



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

Lake Rerewhakaaitu School Board

2nd May 2023 Meeting Minutes

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

Opened 7.04pm

1. Administration

Present Daniel Schutt, Natalie Gow, MaryAnn Martin, Catherine Dawson, Bianca Sterkenburg, Mathew Armer and Rick Whalley

Apologies -

In Attendance Carla Williams

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

Administration

Confirmation of minutes for April 2023

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

Inwards Correspondence

NZEI Strike notice email - Primary Principal workban. Tenancy Services and Rotorua Lakes Council rental rates letters. Property team will organise documentation and send them to the office once completed.

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

Strategic decisions

Motion : Approval of the Annual Report 2022

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

Principals report

Rick read and discussed his Principals report. See report.

Natalie presented the senior camp beach proposal.

Term 4, Mon - Fri. Matata Beach - Rangitahi Marae (local iwi connection), then to Thornton Beach Holiday Camp- rock studies, fishing, Kiwi Trust, Tarawera outlet. Staying in tents. Proposing Yr 5-8 (Rakau class), est. costing \$3250 / 22 = \$147.72/student. Advising parents over next few weeks to allow for Police vetting for parent helpers and allows time for them organising work leave, financials etc.

Hillary Outdoors camp - Rick to see PTA at their next meeting re-donation to subsidise cost for families. School will contribute some cost out of funding left over from 2021.

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

Property report

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

School Houses

House inspections are due next week - to be organised.

#25 Roseline Plumbing will return Monday 8th to replace pressure relief valves on top of the HW cylinder. Excellent communication.

#5 Halie - Heat Pump floor console installed- working well. Taps done. Halie asked if possible to have chickens. Discussion held of placement, quantity and potential rat issue. Property team will organise a pet agreement allowing 2-3 chickens, which must be contained.

Discussion held re Tenancy agreements and options going forward.

- **Moved:** Daniel
- **Second:** Bianca
- **Carried** All in favour

Finances - March 2023 report

Audit Report 2021 approved

- **Moved:** Mathew
- **Second:** Catherine
- **Carried** All in favour

Rick tables the Bank Staffing Reports, SUE Reports for pay periods 01, 02 & 03

Rick tabled the Creditors, Credit Card schedule, Financial reports for November & December 2023

Mathew moves the Creditors accounts for payment for March 2023 as true and correct,

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

Mathew moves the Credit Card Payments for March 2023 as true and correct,

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

Mathew moves the acceptance of the March 2023 Financial reports as a true and correct record of the financial position of the school.

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

Strategic discussions

Currently aligning and linking policy and procedures to aid ease of use.

Motion: To adopt the Operational policies: 3 Personal (NAG 3) policy with addition of vape-free to the smoke free environment & 3.1 Appointments policy.

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

Motion: To adopt the new Operational policy: 8. Restraint policy received from NZSTA, as presented with amendments of wording from BOT to Board.

- **Moved:** Mathew
- **Seconded:** Catherine
- **Carried.** All in favour

Teacher position readvertised, will close on Monday 12th May. Interviews following weekend.

Mrs Bullock is currently working in Mahuri in the mornings and all classes are split in the afternoons into house groups for local curriculum topics and Friday sports.

Few trips are coming up - Rotorua Forestry Nursery, Arataki honey, grocery store - importing and exporting.

Discussion and explanation of Lockdown procedures. Rick is working with Roger- WSP for improving the bell system; sounds and management via computer.

Public Excluded Business. Time: 8.24pm

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.

Confirmation of minutes for two Student Issue PEB

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

The public part of the meeting resumed at 8.26pm

Red pole near Principal office - was due to be completed with LSC work. Builder coming to complete.

Rick will be sending out to the community for Health and Physical Education curriculum feedback in the upcoming weeks.

Identify Items for next agenda

- Governance policy 4: Conflict of interest
- Governance Policy 6. Staff trustees role description policy
- Health and physical education
- Parent reporting
- Roll return 1 July

End of minuted meeting at 8.31pm

Next meeting to be held in the LRS Staffroom 7.00 pm 13th June 2023

Signed:  Presiding Member

Date: 13/6/23

Next Meeting Dates: 13 Jun, 25 Jul, 5 Sep, 17 Oct & 28 Nov 2023

Lake Rerewhakaaitu School 1787
Annual Report 2022



Preparing our students for the possibilities of tomorrow.

Kei te whakatakataka ta matou nga tauira o tenei wa mo nga ahei a tona wa.

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Introduction

This year has been a very trying time for staff, students, whanau and the community as a whole. In the past three years the world has been going through a pandemic that has had major disruptions to school and the wider communities. This has presented a problem unlike any other we have seen or been trained to deal with. Our year 1-3 students have not experienced school that has not been disrupted by COVID, for them this is their normal! This has made it difficult for them to become familiar with school routines, attendance expectations, school and home programmes. This year has been particularly bad with rounds of covid and illnesses during every term. However, we have still been extremely busy with our local curriculum and activities.

