



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

Lake Rerewhakaaitu School Board

21st February 2023 Meeting Minutes

ZOOM: <https://us02web.zoom.us/j/7145463433?pwd=aFVjYVAzdDVSZnkyVmlZUkt5TXRJQT09>

Opened 7.01pm

1. Administration

Present Daniel Schutt, Natalie Gow, MaryAnn Martin, Mathew Armer and Rick Whalley

Apologies Bianca Sterkenburg & Catherine Dawson

In Attendance Carla Williams

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

Administration

Election of Presiding Member

Rick called for nominations of Presiding Member. Daniel nominated Mathew Armer, Mary Ann seconded. Rick called for any other nominations, nil.

Mathew Armer accepted and continues the Presiding Member role for 2023. All in favour.

Confirmation of minutes for 13 December 2022.

- o **Moved:** Daniel
- o **Seconded:** Mathew
- o **Carried** All in favour

Inwards Correspondence School Closure certificate from MOE, NZSTA News, ANZ Term deposit letter.

Mathew moves for the ANZ Term deposit to rollover.

- o **Seconded:** Daniel
- o **Carried** All in favour

Strategic decisions

Approval of 2023 - 25 Charter.

- o **Moved:** Mathew
- o **Seconded:** Daniel
- o **Carried** All in favour

Principals report

Rick read and discussed his Principals report. See report.

Discussions held on work covered during Teacher only days - planning and targets, attendance & engagement planning, student agency and Prefects -voting out and results to be announced at Friday assembly. New class structures are going well. Teacher enrolled in the University of Canterbury BSLA course.

- o **Moved:** Rick
- o **Second:** Mathew
- o **Carried** All in favour

Property report

School painting - Two quotes received and tabled, Programmed and Carus. Discussion held on differences; Programmed included a 5 year maintenance and payment plan, Carus more efficient in communication and providing the quote. Rick recommended to go through and have a look at what suits our school needs. Discussion held -Rick to contact Carus to query a match with payment and maintenance plan, Property Committee to meet this Friday to go over quotes.

Mathew moves that the property committee to meet, discuss and approve relevant painting quotes, in consultation with Rick, and to be finalised by 7th March 2023.

- o **Moved:** Mathew
- o **Second:** Mary Ann
- o **Carried** All in favour

Playground - Rick looking into work needed around the playground, due to water flooding damage from recent weather events. Replacing wood chips and edging around the perimeter. Look at sourcing funding to replace edging.

School Houses

#25

- Bathroom work to be viewed and quoted by Gary Dennison and Duncan Wills. Gary due to view this Wednesday, please ensure he is advised of the outcome.
- Hole opening up between soak hole and garage, Mathew will contact Watson drainage to follow up.

#5

- Heat pump quotes - one received, one more to follow. Quotes to be tabled at the next meeting.
 - Tap leaking - Mathew will replace it this weekend.
 - Discussion held on the option to put a non return valve - Mathew will look into it.
 - Halie Mclean has asked if it is possible to fill in the wheel tracks just outside her gate by the mailbox. It's very difficult to mow that part and would make it a lot better when filled in. Gerben would be able to bring dirt with the tractor, Daniel will help.
- o **Moved:** Daniel
 - o **Second:** Mathew
 - o **Carried** All in favour

Finances - November & December 2022 reports

Budget 2023 tabled and approved.

- o **Moved:** Daniel
- o **Second:** Mathew
- o **Carried** All in favour

Rick tables the Bank Staffing Reports, SUE Reports for pay periods 19,20,21,22 & 23

Rick tabled the Creditors, Credit Card schedule, Financial reports for November & December 2022

Mathew moves the Creditors accounts for payment for November & December 2022 as true and correct,

- o **Seconded:** Mary Ann
- o **Carried.** All in favour

Mathew moves the Credit Card Payments for November & December 2022 as true and correct,

- o **Seconded:** Mary Ann
- o **Carried.** All in favour

Mathew moves the acceptance of the November & December 2022 Financial reports as a true and correct record of the financial position of the school.

- o **Seconded:** Mary Ann
- o **Carried.** All in favour

Strategic discussions

Discussion held on Principal Professional Growth Cycle instead of appraisals. Rick phoned NZSTA, querying a new policy change to reflect the change of appraisal structure; they are working on it. Rick created a template and shared a Job description for the Board to review.

Mathew moves for the Governance Policy 8 review to be postponed until the NZSTA creates new guidelines for PGC, incorporating the Principals Job Description. Approval of PGC at next meeting.

- o **Moved:** Mathew
- o **Seconded:** Daniel
- o **Carried.** All in favour

Public Excluded Business. Time: 8.15pm

I move that the public be excluded from the following parts of the proceedings of this meeting, namely, agenda item: Student Issue PEB

This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by section 9 of the Official Information Act 1982, which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public are as follows: to protect privacy of natural persons.

