The beginnings of a coherent pathway for learning that enables ākonga to have more connection with their learning, to build ownership for their learning and develop greater confidence in who they are.
- Development of leader and teacher understanding, practice and capability around authentic contexts for learning

Ka Hikitia (revised 2020) states that Māori will be successful when learners are engaged and achieving excellent outcomes and that Māori whanau and hapū are actively involved. Our journey is to attain these aspirations.

Teacher evidence of ākonga progress will be captured through a school wide Professional Growth Cycle. The on flow of building leadership and teacher capability will be evident in classroom practice, strengthened relationships with akonga and whanau and an increase in student achievement.

Collaborative inquiry/Peer coaching will support the development of rich learning experiences in authentic contexts to accelerate learner progress.

We will gather middle leader and kaiako voice during the 12 months to capture their initial understandings, how it has impacted on their classroom practice and how it has affected and will continue to affect their planning for the future.

Connection to other PLD

- In 2021 all staff will participating in te reo maori PLD.
- Through our Community of Learning, Te Kahui Ako o Reporoa, staff are engaged in collaborative inquiry and peer coaching

Contribution to Proposal

This is the overarching focus for our kura supported by MAC, Te Kahui Ako o Reporoa and facilitators

- 4 TOD in a 12 month cycle.
- Dedicated staff meetings once a term. Team hui.
- Professional Growth Cycle.
- In-school COL leaders and SLT will continue to meet for at least one day per term as a group solely dedicated to the development and implementation of our localised curriculum.

<ul style="list-style-type: none"> • Weekly staff meetings, team meetings, monthly BOT meetings, Leadership meetings with a regular focus on Localised Curriculum. • BoT committed to professional development around ToW outside of regular monthly meetings • A budget will be presented to BoT to cover external facilitators, Koha for guests, purchase of resources for use in the classroom and purchases to build school resources. <p>Connection to Broader Work</p> <ul style="list-style-type: none"> • Realising our charter and vision- Preparing our students for the possibilities of tomorrow. Kei te whakatakataka a matou akonga mo nga ahei a tona wa • Using our MAC kaihoe to continue to support staff in understanding te reo me nga tikanga Maori (Ngati Whakaeue, Ngati Rangitih) <ul style="list-style-type: none"> • Developing our Professional Growth Cycle • Strengthening our relationships with iwi, hapu and whanau. 	
<p><u>NAG 2: Planning & Reporting</u></p> <ul style="list-style-type: none"> - Progression Booklets: will show at meeting 	
<p><u>NAG 3: Personnel/Performance Management</u></p> <ul style="list-style-type: none"> - Professional Growth Cycles have been started with all teaching staff and I am supporting Vanessa in doing these as part of her leadership training. Support staff will start their PM shortly. A schedule has been developed for the year to allow Vanessa to be released to carry out teacher discussions and observations. I am releasing vanessa 3 days a term to carry out these tasks. - My appraisal has started and I met with Tony on 1st of March for our usual termly discussions. 	
<p><u>NAG 4: Finance & Property</u></p> <ul style="list-style-type: none"> - See finance reports <p>From Mike the builder:</p> <p>Hi Roger</p> <p>Apologise for not getting all this to you sooner. Here is a tally up of extra costs so far.</p> <p>Making good the different heights in the hallway area. Labour \$1440</p> <p>Insulation and paper on exterior walls in hallway and breakout space 3, room 4. \$750 materials and \$960 labour</p> <p>Fit fascia board on each end of new veranda Materials \$75 labour \$250</p> <p>Changing galvanised brackets to stainless and bolts for 100/100/150 L brackets \$333</p> <p>Retrofitting 4 front doors as per quote \$11915</p> <p>Total \$15623 +gst</p> <p>Rick has talked about replacing the boys toilet door with one of the ones we pulled out of the classroom. It will be around half a days work \$240 to fit it, all going to plan</p> <p>Also Rick mentioned shelving in the new cupboards. Materials and labour you will be looking at around \$600 for both cupboards.</p> <p>I am waiting on a price from the roofer to replace the iron over the office area. He has quoted a price for the solar tube back when but is going to get a separate quote for just replacing the sheets.</p>	