Some of the highlights have been:

Swimming Sports, Cross Country/Fun Run, Go4it PE, Golf, Buried Village trip, Pet day, Market Day, Fishing comp and many other special moments.

While all of this was going on we were also keeping up with our academic work.

Each year we set targets for academic achievement.

This year our targets were:

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 2022

Still we have had a great year and have made great progress. We have been following our new localised curriculum planning where our term focus and coverage were:

Term 1- Life Long learning- **Life in the Learning Pit:**

Term 2- Environment- **Environmental Sustainability**

Term 3- Our Place - **The significance of major land features**

Term 4- Cultures- **Celebrating our Diversity**

Our Kiwi Sports funding for 2022 was utilised in getting children to and from regional sporting events and upgrading our sports equipment in line with PLD from Sports BOP.

Annual Plan Report 2022

STRATEGIC AIM 1: LEARNER CENTERED			
Achieved by:	Who	Outcome.	Evaluation. By the end of 2022
Students develop life long learning skills	Staff	Students are engaged in learning and know the learning process	<ul style="list-style-type: none"> Term 1 focused on life long learning as a curriculum topic. Children are learning LRS the inquiry process Localised Curriculum
Develop student voice and agency	Staff	Students are using are able to have a say in why, what and how they learn	<ul style="list-style-type: none"> PLD on student agency and voice 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
Developing collaborative teaching /learning practices	Staff	Teachers are working collaboratively to plan teaching and learning experiences for all students	<ul style="list-style-type: none"> PLD on collaborative teaching practices Senior and Junior teacher planning together TA working in and across classes Localised curriculum planning as teams
Enhance future focussed learning through the use of digital technologies.	Staff	Students and teachers are using DTs to enhance the teaching/learning experiences	<ul style="list-style-type: none"> Several major purchases - 20 chrome books, 10 iPads Students learning through the VLN primary school Google classroom, Seesaw used in classes Students taking virtual learning through the VLN Primary- extension maths and French.
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	Staff	Teaching and learning experiences are dynamic and engage students in their passions in real life events.	<ul style="list-style-type: none"> A range of activities are utilised in teaching and learning experiences COVID is a hindrance in getting children out of the classroom and/or getting people into school for added experiences.

STRATEGIC AIM 2: RESPONSIVE CULTURE

Achieved by:	Who	Outcome.	Evaluation. By the end of 2022
Maintain a positive school culture.	Board Staff Whanau	School provides an environment where ākongā, kaiako and whānau belong	<ul style="list-style-type: none"> ● Challenges with having to have vaccine mandates and masks and trying to get the community down to school. ● Have been trying to keep business as usual feel to make the children and community feel some sort of normality with school
Celebrate our cultural diversity.	Board Staff Whanau	Students will experience theirs and others cultures in a positive environment	<ul style="list-style-type: none"> ● Term 4 Cultures focus ● Cultural Festival
Increase attendance and engagement.	Board Staff Whanau	Students are present and engaged in school activities.	<ul style="list-style-type: none"> ● Tiger Turf of netball court with games ● Student agency in developing localised curriculum studies and activities. ● Activity days for parents and students
Provide targeted, monitored programmes.	Board Staff Agencies	Students show accelerated progress through having their individual needs met.	<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
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	Board Staff	Students know who they are and build confidence ready to take on opportunities.	<ul style="list-style-type: none"> ● Term 4 - Cultures ● Term 3 - Our Place ● Term2 - Environment ● Term 1 - Life Long Learning

STRATEGIC AIM 3: SUSTAINABLE PARTNERSHIPS			
Achieved by:	Who	Outcome.	Evaluation. By the end of 2022
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community.	Board Staff Whanau Community	Parents /whanau and the wider community feel welcome, involved and engaged at Lake Rerewhakaaitu School.	<ul style="list-style-type: none"> • Holding open days • Working with local iwi and clubs • Pet Day • PTA organised events
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting.	Board Staff Whanau Community	Local curriculum document implemented and being used	<ul style="list-style-type: none"> • See curriculum report • See Schoolwide Curriculum Document
Strengthen iwi connections through the iwi education plan.	Board Staff Whanau Community	Have strong links and relationship with Ngati Rangitahi	<ul style="list-style-type: none"> • Continuing to develop relationships with local hapu: school lunches, environmental projects • Possum trapping and tree planting in partnership with Doc and Onuku
Shared responsibility and reciprocal process between school and other agencies and organisations.	Board Staff Whanau Communities	Agencies used based on relevant assessment of student needs	<ul style="list-style-type: none"> • continuing to use outside agencies through the LSC and RTLB services to support students and teachers • Pest control in the gully in partnership with Onuku DOC and LRS students
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua /Murupara areas.	Board Staff School Communities		<ul style="list-style-type: none"> • Attending KA meetings and keeping up with relevant documents • Teacher only days • PLD- Assessment for Learning

Statement of Variance

Priority Learners 2022

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

Target 2022

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 2022

Accelerated learning

What is accelerated learning?