- o **Moved** Rick
- o **Seconded** Daniel
- o **Carried** All in favour

The public part of the meeting resumed at 8.20pm

Identify Items for next agenda

- Strategic plan - Learner Centred
- Special Ed needs
- Approve Professional Growth Cycle - Rick Job description
- Technology
 - o Mathew DOI - Board Member of Reporoa College; discussion held on technology with possibility of working with Kahui Ako.
- School House quotes
- Monitor budget
- Accounts to auditor

End of minuted meeting at 08.36pm

Next meeting to be held in the LRS Staffroom 7.00 pm 28th March 2023

Signed: MAH Presiding Member Date: 4/4/23

Next Meeting Date: 28 Mar, 2 May, 13 Jun, 25 Jul, 5 Sep, 17 Oct & 28 Nov 2023



Principals Report. Date: 14 February 2023

Roll: 53

Boys: 28

Girls: 25

Maori: 21

OBJECTIVE 1: LEARNERS AT THE CENTRE

In LRS we:

Actions

Priority 1:
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

- Students develop life long learning skills.
- Developing collaborative teaching/learning practices
- Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them
- Maintain a positive school culture
- Celebrate our cultural diversity
- Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways
- Implement a localised curriculum through strengthening whanau engagement in learning and goal setting
- Strengthen iwi connections through the iwi education plan
- Shared responsibility and reciprocal process between school and other agencies and organisations

- Teachers had a 3 day session before school that covered:

Term 1 - What's happening
Classes for 2023

Teachers - 8:15am - 4:00pm

School Bell Times

School Starts 8.55am
Morning Tea 11.00am
Second Block 11.30am
Lunch 12.30pm
Third Block 1.15pm
School Ends 3.00pm

Key dates Term 1 2023

Week 1 7th Feb School Starts
Week 2 14th Feb Board Meeting
Week 2 16th Feb Meet and Greet
Week 5 9th Mar LRS Swimming
Week 6 16th Mar Cluster Swim
Week 8 30th Mar Cluster Summer
Week 9 3rd Apr School Photos
Week 9 6th Apr Term 1 Ends

2023 Term Dates

Term One 7th February - 6th April

<p>Term Two 24th April - 30th June</p> <p>Term Three 17th July - 2nd September</p> <p>Term Four 9th October - 20th December</p> <p>School policies and procedures</p> <p>Charter and Annual plan</p> <p>Finalise charter and annual plan</p> <p>Expectations- working through schoolwide curriculum booklet</p> <p>Literacy and Numeracy Programme expectations</p> <p>Integrated Curriculum template and planning expectations</p> <p>Planning</p> <ul style="list-style-type: none"> o Overview of planning o Whole school- template o Long term- template <p>Weekly- individual and group- template</p> <p>Targets- CAPS these will be held by the end of week 4, 27 Feb - 3 Mar, if not sooner. Work with Vicki, Phil and Annie</p> <p>Working with Vicki - set up template.</p> <p>Using our Teacher Aides</p> <p>Attendance and engagement</p> <p>Attendance letter</p> <p>LRS engagement</p> <p>Ideas</p> <p>Have a Seesaw night</p> <p>School Loop night</p> <p>Reading, writing, math training night for parents</p> <p>How to get involved with the class</p> <p>How to help at home</p>	
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			<p>Games you can play with your child</p> <p>Family sports day</p> <p>Family crafts day</p> <p>Movie night</p> <p>Quiz night</p> <p>Picnic and sports night</p> <p>School Hangi</p> <p>Boat race day (make a boat out of natural materials and race them)</p> <p>Grandparents day</p> <p>Dancing with the staff</p> <p>Family dance-off</p> <p>Family folk dance night</p> <p>Wearable Arts Fashion Parade (Term 2) - Term 2</p> <p>Environment Topic</p> <p>RGT - Rerewhakaaitu's Got Talent - Potentially Board run?</p> <p>Arts week</p> <p>Boxing ring, bull ride, chess, inflatable bouncy castle</p> <p>Family amazing Race</p> <p>School country fair</p> <p>Something on elections day</p>
<p>Priority 2:</p>	<p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<ul style="list-style-type: none"> • Develop student voice and agency • Developing collaborative teaching /learning practices • Enhance future focussed learning through the use of digital technologies • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them • Maintain a positive school culture • Celebrate our cultural diversity • Provide targeted, monitored programmes • Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways 	

		<ul style="list-style-type: none"> • Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community • Implement a localised curriculum through strengthening whanau engagement in learning and goal setting • Strengthen iwi connections through the iwi education plan • Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas 	
OBJECTIVE 2: BARRIER-FREE ACCESS			
Priority 3:	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	<ul style="list-style-type: none"> • Develop student voice and agency • Developing collaborative teaching /learning practices • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them • Maintain a positive school culture • Celebrate our cultural diversity • Increase attendance and engagement • Provide targeted, monitored programmes • Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways • Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community • Implement a localised curriculum through strengthening whanau engagement in learning and goal setting • Strengthen iwi connections through the iwi education plan 	

		<ul style="list-style-type: none"> • Shared responsibility and reciprocal process between school and other agencies and organisations 	
<p>Priority 4:</p>	<p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<ul style="list-style-type: none"> • Develop student voice and agency • Developing collaborative teaching /learning practices • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them • Celebrate our cultural diversity • Increase attendance and engagement. • Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways • Strengthen iwi connections through the iwi education plan 	
<p>OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP</p>			
<p>Priority 5:</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<ul style="list-style-type: none"> • Develop student voice and agency • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them • Maintain a positive school culture • Celebrate our cultural diversity • Increase attendance and engagement. • Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways • Strengthen iwi connections through the iwi education plan 	

<p>Priority 6:</p>	<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<ul style="list-style-type: none"> • Develop student voice and agency • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them • Increase attendance and engagement • Provide targeted, monitored programmes • Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways • Shared responsibility and reciprocal process between school and other agencies and organisations • Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas 	
<p>OBJECTIVE 4: FUTURE OF LEARNING AND WORK</p>			
<p>Priority 7:</p>	<p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> • Students develop life long learning skills • Develop student voice and agency • Enhance future focussed learning through the use of digital technologies • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them • Increase attendance and engagement. • Provide targeted, monitored programmes • Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways 	



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

School Charter
Strategic and Annual Plan for
Lake Rerewhakaaitu School
2023 -25

Principal's endorsement:	Rick Whalley;
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

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

Preparing our students for the possibilities of tomorrow.