<p>We are having a little trouble with the ceiling tiles in the break out spaces and getting the light to work with them. The tile guy has mentioned that that type of light is not meant for those tiles and how they want it fixed to the tile grid.</p> <p>He said he can make it work but there might be a gap were they have to cut around the light fixings. He mentioned either down lights or panel lights that sit in the grid like the heater work best for that type of tile.</p> <p>I will talk to the electrician and see what he has to say about the whole thing and go from there.</p> <p>From Roger Allsop February 2021 update:</p> <p>-Work on site is progressing well with internal works nearly completed. - Riverwood Builders have supplied 5 invoices and these have been certified for payment. -Lining and carpeting is complete and painting is well progressed. The deck structure is virtually complete, the roof beams are in position awaiting sheeting. The stairs, planters and accessible ramp are still to be started.</p> <p>-2 VO's approved:</p> <ol style="list-style-type: none"> 1. Addition of Batts to all external wall cavities that have been exposed \$ 1 200 + GST and 2. Replacement of 4 classroom doors with aluminium joinery of the correct size \$ 11 915 + GST. <p>A site meeting was held, the main subject was to determine what work is required for the roofing, plumbing, drainage and electrical as identified by the 10YPP document.</p> <p>Mike will follow up the discussions held about these work items at the beginning of the contract, i.e. camera investigation of all drains and storm water, etc with a view to pricing and prioritising work once the scope of what is required is established.</p>	
<p><u>NAG 5: Health & Safety</u></p> <ul style="list-style-type: none"> - All checks have been completed - A fire drill was held on Wednesday 24th March at 2.00pm. With having children in the hall as well as at school it was a good time to check our procedures. 	
<p><u>NAG 7 Charter</u></p> <ul style="list-style-type: none"> - Sent to MoE 	
<p><u>NAG 8 Analysis of Variance</u></p> <ul style="list-style-type: none"> - Sent to MoE 	
<p><u>Kahui Ako update</u></p> <ul style="list-style-type: none"> - In-school Literacy PD through Waikato University- Facilitator working with teachers and students exploring worms. - Teacher only day at Galatea with Waikato University- Facilitator working with teachers on science observations and inferences 	

Strategic Aim 1.

Students develop life long learning skills

Area	Aim	We will achieve this by:	Who	Outcome.	Evaluation to date By the end of 2021/
Student Learning	1. Students develop life long learning skills.	<ul style="list-style-type: none"> ● Teachers planning to incorporate life long learning skills through the development of the Key Competencies, ● Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, ● Students having opportunities to engage in hands on activities, ● Teachers planning a range of rich learning experiences for students to explore their interests, develop their strengths and discover new capabilities. 	Principal All staff All students Parents	<ol style="list-style-type: none"> 1. Students are developing ownership over their own learning. 2. Teachers are planning rich learning experiences that have real life contexts. 3. Target students are making accelerated academic progress. 4. Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements and the Local Curriculum. 	<ul style="list-style-type: none"> ● Teacher only days held to plan engaging programmes and learning opportunities for the students based on the ideas and thoughts of the students. ● PD in Literacy in science through the Kahui Ako ● Providing students with opportunities to engage in hands on activities, through the science Professional development and face to face facilitators coming into the school and working with teachers and students ● Teachers planning a range of rich learning experiences for students to explore their interests, develop their strengths and discover new capabilities ● Implementation of the Local Curriculum ● Developed Student progression booklets

Special Education Needs in Lake Rerewhakaaitu School

Each child is an individual with unique physical, intellectual, social, emotional and behavioural capabilities and responses. Individual differences may affect the child's ability to participate fully in educational opportunities.

Current situation

Currently we have 10 students that are on the SENCO register that require CAPs. These students are more than 1 year behind their chronological age.