- Accelerated learning is the student's learning progress showing a noticeably faster, upward movement than might otherwise have been expected by the trend of their own past learning.
- Accelerated learning is learning at a rate faster than classmates progressing at expected rates in order to catch them up.
- Accelerated learning is learning at a rapid rate that brings the student achievement level to that consistent with, or beyond, a set of benchmarks or standards (NZ Curriculum Reading and Writing Standards).
- Accelerated learning is an intervention that is in addition to effective classroom teaching in reading, writing and math.
- Long term, accelerated learning is about "How do we develop effective intervention practices that sustain student acceleration and ensure intervention coherence at a school-wide level?"

Teachers will track individual students' progress at least every four weeks in spelling, basic facts, math, reading and writing to show progress, expected progress and/or accelerated progress. Data will be used for discussions and to develop support programmes, provide support, and target PD to accelerate academic progress for students.

Achievement is reported through written reports and parents are invited to meet with their child's teacher(s), following this reporting.

Support Programmes

All children learn at different rates and some will need extra help along the way. Teachers identify children who may need support in some aspect of their learning and there are a range of informal and formal target-teaching programmes and support services available for students who need them, e.g., Yolanda Soryl, Early Words, Talk to Learn, in-class reading or writing support, teacher-aided support etc.

Children with more specific learning or behavioural needs may be supported through services such as the Cluster LSC (Learning Support Coordinator), RTLB (Resource Teachers for Learning and Behaviour), Child Mental Health Services, or other external agencies - all in consultation with parents.

Writing Curriculum Progress Accelerated Progress

Yr	1>	1<	@	A	Yr	< 1 Yr	1 year	Accelerated	A/E%
0	0	0	100	0	0	0	100	0	100
1	0	0	100	0	1	100	0	0	0
2	18	45	37	0	2	70	0	30	30
3	0	0	57	43	3	12.5	0	87.5	87.5
4	12.5	25	25	38	4	14	43	43	86
5	0	0	0	100	5	20	0	80	80
6	0	16	50	34	6	36	45	18	63
7	0	50	25	25	7	0	20	80	100
8	14	28	58	0	8	14	14	71	85
B	5	22	49	22	G	32	28	45	73
G	6	16	52	26	B	34	24	39	63
M	15	25	55	5	M	37	33	30	63
WS	6	20	49	25	WS	32	25	42	67
<p>94% of students are working within their expected curriculum level. 74% working at or above expected curriculum levels. Is</p>									
TARGET%									
					End year	14	17	75	92
<p>Evaluation: 92% of target students are making expected or accelerated progress in writing. These results are the target students who were identified as being more than 1 year behind their curriculum level. These do not include students which have been identified with reasons why this may not be achievable.</p>									

Reading Curriculum level

Accelerated Progress

Yr	1>	1<	@	A	Yr	< 1 Yr	1 year	Accelerated	A/E%
0	0	0	100	0	0	0	100	0	100
1	0	0	100	0	1	16	84	0	84
2	0	45	27	27	2	27	27	46	73
3	0	28	28	43	3	0	14	86	100
4	12	25	25	38	4	12	12	75	87
5	0	0	0	100	5	0	0	100	100
6	8	8	50	34	6	0	8	92	100
7	50	0	25	25	7	0	0	100	100
8	0	0	0	100	8	0	0	100	100
B	8	25	29	37	B	8	24	68	92
G	3	18	63	16	G	10	31	62	93
M	11	27	45	17	M	11	33	63	96
WS	6	15	42	35	WS	7	27	66	93
77% working at or above expected curriculum levels. 92% of students are working within their of their expected curriculum levels									
Target%									
					End year	0	26	74	100
Evaluation: 100% of target students are making expected or accelerated progress in Reading. These results are the target students who were identified as being more than 1 year behind their curriculum level. These do not include students which have been identified with reasons why this may not be achievable.									

Math Curriculum Progress

Accelerated Progress

Yr	1>	1<	@	A	Yr	< 1 Yr	1 year	Accelerated	A/E%
0	0	0	100	0	0	0	100	0	100
1	0	14	72	14	1	100	0	0	0
2	9	9	73	9	2	81	9	9	18
3	0	28	57	14	3	0	42	57	100
4	12	25	38	25	4	62	12	25	37
5	0	25	25	50	5	0	0	5	100
6	9	36	27	27	6	25	42	34	76
7	0	75	0	25	7	0	0	100	100
8	0	50	50	0	8	28	0	72	72
B	6	19	55	19	B	36	24	39	63
G	3	32	49	16	G	37	28	34	62
M	5	40	35	20	M	40	30	26	56
WS	5	25	52	18	WS	5	25	37	62
70% working at or above expected curriculum levels. 92% of students are working within their of their expected curriculum levels									
TARGET%									
					End year	38	17	45	62
Evaluation: 62% of target students are making expected or accelerated progress in Reading. These results are the target students who were identified as being more than 1 year behind their curriculum level. These do not include students which have been identified with reasons why this may not be achievable.									