Strategic Intentions

Vision	<p>Preparing our students for the possibilities of tomorrow. <i>Kei te whakatakataka a matou akonga mo nga ahei a tona wa</i></p>
Mission Statement	<p>Lake Rerewhakaaitu School will empower students to reach their individual potential and develop the knowledge and skills they will need to make the most of life. They will stand tall in their cultures and as New Zealanders, seize opportunities, overcome obstacles, and make a positive contribution to society.</p>
Values	<p>Lake Rerewhakaaitu School students are encouraged to value:</p> <ul style="list-style-type: none"> • excellence, by aiming high and by perseverance, resilience and courage, in the face of difficulties; • innovation, enquiry, and curiosity, by thinking creatively, critically, and reflectively; • diversity, as found in our different cultures, languages and heritages; • respect for themselves, and the rights of others; • equity, fairness and social justice; • whanaungatanga - a sense of community and participation for the common good; • the environment (rural and local environments, Earth and its interrelated ecosystems); • integrity, which involves being honest, responsible, accountable and ethical. <p>Our community values are highlighted and expressed through the combined values of the New Zealand Curriculum</p> <ul style="list-style-type: none"> • Learners have their identity, culture, language, talents and strengths recognised and affirmed through a curriculum that reflects New Zealand’s bicultural heritage and multicultural society.
Principles	<p>Our purpose is to ensure that:</p> <ul style="list-style-type: none"> • Students have every opportunity to develop a thirst for learning, a curiosity and passion about the world around them, an ability to relate effectively to others, and have opportunities to engage in hands-on opportunities and a rich range of experiences to explore their interests, develop their strengths and discover new capabilities.

	<ul style="list-style-type: none"> • Students develop life long learning skills through the development of the Key Competencies of . managing self, thinking, relating to others, and participating and contributing.Learner agency is developed. e.g. learners are actively involved in planning learning experiences, evaluating and reporting on the progress and next steps towards their educational goals - online and through regular parent conferences. • We develop an understanding of our role as kaitiaki (guardian) and the concept of sustainability, not only in regard to the environment but all precious resources.
<p>Māori Dimensions and Cultural Diversity</p>	<p><u>New Zealand's cultural diversity</u> Children, from every culture, deserve the best education possible. We will reflect NZ's increasingly multicultural society through providing students with a range of opportunities to celebrate their own cultural identity and the diversity of other cultures.</p> <p><u>The unique position of the Māori culture</u> We understand, value and appreciate the values of Te Tiriti o Waitangi. We aim to uphold the articles of Te Tiriti o Waitangi, Kawanatanga, Rangatiratanga and Oritetanga. Some of the ways we achieve these are through te reo and tikanga being integrated in classrooms and through cultural experiences such as: hangi, Marae visits, attendance at the Cluster Kapahaka Festival, to ensure that all children have the opportunity to experience Maori culture, protocol and language both in and out of the class. We aim for te reo Maori to be taught more formally as a language from years 0 to 8.</p>
<p>Inclusive Education</p>	<p>At Lake Rerewhakaaitu School, children with special needs are; participating and engaged in class and out of class with their peers at all times, are learning and achieving success, being challenged, learning within the curriculum and enjoying the things they are interested in. We have high expectations of all learners. We are innovative and flexible and have processes to identify and support the needs and aspirations of all learners.</p>

Priority Learners

Students who have been identified as achieving more than one year below expected curriculum level.

Targets 2023

Target 1

All priority learners who are achieving more than one year below expected curriculum levels at the start of the year will demonstrate accelerated progress by the end of 2023

Target 2

To improve attendance and engagement to achieve 90% or higher in attendance.

Approached to Accelerating Learning at LRS

Approach	Evaluation
Identify Priority Learners and their specific learning needs	
Individualise teaching and learning plans are developed for each priority learner	
Students progress is monitored and tracked at regular and ongoing intervals throughout the year	
Schoolwide protocols are developed, reflecting expected practice for teaching and learning in reading, writing and maths	
Teaching and learning is underpinned growth mindset practices	
Teacher professional development to ensure learner agency is develop and implemented consistently across the school	
Students receive specific, frequent and positive feedback	
Teacher inquire into their own practice and share their learning	

Parents/whanau/caregivers are informed and reported to regularly about their child's progress and achievement	
Parents/whanau/caregivers engage in supporting their child's learning at home	
External support (eg; RTLB, MOE, LSC) is accessed and utilised as required	
Leadership team to monitor progress of learners schoolwide: providing support, professional learning and ongoing mentoring of teachers as necessary	
Board decisions focus on improving students outcomes and monitoring progress towards achieving the strategic goals of the school	

Approach to Engagement and Attendance

Approach	Evaluation
Identify students who have less than 95% attendance	
Focus in LRS aims Responsive culture	
Liaise with MOE, LSC, RTLB and truancy officer. https://assets.education.govt.nz/public/Education-and-Training-Act-2020/AttendanceMatters-updated-legislation.pdf	
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	
PLD with Te Kahui ako o Reporoa in attendance and engagement	
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	
Multiple ways of engaging whanau/family, iwi, and the wider community in school activities	

Strategic Section 2023

Preparing the students of today for the possibilities of tomorrow.
Kei te whakatakataka nga tamariki o tenei wa mo nga ahei a tona wa.