3 Students below in reading and writing.

7 Students below in reading, writing and maths.

3 of these students are also monitored for other underlying issues.

What are we doing

- Children are recorded on the SENCO register (Special Educational Needs Co-ordinator Register)
- LSC (learning Support Coordinator) are used as the SENCO teacher in LRS
- Records are kept on the progress of students.
- Each child is considered an individual and the school provides appropriate resources, e.g. skilled personnel, student enhancement programmes, Yolanda Soryl, special equipment, teacher aides, 1-1 work with teacher, small group work with teacher etc.
- Currently we have 1 teacher aide funded by RTLB for junior Yolanda Soryl 2hours per day, 1 teacher aide funded 2 hours per day by RTLB for senior students, 1 teacher aide funded by ACC 25 hours per week.
- Teachers endeavor to utilize a variety of teaching approaches to provide for the preferred learning modes of all children within classrooms.
- Clear procedures for early identification of children with special needs and abilities.
- Teachers are familiar with identification procedures.
- Ongoing training is provided within budget constraints.
- Maintain positive communication with parents/caregivers - regular termly CAPs (Collaborative Action Plan).
- Senco teacher liaise with RTLB regularly to gain specialist expertise and resourcing as required.
- Identify and access PLD (Professional Learning Development) for teachers and teacher aides as required.
- The principal or SENCO access *appropriate and available behaviour/learning assessments*.

Our use of the Reporoa Kahui Ako Cluster Learning Support Coordinator

Key LSC Functions:

- support students through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions
- support kaiako/teachers in schools and kura to lift their capability to better meet the needs of learners, and to strengthen their connections with early learning services
- support for parents and whānau to partner successfully with their school or kura and

- develop an understanding of learning support processes and who to contact if needed
- work with other LSCs across the cluster, and connect with the Learning Support Facilitator and wider agencies, such as Oranga Tamariki—Ministry for Children
- The Learning Support Coordinator is fully aware of their role and the requirements as LSC in Lake Rerewhakaaitu School.
- Fulfilling the role of SENCO at Lake Rerewhakaaitu school, to access services and resources to support learners
- work with and influence the school or kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress.

Action Goal	What this might look like:
<p>Goal 1: Fulfil the role of SENCO in LRS</p>	<ul style="list-style-type: none"> • Responsible for meeting special educational needs, working in cooperation with principal, parents, teachers, teacher aides and other professionals to develop a higher quality of teaching. • Accessing and making applications to outside support for students. • Have high aspirations for every student, with clear progress targets for pupils. • Be clear about how the school's full range of resources can be used to meet such targets.
<p>Goal 2: Develop and maintain an up to date Lake Rerewhakaaitu School Learning Support Register</p>	<ul style="list-style-type: none"> • The Learning Support Register is developed based on OTJs and implemented in Lake Rerewhakaaitu School . • The Learning Support Register aligns with the requirements of the Kahui Ako and MOE. • Students identified as: High, Medium and low needs • Parental Consent is gained from parents for students to be on the register.
<p>Goal 3: Ensure students are making accelerated progress.</p>	<ul style="list-style-type: none"> • LSC to identify needs and monitor progress - including observations in the classroom and meeting with teachers, parents and other support agencies. • Regular achievement progress reports (every 5 weeks) on student progress. • Working with outside agencies (RTL, Psychologists etc) for children in the High needs category.

Why are we doing it

- To deliver education to all children in a manner that enables them full access, participation and opportunity to achieve to their full potential.
- To identify specific needs of students and overcome the barriers to learning.
- To plan and implement appropriate programmes that ensures success and achievement for students.
- To provide a school environment promotes safety, security and happiness for students.
- To be equitable to all students.
- To assist students gain access to appropriate agencies and resources.
- To work in partnership with and in support of parents/caregivers.

Kei te whakatakataka a matou akonga mo nga ahei a tona wa

Preparing our students for the possibilities of tomorrow.