Approach to Accelerating Learning at LRS

Approach	Actions
Identify Priority Learners and their specific learning needs.	<ul style="list-style-type: none"> ● Using data from 2021 to inform start of year targets ● Analyzing data taken from classroom observations and standardized testing on an ongoing basis to inform students specific learning needs and next steps
Individualise teaching and learning plans are developed for each priority learner	<ul style="list-style-type: none"> ● We have been developing planning documents that show individualised needs. ● CAPs used where necessary Using LSC and RTLB to assist with planning and programmes
Students progress is monitored and tracked at regular and ongoing intervals throughout the year	<ul style="list-style-type: none"> ● Data recorded every 5 weeks in Literacy and Numeracy ● Teacher OTJs as an ongoing process throughout the term.
Schoolwide protocols are developed, reflecting expected practice for teaching and learning in reading. writing and math.	<ul style="list-style-type: none"> ● Schoolwide documents developed to inform assessment, planning, expectations. ● Staff meetings taking place that are PLD focused around local curriculum, agentic practices and individualized/personalized learning ● Wednesday staff meetings and PLD in moderation of students work
Teaching and learning is underpinned growth mindset practices	<ul style="list-style-type: none"> ● Developing within the school a culture of 'They are all our students' ● Making problems teachable/learnable moments. ● Staff discussions about student achievement and how we can use students strengths to succeed ● Developing student agency and voice
Teacher professional development to ensure learner agency is develop and implemented consistently across the school	<ul style="list-style-type: none"> ● 12 Month MOE PLD
Students receive specific, frequent and positive feedback	<ul style="list-style-type: none"> ● Using Booklets to provide feedback and students self assessment.
Teacher inquire into their own practice and share their learning	<ul style="list-style-type: none"> ● Peer coaching through Kahui ako

Parents/whanau/caregivers are informed and report to regularly about their child's progress and achievement	<ul style="list-style-type: none"> • School interview process • Parents individual calls, interviews and informal discussions
Parents/whanau/caregivers engage in supporting their child's learning at home	<ul style="list-style-type: none"> • Through use of Seesaw, newsletters and interviews.
External support(eg: RTL, MOE.LSC) is accessed and utilised as required	<ul style="list-style-type: none"> • Using LSC as school SENCO • Working with RTL to access other agencies
Leadership team to monitor progress of learners schoolwide: providing support, professional learning and ongoing mentoring of teachers as necessary	<ul style="list-style-type: none"> • SLT examine data and evaluations are discussed at staff meetings • Moderation of students work to help consistency across the school • What's on top at staff meetings
Board of Trustees decision making focuses on improving students outcomes and monitoring progress towards achieving the strategic goals of the school	<ul style="list-style-type: none"> • Principal updates at Board meetings

Barriers to Learning COVID, illness and attendance throughout the year

The past three years the world has been going through a pandemic that has had major disruptions to school and the wider communities. This has presented a problem unlike any other we have seen or been trained to deal with. Our year 1-3 students have not experienced school that has not been disrupted by COVID for them this is their normal! This has made it difficult for them to become familiar with school routines, attendance expectations, school and home programmes. This year has been particularly bad with rounds of covid and illnesses during every term. The table below shows the percentages of students attending school by: Term, Gender and Ethnicity. The data shows that on average students are away from school for 8.6 weeks of the year. This equates to having nearly one whole term off. Maori students are our biggest absentee risk with 11.16 weeks away this year. The implications of this have a huge effect on student achievement. Compounding this our staff absentees during 2022 as well due to covid, illness or other leave. Staff have had the equivalent of 78 days and support staff 54 days away. Planning, assessment and continuity of programmes is highly difficult when so many of our students and staff are away. With having covid extended over such a long period parents are now used to keeping children home and may be doing so more frequently than they have in the past. We will be investigating this further in 2023.

Table 1: Attendance %

Term	Whole school	Female	Male	European	Maori
1	77	83	72	79	74
2	73	75	72	77	66
3	79	84	77	85	70
4	75	79	73	81	66
Year to date	76	80	73	80	69
= average weeks away from school for 2022	8.6 weeks	7.2 weeks	9.72 weeks	7.2 weeks	11.16 weeks

Date Range 01/01/2022 to 23/11/2022 go

Whole School - Days of the week - 2022		
	Present	Absent %
Monday	3175	17.8
Tuesday	3574	17.8
Wednesday	3624	16.8
Thursday	3272	20.4
Friday	2934	24.0