LRS Strategic Aims



1. **L**earner Centered
2. **R**esponsive Culture
3. **S**ustainable Relationships

STRATEGIC AIM 1: LEARNER CENTRED

Achieved by:

1. Students develop life long learning skills
2. Develop student voice and agency
3. Developing collaborative teaching /learning practices
4. Enhance future focussed learning through the use of digital technologies
5. Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them

STRATEGIC AIM 2: RESPONSIVE CULTURE

Achieved by:

1. Maintain a positive school culture
2. Celebrate our cultural diversity
3. Increase attendance and engagement
4. Provide targeted, monitored programmes
5. Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways

STRATEGIC AIM 3: SUSTAINABLE PARTNERSHIPS

Achieved by:

1. Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community
2. Implement a localised curriculum through strengthening whanau engagement in learning and goal setting
3. Strengthen iwi connections through the iwi education plan
4. Shared responsibility and reciprocal process between school and other agencies and organisations
5. Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas

3 Year Strategic Plan

Learner Centred Achieved by:	NELP	Emerging Phase 1	Engaging Phase 2	Extending Phase 3
Students develop life long learning skills	1,7	Students are introduced to the learning process	Students are supported through the learning process	Students are engaged in learning and know the learning process
Develop student voice and agency	2,3,4,5,6,7	Students are encouraged to have a say in why, what and how they learn	Students are supported to have a say in why, what and how they learn	Students are able to have a say in why, what and how they learn
Developing collaborative teaching /learning practices	1,2,3,4	Teachers are introducing collaborative planning teaching and learning experiences for all student	Teachers are supporting collaborative teaching and learning experiences for all students	Teachers are working collaboratively to plan teaching and learning experiences for all students
Enhance future focussed learning through the use of digital technologies	2,7	Students and teachers are introducing DTs to enhance the teaching/learning experiences	Students and teachers are supporting the use of DTs to enhance the teaching/learning experiences	Students and teachers are using DTs to create and enhance the teaching/learning experiences
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	1,2,3,4,5,6,7	Teaching and learning experiences are dynamic and engage students in their passions in real life events	Teaching and learning experiences are dynamic and engage students in their interests in real life events (local, national and global)	Teaching and learning experiences are relevant and engage students in their interests in real life experiences that expands their views of local, national and global events

Responsive Culture Achieved by:	NELP	Emerging Phase 1	Engaging Phase 2	Extending Phase 3
Maintain a positive school culture	1,2,3,5	School develops an environment where ākonga, kaiako and whānau belong	School implements an environment where ākonga, kaiako and whānau belong	School provides an environment where ākonga, kaiako and whānau belong and thrive
Celebrate our cultural diversity	1,2,3,4,5	Students will recognise and explore theirs and others cultures in a positive environment	Students will develop an awareness and appreciation of theirs and others cultures in a positive environment	Students will be immersed in theirs and others cultures in a positive environment
Increase attendance and engagement	1,2,3,4,5,6,7	Students, whānau, staff and the community are investigating ways to form positive partnerships to ensure that students are present, participating and progressing	Developing and fostering a positive partnership between students, staff, whānau and the community to ensure that students are present, participating and progressing	Students are present, participating and progressing in all school activities
Provide targeted, monitored programmes	2,3,6,7	Identify, develop and implement systems and processes that support accelerated learning	Identify, develop and implement systems and processes that support accelerated learning	Identify, develop and implement systems and processes that support accelerated learning
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	1,2,3,4,5,6,7	Students develop a sense of who they are and are beginning to build confidence in themselves	Students know who they are and build confidence ready to take on opportunities	Students know who they are and are confident to take on a wider range of opportunities

Sustainable Partnerships Achieved by:	NELP	Emerging Phase 1	Engaging Phase 2	Extending Phase 3
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	2,3	Re-establish parents/whanau and the wider community involvement and engagement at Lake Rerewhakaaitu school	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved and engaged at Lake Rerewhakaaitu school	Parents /whanau and the wider community feel welcome, involved and engaged at Lake Rerewhakaaitu school
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	1, 2, 3	Local curriculum document implemented and being used	Review Local curriculum document	Local curriculum document implemented and being used
Strengthen iwi connections through the iwi education plan	1,2,3,4,5	Developing relationships and links with Ngati Rangitahi	Building on strong links and relationship with Ngati Rangitahi	Sustain strong links and relationship with Ngati Rangitahi
Shared responsibility and reciprocal process between school and other agencies and organisations	1,3,6	Agencies used based on relevant assessment of student needs	Agencies used based on relevant assessment of student needs	Agencies used based on relevant assessment of student needs
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas	2, 6	Build professional relationships and resources across school	Build professional relationships and resources across school	Build professional relationships and resources across school