Lake Rerewhakaaitu School Technology Statement.

In Lake Rerewhakaaitu Primary School technology education will support students to be innovative, reflective and critical in designing new models, products, software, systems and tools to benefit people while taking account of their impact on cultural, ethical, environmental and economic conditions.

The aim:

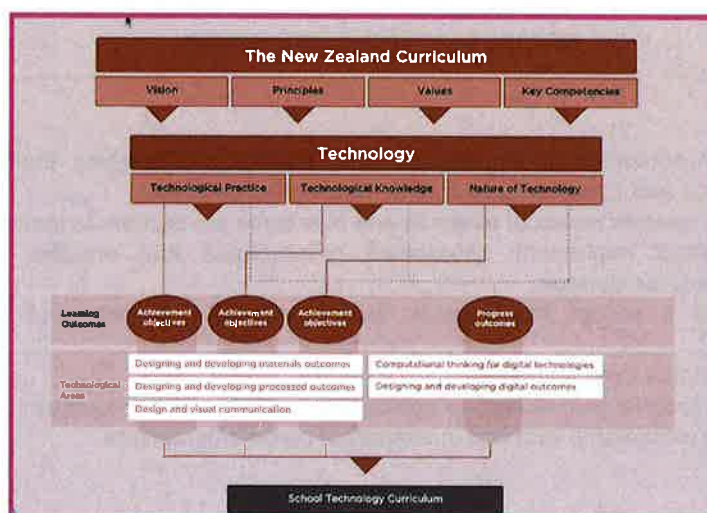
is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens. Students will learn that technology is the result of human activity by exploring stories and experiences from their heritage. As they learn in technology, students draw on and further develop the key competencies.

Definition of terms:

Digital technology is **NOT** about learning **WITH** technology (eLearning), it is learning **ABOUT** technology.

Digital technology is about learning to be a creator in the digital world, not just learning to use systems.

Digital fluency is about learning to use digital technologies.



Learning about Digital Technologies

Learning *about* Digital Technologies does not necessarily require the use of e-Learning tools.

The technological areas provide contexts for learning. At Lake Rerewhakaaitu school, teachers will generally take a cross-curricular approach, with students learning in the technological areas as part of a topic or theme that encompasses several curriculum learning areas.

Digital technologies

The first two of the five technological areas focus on developing students' capability to create digital technologies for specific purposes. In years 1–8, these two areas are usually implemented within other curriculum learning areas, integrating technology outcomes with the learning area outcomes. These two areas also significantly contribute to students developing the knowledge and skills they need as digital citizens and as users of digital technologies across the curriculum. They also provide opportunities to further develop their key competencies.

Learning area structure

The technology learning area has three strands: Technological Practice, Technological Knowledge, and Nature of Technology. These three strands are embedded within each of five technological areas:

- computational thinking for digital technologies
- designing and developing digital outcomes
- designing and developing materials outcomes
- designing and developing processed outcomes
- design and visual communication.

Definition of terms.

Computational thinking:

Is about looking at a problem in a way that a computer can help us to solve it. It is not thinking about computers or like computers.

Designing and developing digital outcomes:

is about understanding that digital systems and applications are created for humans by humans, and developing knowledge and skills in using different digital technologies to create digital content across a range of digital media. This part of the curriculum also includes learning about the electronic components and techniques used to design digital devices."

E-learning:

is flexible learning using ICT resources, tools and applications, focusing on interactions among teachers, learners and online environment. E-learning usually refers to structured and managed learning experiences comprising all forms of electronic support.