Code	Explanation	Count	Count
P	Present	15441	75.2%
E	Student is absent with an Explained, but unjustified reason	752	3.7%
L	Student late for class	288	1.4%
D	Medical Appointment - doctor or dentist	42	0.2%
T	No information provided - truant (or throw-away explanation)	656	3.2%
M	Student absent due to short-term illness/Medical reasons	1915	9.3%
J	Justified explanation within school policy	410	2%
G	Holiday during term time	70	0.3%
F	Attending an off site course/class	529	2.6%
A	Attending alternative education	2	0.01%
U	Student is stood down or suspended	79	0.4%
Q	Attending an off-site school-organised activity such as trip/camp	241	1.2%
Y	Attending an activity centre	32	0.2%
-		54	0.3%
S	Sickbay	2	0.01%
R	Removed (temporarily) from regular class	2	0.01%
?	Unknown reason (temporary code)	21	0.1%
All	All codes	20536	

Table 2: Days of Week

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 2022

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 math.	
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: RTL, 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 of Trustees decision making focuses on improving students outcomes and monitoring progress towards achieving the strategic goals of the school	

Approach to Engagement and Attendance

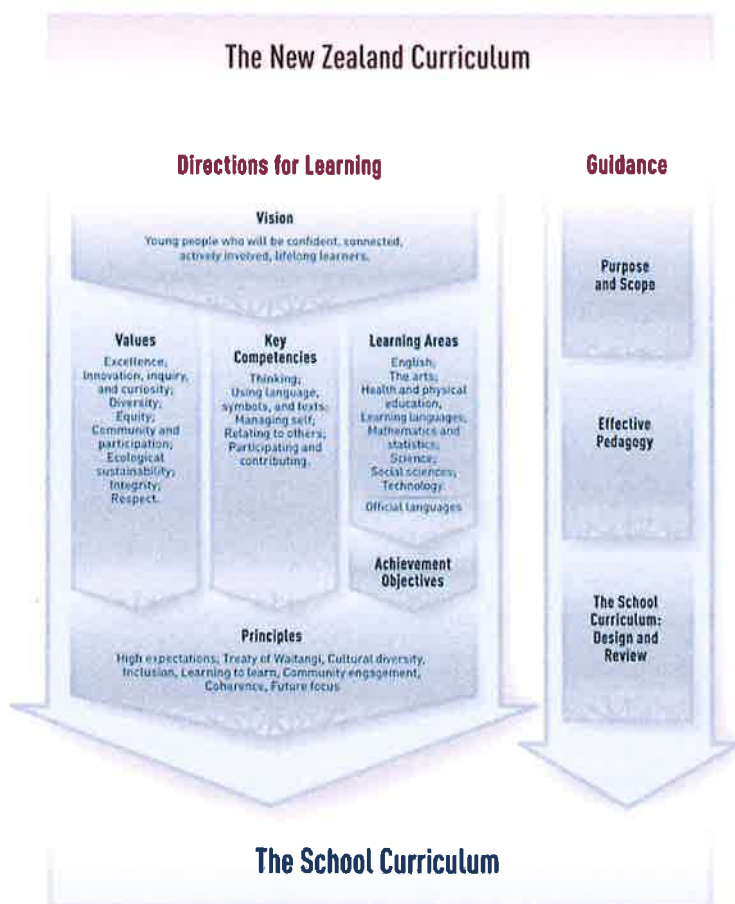
Approach	Evaluation
Identify students who have less than 95% attendance	
Focus in LRS aims Responsive culture	
Liaise with LSC, RTL and truancy officer	
Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community	
PLD with Te Kahui ako o Reporoa in attendance and engagement	
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,	

Curriculum report

Introduction

Our local curriculum is **the way that you bring The New Zealand Curriculum to life at our school**. It should: be responsive to the needs, identity, language, culture, interests, strengths and aspirations of your learners and their families. have a clear focus on what supports the progress of all learners

The *New Zealand Curriculum* is a clear statement of what is deemed important in education. It takes as its starting point a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved and includes a clear set of principles on which to base curriculum decision making.



Our local curriculum is the way that we bring *The New Zealand Curriculum* to life at our school. It is:

responsive to the needs, identity, language, culture, interests, strengths and aspirations of your learners and their families

- a clear focus on what supports the progress of all learners

- Integrated with Te Tiriti o Waitangi into classroom learning

helping learners engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners.

Link to our Strategic Aims

Our Local Curriculum is directly linked to our Charter and Strategic Aims.

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.

What have we done so far

The journey started in 2019 with full staff PLD in Designing Localised Curriculum. At the beginning of 2020 there was significant change at Lake Rerewhakaaitu School. We have worked with our Kahui Ako

to develop our self-reflection skills and gather knowledge through the various PLD providers. The leadership team has used this to support the gathering of community, student and whanau voice. Students were surveyed by the leadership team for their thoughts and ideas about what they wanted to learn, how they wanted to learn, what was important to them and what they saw as important to our community.

Community evenings have been held to gather community/parent voice and ideas. There have been informal community voice gathering at school events e.g. Pet Day, Swimming Sports, Athletics Days etc, where the community had the opportunity to anonymously place their contributions of ideas in boxes placed around the school.