LRS 2023 Annual Plan

Learner Centred Achieved by:	Emerging Phase 1	Ways to achieve this goal	Responsibility	Resources	End of year review
Students develop life long learning skills	Students are introduced to the learning process	<ul style="list-style-type: none"> ● Focused on life long learning through the LRS local curriculum doc ● Children are learning about the LRS inquiry process. ● Localised Curriculum implementation ● Collaborative planning based on charter/annual plan/LCD ● Use of LRS Progression booklets ● Develop LRS inquiry process 	Staff		
Develop student voice and agency	Students are encouraged to have a say in why, what and how they learn (mediated)	<ul style="list-style-type: none"> ● Children choose topics through the localised curriculum, why, what and how to learn ● Students using Progress booklets to determine where they are at and next steps to learning 	Staff		
Developing collaborative teaching /learning practices	Teachers are introducing collaborative planning teaching and learning experiences for all student	<ul style="list-style-type: none"> ● PLD through Kahui Ako ● Senior and Junior teacher planning together ● TA working in and across classes ● Localised curriculum planning as teams 	Staff		
Enhance future focussed learning through the use of digital technologies	Students and teachers are introducing DTs to enhance the	<ul style="list-style-type: none"> ● Students learning through the VLN primary school ● Google classroom, Seesaw used in classes 	Staff		

Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	teaching/learning experiences	<p>Teaching and learning experiences are dynamic and engage students in their passions in real life events</p>	<ul style="list-style-type: none"> • A range of activities are utilised in teaching and learning experiences • Getting children out of the classroom and/or getting people into school for added experiences 	Staff		
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Responsive Culture Achieved by:	Emerging Phase 1	Ways to achieve this goal	Responsibility	Resources	End of year review
Maintain a positive school culture	School develops an environment where ākonga, kaiako and whānau belong	<ul style="list-style-type: none"> • Open days • Target attendance and engagement 	BOT Staff Whanau		
Celebrate our cultural diversity	Students will recognise and explore theirs and others cultures in a positive environment	<ul style="list-style-type: none"> • Cultures focus • Cultural Festival 	BOT Staff Whanau		
Increase attendance and engagement	Students, whanau, staff and the community are investigating ways to form positive partnerships to ensure that students are present, participating and progressing	<ul style="list-style-type: none"> • Student agency in developing localised curriculum studies and activities. • Activity days 	BOT Staff Whanau		
Provide targeted, monitored programmes	Identify, develop and implement systems and processes that support accelerated learning	<ul style="list-style-type: none"> • Staff meetings to discuss target students needs and programmes • Teacher aides to work with target students • RTLB referrals • LSC working as SENCO • Teachers and Teacher aides 	BOT Staff Agencies		
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	Students develop a sense of who they are and are beginning to build confidence in themselves	<ul style="list-style-type: none"> • Term 4 - Cultures focus for Local Curriculum studies • Term 3 - Our Place focus for Local Curriculum studies 	BOT Staff		

Sustainable Partnerships Achieved by:	Emerging Phase 1	Ways to achieve this goal	Responsibility	Resources	End of year review
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	Re-Establish Parents /whanau and the wider community involvement and engagement at Lake Rerewhakaaitu school.	<ul style="list-style-type: none"> Holding open days Working with local iwi and clubs Pet Day PTA organised events 	BOT Staff Whanau Community		
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	Local curriculum document implemented and being used	<ul style="list-style-type: none"> See curriculum report See Schoolwide Curriculum Document 	BOT Staff Whanau Community		
Strengthen iwi connections through the iwi education plan	Developing relationships and links with Ngati Rangitihiri	<ul style="list-style-type: none"> develop relationships with local hapu: school lunches, environmental projects 	BOT Staff Whanau Community		
Shared responsibility and reciprocal process between school and other agencies and organisations	Agencies used based on relevant assessment of student needs	<ul style="list-style-type: none"> use outside agencies through the LSC and RTL B services to support students and teachers Pest control in Gully in partnership with Onuku < DOC and LRS students 	BOT Staff Whanau Communities		
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.	Build professional relationships and resources across school	<ul style="list-style-type: none"> Attending KA meetings and keeping up with relevant documents Teacher only days PLD- Assessment for Learning 	BOT Staff School Communities		

Investigating and understanding NELPs

OBJECTIVE 1: LEARNERS AT THE CENTRE

- | | |
|-------------|---|
| Priority 1: | Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying |
| Priority 2: | Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures |

OBJECTIVE 2: BARRIER-FREE ACCESS

- | | |
|-------------|---|
| Priority 3: | Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs |
| Priority 4: | Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy |

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

- | | |
|-------------|--|
| Priority 5: | Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning |
| Priority 6: | Develop staff to strengthen teaching, leadership and learner support capability across the education workforce |

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

- | | |
|-------------|--|
| Priority 7: | Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work |
|-------------|--|

OBJECTIVE 5: WORLD-CLASS INCLUSIVE PUBLIC EDUCATION

- | | |
|-------------|--|
| Priority 8: | Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only) |
|-------------|--|

Lake Rerewhakaaitu School
Budget for the year ended 31 December f

** Please remember to enter Income as Negative and Expenditure as Positive figures **
** Only enter figures in shaded Columns as Whole Numbers **. Start data input below row 200 **
** Don't delete or insert rows as it may amend the formula. Contact your Client Officer for support.