Digital Literacy:

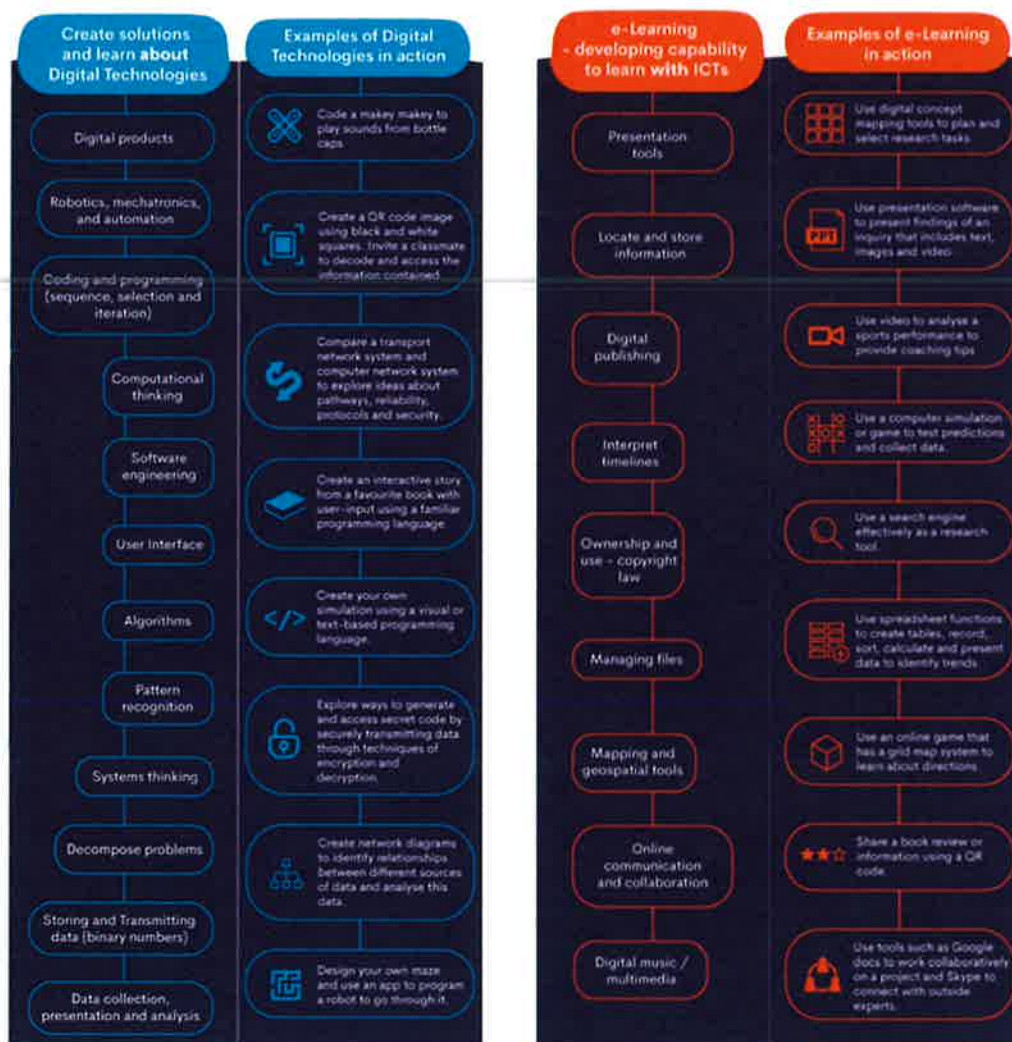
A person who is digitally literate can effectively find, summarise, evaluate, create and communicate information while using digital technologies; they are not just literate at using a computer.

Information Literacy:

A person who is information literate is able to recognize when information is needed and have the ability to locate, evaluate and effectively use the needed information.

ICT (Information, Communication Technologies):

The term is used to describe the items of equipment (hardware) and programs (software) that allow us to access, retrieve, store, organize, manipulate and present information by electronic means. Examples include: computers, digital cameras, projectors, GOOGLE DOCS, blogs, internet, YOUTUBE, databases and presentation tools.



Resources

Technology Curriculum

[e-Learning vs Digital Technologies](#)

[Link in to running resource document](#)

Health and Safety Policy

Curriculum Delivery Policy

Financial Policy

Asset Protection Policy

Assessment Policy

Curriculum Review Policy