The Board have been involved in the process at all stages and meetings have had times allocated to discuss the Local Curriculum Design, Cultural Capabilities and Assessment for Learning. Through the Board's Māori representatives and our commitment to the Articles of Te Tiriti o Waitangi we have gathered the voice of local Māori and the māori community. These thoughts and ideas have then been interwoven into our latest Charter 2021-2023

We have also applied MAC Kaihoe PLD in Te Tiriti, Measurable Gains Framework and Whanau Mai Te Reo reading.

PLD to help design and implement:

1. School Charter 2021-2023
- 2 Consultation with students, parents and whanau, and community
- 3 PLD- Janet McCarrroll- Localised curriculum design
- 4 Sue Winters-Peer Coaching- Kahui Ako
5. MAC- Measurable Gains Framework, Tiriti PLD
6. MAC- Reading: Whanau Mai te reo
7. 18 Month Contract with CORE Education In local curriculum development
8. Kahui Ako PLD with Teachers and Teacher Aides, and Principal PD.

Outcomes for Kaiako and Leaders

6 months we would like to see kaiako starting to plan learning that is guided by:

- an understanding of pedagogy in Ka Hikitia and Tataiako
- ākongā & 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.

At 12 months we would hope to see:

- 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 ākongā
- 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

We will measure these aspects through:

- collaborative teacher inquiries/peer coaching which support kaiako to build and share knowledge about teacher practice
- ongoing kaiako, kaiawhina, ākongā 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.

The aim is to develop students to have more of a connection to their learning.

Through student and whānau 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 ākongā and their whānau
- The beginnings of a coherent pathway for learning that enables ākongā 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 whānau 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.

This is the overarching focus for our kura supported by MAC, Te Kahui Ako o Reporoa and facilitators and will be achieved through:

- 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.
- Weekly staff meetings, team meetings, monthly Board meetings, Leadership meetings with a regular focus on Localised Curriculum.
- Board committed to professional development around ToW outside of regular monthly meetings
- A budget will be presented to Board to cover external facilitators, Koha for guests, purchase of resources for use in the classroom and purchases to build school resources

Lake Rerewhakaaitu Local Curriculum

Odd Year - Term 1	Term 2	Term 3	Term 4
Te Ao Maori	Careers	Sports & Leisure	Our Place
Even Year - Term 1	Term 2	Term 3	Term 4
Lifelong Learning	Environment	Our Past / Our Future	Cultures

Example of planning:

Even Year Term 2 Environment	
Big Question/Idea	Sustainability: Tikanaga around understanding natural resources What is a resource? What or how do we affect our Resources? Being a Kaitiaki of Resources

Local	Using the gully/what is the environment around us/the lake. Exploring our immediate environment. Forestry Waimangu Ngati Rangitahi - Kaitiaki Tours - Planting Trees What do farms need in order to be sustainable? Scrap buckets - What can be composted? Worm buckets? Chicken food? How can we as a school be more sustainable?
National	Department of Conservation Fish and Game New Zealand - Lake Rerewhakaaitu Fishing Competition.
Global	Pollution effects on our world - Masks, Rubbish, our oceans, single use plastics, how they have made islands out of bottles - sustainable floating islands, what effects do these islands have? What sustainable environment plans are happening throughout the world?
Principles	Students gain a deeper understanding of the environment around them, developing a political conscience of the Aotearoa and the effect that they can have. Unpacking our understanding of natural resources (What does DoC do to protect our environment, what do we do to ensure our resources flourish with hunting, fishing etc).
Values	Innovation, inquiry, and curiosity , by thinking critically, creatively, and reflectively.
Key Competencies	Relating to others, participating & contributing, thinking and managing self.
-Number/Algebra -Geometry/Measurement -Statistics	Statistics - surveys, graphing, carrying out the inquiry cycle, investigating data, creating surveys.
-Listening -Reading -Viewing	<ul style="list-style-type: none"> ● Writing explanations, opinions, points of view, presenting work and speaking in front of peers. ● Goal setting
-Speaking -Writing -Presenting	<ul style="list-style-type: none"> ● Junior School - Explanation and Recounts ● Senior School - (W1 - W5) Persuasive and (W6 - W10) Explanation Writing - This is children dependent.
Science	Fertilisation, worm farms, greenhouse gasses, water cycle, living world
Technology	<ul style="list-style-type: none"> ● Gardens ● Green houses ● Mara Kai
Social Science	Social Studies NZC - Understand how people make decisions about access to and use of resources.