Table with columns #VALUE! and rows for INCOME (Total Surplus/deficit (16,858), MOE Grants, Other Agencies, Investment Income, etc.) and EXPENDITURE (Administration, Property Maintenance, Depreciation, etc.).

Available Funds Position

Table showing Available Funds Position with rows for Estimated Available Funds, Operating Surplus/(Deficit), add: MoE Furniture Grant, Depreciation, less: Capital Items, Lease Payments, and Movement for the year (13,779).

Main budget table with columns #VALUE!, f Budget, and Notes. Rows include Government Grants (MOE Operations Grant, MOE Donation Scheme, Operations Grant, etc.), Other Agencies (COL - Infinity Learning Ltd, ACC Funding, etc.), Investment Income (Interest Received), and Local Funds (Donations & Fundraising: Donated Assets, Curricular Donations, etc.).

Lake Rerewhakaalu School
Budget for the year ended 31 December f

**** Please remember to enter Income as Negative and Expenditure as Positive figures ****

**** Only enter figures in shaded Columns as Whole Numbers **. Start data input below row 200 ****

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#VALUE!	#VALUE!	#VALUE!	#VALUE!	Total Surplus/(deficit)	(16,858)
-20,311	-26,662	-8,750	-13,650		-28,650
-2,756	-3,606	-3,182	-3,000	* Activities	Income Expenditure
-46	6	-1	0	0260 Phone Book Income	-3,500
-30	-109	-170	0	0265 Scholastic Book Club	
-54	-78	-27	0	0275 Photocopying	
730	-467	0	0	0280 Newsletter	
-626	-805	-154	0	0290 Staff purchases	
				0295 Sundry Income	
				New	
				New	
				New	
-2,782	-5,059	-3,534	-3,000		-3,500
0	224	0	-400	* Extra Curricular Activities	Income Expenditure
777	504	13	0	0304 School Production	-400
1,583	217	1,104	0	0305 Sports Activities	0
234	1,227	0	0	0306 Cluster Sport Buses	0
81	91	0	-2,000	0307 Other Trips	0
0	0	-16	0	0309 Pet Day	0
0	0	465	800	0311 Year 8 - Big Day Out	0
				0312 Staff Class Allowance	0
				New	
				New	
				New	
2,675	2,263	1,566	-1,600		1,900
0	0	0	0	* Other Revenue	Income Expenditure
-5,490	-6,848	-6,000	-8,000	0455 VLNP	-59,500
				0491 Grants	-20,000
				New	
				New	
				New	
-5,490	-6,848	-6,000	-8,000		-79,500
-852,380	-884,245	-1,068,848	-1,025,000	TOTAL INCOME	-495,861
269	245	188	400	** Administration	
1,570	1,580	1,586	1,500	* Communication Expenses	
0	519	781	600	1010 Postage & Freight	250
920	0	800	920	1015 Telephone/Tolls/Fax	1,500
				1030 ICT Administration Costs	600
				1035 SMS	920
				New	
				New	
				New	
2,759	2,344	3,355	3,420		3,270
4,645	5,170	3,735	5,700	* Board Of Trustee Expenses	
1,565	976	2,017	1,000	1120 Attendance Fees	4,000
0	0	0	400	1125 BOT Hospitality	1,000
106	338	0	0	1135 Secretarial Duties	0
177	0	0	200	1140 BOT Administration	0
0	0	0	500	1145 BOT Election	0
0	0	2,139	2,460	1160 BOT Secretarial Duties	900
				1165 NZSTA Conference	2,460
				New	
				New	
				New	
6,493	6,484	7,891	10,260		8,360
3,741	3,852	3,852	6,480	* Audit Costs	
				1210 Audit Fees	5,500
				New	
				New	
				New	
3,741	3,852	3,852	6,480		5,500
0	75	113	100	* Consumables	
1,026	427	140	800	1310 Administration	300
				1315 Stationery, Office	0
				New	
				New	
				New	
1,026	502	253	900		300
27,589	14,692	19,827	25,600	* Wages and Salaries	
0	0	0	0	1455 Wages Clerical	35,301
				1496 Leave Accrual Adjustment	0
				New	0
				New	0
				New	0
27,589	14,692	19,827	25,600		35,301
292	386	376	300	* General	
3,648	0	1,094	800	1505 ACC Levies	300
6,480	6,480	6,612	3,853	1508 Appraisal	0
0	0	87	100	1510 Accounting Fees	6,500
320	485	282	300	1520 Advertising	100
1,336	159	1,588	2,100	1530 Bank Fees	200
96	99	134	500	1550 Minor Equipment Purchases	1,600
0	0	20,748	0	1560 Insurance & excess	500
422	109	384	200	1565 VLNP	0
0	0	0	300	1580 Medical Expenses	300
771	504	757	500	1582 Staff Rep Mileage	300
5	103	283	400	1585 Morning Teas	500
				1595 General Expenses	400

You can budget for income and expenditure separately in this section

You can budget for income and expenditure separately in this section

Remove code

Lake Rerewhakaaitu School
Budget for the year ended 31 December f

**** Please remember to enter Income as Negative and Expenditure as Positive figures ****

**** Only enter figures in shaded Columns as Whole Numbers **. Start data input below row 200 ****

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#VALUE!	#VALUE!	#VALUE!	#VALUE!		Total Surplus/(deficit)		(16,858)
345	496	518	265	1597	Interest	49	\$49 based on lease agreements at 30/9/22. Increase for new/replacement leases.
				New			
				New			
				New			
13,715	8,821	32,863	9,618			10,749	
55,323	36,695	68,041	56,278			63,480	
					TOTAL ADMINISTRATION		
					** Property Maintenance		
					* Cleaning & Sanitation		
2,229	1,776	1,096	2,500	2020	Cleaning contract /Rubbish/San	2,500	
0	0	882	1,094	2025	Sanitation Units	1,094	
				New			
				New			
				New			
2,229	1,776	1,978	3,594			3,594	
					* Energy		
13,417	11,131	13,037	14,000	2101	Light/Heating/Power/Water	15,735	
				New			
				New			
				New			
13,417	11,131	13,037	14,000			15,735	
					* Rates		
109	0	0	500	2210	Rates		
				New			
				New			
				New			
109	0	0	500			0	
					* Grounds		
2,908	210	297	500	2305	Gardens	500	
3,600	0	0	500	2310	Playground Bark	500	
13,195	3,040	2,013	3,500	2320	Swimming Pool	3,500	
2,067	1,000	0	1,000	2325	Swimming Pool allowance	1,000	
363	329	246	500	2330	Lawn Mowing	500	
56	0	0	800	2335	Line Painting		
				New			
				New			
				New			
22,189	4,579	2,556	6,800			6,000	
					* Repairs & Maintenance		
2,129	1,478	46	2,000	2410	Buildings	2,000	
1,760	440	1,597	1,000	2415	Plumbing	1,000	
244	4,981	366	1,000	2420	Electrical	1,000	
511	0	0	0	2425	Hardware - Handles, Screws etc	0	
913	0	711	1,000	2430	Boiler Servicing	1,000	
1,435	0	954	1,000	2445	Smoke Detectors & Heat Pump Checks	500	
90	961	398	1,000	2455	Minor Equipment Purchases	1,000	
1,462	1,580	0	1,200	2460	Floorings	1,200	
110	80	108	0	2465	Hall Hire	0	
0	28	119	1,000	2470	R & M Equipment	1,000	
0	0	0	400	2485	Vandalism	400	
0	150	0	0	2495	Security	0	
138,308	138,116	101,637	138,116	2499	Use of Land and Buildings	101,637	This figure must match code 0147's figure
				New			
				New			
				New			
146,962	147,814	105,936	147,716			110,737	
					* Wages and Salaries		
3,515	4,812	5,654	4,700	2520	Property Wages	4,700	4,700
17,070	16,644	17,648	16,940	2525	Cleaners Wages	16,940	16,940
0	0	0	0	2596	Leave Accrual Adjustment	0	
				New		0	
				New		0	
				New		0	
20,585	21,456	23,302	21,640			21,640	
					* Cyclical Maintenance		
1,917	-5,734	3,256	2,878	2991	Cyclical Maintenance	3,256	\$3,256. This figure is based on the cyclical maintenance plan held at 30/9/22. Forward updated plans/painting quotes to your CO for an updated estimate.
				New			
				New			
				New			
1,917	-5,734	3,256	2,878			3,256	
207,408	181,022	150,065	197,128		TOTAL PROPERTY MAINTENANCE	182,602	
					* Depreciation		
43,888	39,398	36,022	32,152	2910	Depreciation	32,696	\$32,696. This figure is based on the asset register at 30/9/22. Increase for planned purchases.
				New			
				New			
				New			
43,888	39,398	36,022	32,152			32,696	
43,888	39,398	36,022	32,152		TOTAL DEPRECIATION	32,696	
					** Learning Resources		
					* Staff Development		
1,147	734	941	800	3020	Professional Membership	1,600	
8,189	1,482	743	5,000	3025	Staff Development - Course	4,000	
1,315	3,326	84	1,000	3030	Appointment / Recruitment	1,000	
9	363	463	500	3035	Mileage	700	
				New			