The Arts -Dance -Drama -Art -Music	Drama, Music and Dance - Production skills - Acting, places, lines, expression and role playing, dancing.
Health	Keeping ourselves safe
-PE -Sport	Fell Cup - Netball and Rugby Fun Run Cluster cross country
Te reo Maori	Cultural Tikanga - Harakeke, protocols and customs

What has been going well

- Whole school planning for integrated curriculum term by term
- Staff and students are fully aware of the curriculum focus areas each term
- Student have agencies and voice
- Students are taking responsibility for their own learning
- Students know where they are and where they need to go next in their academic work.
- Staff and students are now more engaged in the leaning
- Easy for new staff to plan and assess, and be aware of the expectation of LRS

Where to next:

- Development of a more focused planning and assessment document for Technology, Social Studies and Science
- Adjust assessment plan in schoolwide document 2023-2025
- Adjust teacher assessment reporting for accelerated progress
- Review and adjust planning documents to allow ease of access and collaborative teaching
- Staff and students to continue to develop understanding of use of progress booklets that provides feedback to improve learning and teaching

Supporting documents

- Schoolwide curriculum document 2022-2023
- LRS Progress Booklets
- LRS Charter
- LRS Strategic Aims
- New Zealand Curriculum Document
- LRS Policies and Procedures



Principals Report. Date: May 2023

Roll: 53 **Boys:** 56.6% **Girls:** 43.4% **Maori:** 38% **European/NZ:** 62%

General discussion:

Not too much has happened since the end of term 1. We have had a teacher only day at Reporoa on Monday 24 April where we looked at the Curriculum refresh and our focus of Assessment for learning.

This term we are have:

10 May- Weetbix Tryathlon, we will need helpers for this!

24 May- LRS Fun Run

31 May- Cluster Cross Country

5 June- King's Birthday

5-9 June- Hillary Outdoors

17 June- PTA Amazing Race

30 June- Cultural festival

NEW STAFF

Unfortunately we were not able to fill the position this round. We did offer one applicant the position but due to unforeseen family circumstances they were not able to accept the position. We have readvertised the position.

OBJECTIVE 1: LEARNERS AT THE CENTRE	In LRS we:	Actions
<p>Priority 1:</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<ul style="list-style-type: none"> • 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. 	

		<ul style="list-style-type: none"> ● 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. 	
<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 ● 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"> Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas. 	
OBJECTIVE 2: BARRIER-FREE ACCESS			
<p>Priority 3:</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</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, 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. 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, 	

		<ul style="list-style-type: none"> • 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. 	
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	<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. 	
Priority 6:	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<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. 	

		<ul style="list-style-type: none"> Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas. 	
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	<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 	

Strategic Aim Responsive Culture

Responsive Culture Achieved by:	NELP	Emerging Phase 1	Actions May 2023
Maintain a positive school culture	1,2,3,5	School develops an environment where ākonga, kaiako and whānau belong	<p>With COVID not having such an impact so far in 2023 we have been able to have open days and events that encourage our community to come along to our school:</p> <ul style="list-style-type: none"> ➤ 14/15 Jan PTA Fishing Comp ➤ 20 Feb Meet and Greet ➤ 11 Mar PTA Ultra Marathon ➤ 9 Mar Swimming Sports ➤ 24 Mar Little Heart Day ➤ 1 April Working Bee ➤ 6 April Shared lunch

				<p>We've also been fortunate to have our students attend events outside of school:</p> <ul style="list-style-type: none"> ➤ 15 Mar Cluster Swimming ➤ 21 Mar RATS Duathlon ➤ 5 Apr CBOP Swimming
Celebrate our cultural diversity	1,2,3,4,5	<p>Students will recognise and explore theirs and others cultures in a positive environment</p>	<ul style="list-style-type: none"> ● Term 1 topic focus- Ko wai au ● Cultural Festival at end of term 2 	
Increase attendance and engagement	1,2,3,4,5,6,7	<p>Students, whanau, staff and the community are investigating ways to form positive partnerships to ensure that students are present, participating and progressing</p>	<ul style="list-style-type: none"> ● Our target of 90% attendance is coming along (long way to go yet) but we are currently on 83% attendance. 8.37% Justified, 9.67% unjustified absences. (full report at meeting). ● Student agency in developing localised curriculum studies and activities. ● Implementation of passion projects for term 2-4: Movie Making, Coding, Gaming, Cooking. ● Activity days for parents and students 	
Provide targeted, monitored programmes	2,3,6,7	<p>Identify, develop and implement systems and processes that support accelerated learning</p>	<ul style="list-style-type: none"> ● Staff meetings to discuss target students needs and programmes ● Target teacher- CAPs held term 1 with parents, CAPs for term 2 have populated and parent interviews will be held in the next two weeks ● Teacher aides to work with target students ● RTLB referrals ● LSC working as SENCO ● Teachers and Teacher aides 	
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	1,2,3,4,5,6,7	<p>Students develop a sense of who they are and are beginning to build confidence in themselves</p>	<ul style="list-style-type: none"> ● Term 4 - Sports and Leisure ● Term 3 - Careers ● Term 2 - Environment ● Term 1 - Te ao maori 	

3 Personnel (NAG3) policy

Outcome statement

The obligations and responsibilities of being a good employer are met.