Lake Rerewhakaaitu School
Budget for the year ended 31 December f

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#VALUE!	#VALUE!	#VALUE!	#VALUE!		Total Surplus/(deficit)	(16,858)
10,660	5,905	2,231	7,300	New New		7,300
667	598	648	600		* Teaching Resources	
1,389	825	663	800	3302	Assessment	600
0	0	0	1,650	3304	Arts & Crafts	800
1,814	1,571	505	1,000	3305	Stationery Packs	1,470
1,609	913	1,540	1,000	3306	Class Requirements	1,000
1,310	612	943	1,500	3310	Outdoor Pursuits Centre	1,000
3,432	4,629	1,619	2,000	3312	English	1,500
431	200	345	300	3314	Health/PE	1,000
2,565	2,140	4,785	2,000	3316	Laminating	300
2,476	402	985	2,000	3318	Maori	2,000
0	300	300	300	3320	Mathematics	2,000
2,505	1,584	2,304	2,000	3324	Smartnet Sever & Schoolzone in	300
3,787	3,353	3,533	3,000	3326	ICT	2,000
688	462	241	500	3330	Photocopying	3,000
139	171	207	100	3332	Prize giving	500
1,078	509	611	1,000	3334	Rewards/Positives	100
0	800	0	0	3336	Science	1,000
44	964	22	800	3338	SMS	0
101	0	0	0	3340	Social Studies	800
913	548	730	0	3342	Sports Uniforms	0
1,069	0	643	1,500	3346	Technology (fees)	0
920	150	1,603	2,000	3348	GATE	1,000
2,583	1,304	285	1,000	3350	The Arts	2,000
0	0	0	500	3352	Special Needs	1,000
8,112	62	0	1,000	3354	Languages	500
26,991	0	0	0	3358	COL Expenses	1,000
				3373	Teacher Led Innovation Fund	
				New New New		
64,623	22,097	22,512	26,550			24,870
0	0	3,786	2,500		* Wages and Salaries	
0	0	72,382	100,000	3401	Banking Staffing Overuse	2,500
0	0	66,232	100,000	3405	VLNP - Teacher 1	100,000
0	0	0	0	3406	VLNP - Teacher 2	100,000
0	318	0	500	3407	VLNP - Teacher 3	59,500
0	3,962	5,034	5,000	3415	Performance management	500
0	2,452	7,436	5,000	3420	Fees/Relievers	5,000
20,196	28,257	24,742	13,104	3425	Relief Teachers - Sick leave	5,000
11,601	17,110	22,528	13,104	3430	Teacher Aide 1	10,936
0	0	0	0	3435	Teacher Aide 2	8,736
9,040	2	0	0	3437	ALL	0
0	132	202	0	3444	Teacher Aide Dyslexia and ICS	8,736
12,679	1,853	1,291	1,000	3445	Teacher Salaries	0
32,608	0	0	0	3450	Mileage	1,000
0	0	0	0	3455	Overstaffing Costs	0
448,799	462,140	521,969	461,551	3496	Leave Accrual Adjustment	0
				3499	Teacher Salaries Bulk	520,929
				New New New		
534,923	516,226	725,602	701,759			822,837
4,043	677	637	1,500		* Equipment Repairs	
				3510	Computer maintenance	1,500
				New New New		
4,043	677	637	1,500			1,500
0	0	0	1,000		* Curricular Activities	
3,989	8,246	-548	10,000	4803	Room 4 Camp	Income 1,000 Expenditure -1,000
0	4,579	0	0	4810	Senior Camp	10,000 -10,000
				4899	Audit Use Only	
				New New New		
3,989	12,825	-548	11,000			0
618,238	557,730	750,434	748,109		TOTAL LEARNING RESOURCES	856,507
0	0	-27,763	0		* Food in Schools	
0	0	27,763	0	7310	School Lunches - Income	
				7340	School Lunches - Expenditure	
				New New New		
0	0	0	0			0
-14,550	-18,880	-20,265	-24,960		* School House	
13,526	10,612	6,956	24,960	8301	Rent from school houses	-24,960
				8320	School House Expenses	24,960
				New New New		
-1,024	-8,268	-13,309	0			0
-1,024	-8,268	-13,309	0		TOTAL OTHER ACCOUNTS	0
923,833	806,577	991,253	1,033,667		TOTAL EXPENDITURE	512,719

bal from 2022 donation

Rora 2hr/day

Anna 2hr/day

T/A 2hr/day

351

This figure must match code 0142's figure

You can budget for income and expenditure separately in this section

Lake Rerewhakaaitu School
Budget for the year ended 31 December f

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#VALUE!	#VALUE!	#VALUE!	#VALUE!		Total Surplus/(deficit)	(16,858)
(71,453)	77,668	77,595	(8,667)		NET SURPLUS/(DEFICIT)	(16,858)
0	0	0	0	C200	* Capital Items	
1,431	0	3,569	0	C500	Disposals Income	
5,022	0	1,000	21,400	C550	Furniture & Equipment	
0	0	0	0	C600	Computers / ICT	
0	0	0	0	C615	Other Assets	
9,303	6,200	2,524	0	C670	BOT Contribution to Covered Deck	
0	0	0	0	C679	School House Assets	
0	4,583	0	0	C680	Library Books	
4,742	4,167	0	0	C685	New Leased Assets	
0	0	0	0	C691	TELA Leases	
0	0	0	0	C699	MOE Covid-19 Devices	
					School Network Upgrade Project	
				New		
				New		
				New		
20,498	14,950	7,093	21,400			0
20,498	14,950	7,093	21,400		TOTAL CAPITAL ITEMS	0
0	0	0	0	9331	* Leases & Loans	
1,180	843	0	0	9332	KONICA - 38000021	
0	-917	0	917	9333	Konica Minolta - 8524266	917
1,460	-705	0	3,130	9345	Canon Finance	1,142
0	0	0	0	9346	TELA Leases	
					Programmed Maintenance	
				New		
				New		
				New		
2,640	-779	0	4,047			2,059
2,640	-779	0	4,047		TOTAL LEASE PAYMENTS	2,059
-110	10,930	0	0	9329	*Cyclical Maintenance Provision	
-110	10,930	0	0		Cost of Painting Due	81,884
-110	10,930	0	0			81,884
					TOTAL CYCLICAL MAINTENANCE	81,884

These figures are based on lease agreements we're aware of at 30/9/22

1 TRL contracts expiring in 2023.

Painting Block A and B (70000), cyclical maintenance (11884)

Signed Principal: _____

Signed Presiding Member: _____