Scoping

The board recognises its responsibilities and accountabilities to its employees are achieved through its chief executive.

Delegations

The board delegates responsibility to the principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment documents and identified good practice.

Expectations and limitations

The principal must ensure:

- all employment-related legislative requirements are applied
- all employees' understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free/vape free environment is provided
- employment records are maintained and all employees have written employment agreements
- management pay units for appropriate positions are allocated in a fair, transparent manner
- employee leave is effectively managed and reported so that:
 - the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
 - board approval is sought for any requests for discretionary staff leave with pay
 - board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
 - board approval is sought for any requests for staff travelling overseas on school business
 - the board is advised of any staff absences longer than 5 school days
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise and the school's insurer is notified.

Procedures/supporting documentation

[Staff leave form](#)

[Staff leave procedure](#)

[Professional Growth Cycle](#)

[Professional development 2020-2023](#)

[Storage of confidential information](#)

[Police vetting](#)

Monitoring

The principal is responsible for reporting personnel policy compliance. Where there is non-compliance, variances are to be reported to the board with recommendations on the actions required to meet compliance.

Legislative compliance

State Sector Act 1988 Employment Relations Act 2000 Privacy Act 1993

Health and Safety at Work Act 2015 Collective employment agreements

Reviewed: May 2023	Next review: May 2024
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3.1 Appointments policy

Outcome statement

The best applicants are appointed through a fair, rigorous appointments process.

Scoping

To assist in the appointment of quality staff to any vacancy that may arise, appointment committees with expertise relevant to the vacancy will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Vulnerable Children Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with Lake Rerewhakaaitu School procedures on safety checking, Police vetting and screening.

Delegations

The board delegates authority to determine the composition of the various appointment committees according to the schedule outlined below. Appointment of the principal is the responsibility of the board, which will determine the process and seek NZSTA advice.

Expectations and limitations

The principal must ensure that:

- appointment of deputy principals, head of departments/senior teachers will involve an appointment committee consisting of the principal, the board chair and, at the discretion of the board, a further trustee
- unless determined otherwise by the board, appointment of all other teachers, part-time teachers, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the board chair or delegate where deemed necessary
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff.

In the case of Community of Kāhui Ako membership:

- staff seeking the Communities of Learning | Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their employing board before applying for the role.

Procedures/supporting documentation

[Police vetting procedure](#)

[Safety checklist](#)

[Templates – application form, shortlisting matrix, interview matrix, reference checking matrix etc.](#)

Monitoring

The principal is responsible for reporting Appointments policy compliance where appropriate. In the case of the principals appointment the BOT Chair is responsible for reporting policy compliance . Where there is non-compliance, variances are to be reported to the board with recommendations on the actions required to meet compliance.

Legislative compliance

Collective employment agreements

Employment Relations Act 2000

Vulnerable Children Act 2014

Reviewed: JUn 2021

Next review: May 2023

8 Reducing Student Distress And Use Of Physical Restraint Policy

Outcome statement

This board is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity.

Except as authorised under this policy, no staff member may use any form of physical restraint on our students. Our principal, teachers, and board-authorised staff members can only physically restrain a student as a last resort, where:

- the use of physical restraint is necessary to prevent imminent harm to the student or another person,
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and
- the physical restraint is reasonable and proportionate to the circumstances.

Delegations

The board delegates to the principal responsibility for:

- developing and implementing procedures and practices to prevent, plan for, and respond to student distress that meet the requirements of the Education (Physical Restraint) Rules 2023 and its amendments (“the 2023 Rules”), and
- recommending eligible non-teaching staff to the board for authorisation to use physical restraint according to requirements of the 2023 Rules.

Only the board can authorise non-teaching staff members to use physical restraint.

Expectations

All staff subject to this policy are trained to confidently apply prevention and de-escalation strategies, limiting the need to restrain a student physically according to the 2023 Rules and the relevant guidelines.

Board

The board requires:

- compliance with the 2023 Rules, and
- an evidence-based assurance from their principal that this policy is being followed.

Principal

The principal shall ensure:

- the implementation and compliance of this policy, including the completion of best practice training by all staff who are authorised to use physical restraint,
- operational compliance with the Education and Training Act 2020 and the 2023 Rules,
- all physical restraint incidents are immediately reported at the next board meeting,
- the board is informed of all relevant information (risks, trends, and impacts), and
- all non-teaching staff who may use physical restraint on a student have been authorised by the board.

Monitoring

The principal shall report to the board:

- on compliance, or the actions being taken to ensure compliance with this policy, the legislation, and the 2023 Rules on reducing student distress and use of physical restraint, and
- at every board meeting, all incidents, matters, or risks relating to this policy, ensuring that the non-identification and privacy of individual students is maintained.

The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at the governance level to support reducing such incidents.

Definitions	<p>As defined in the Education and Training Act 2020:</p> <p>Physical restraint is using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will.</p> <p>Harm means harm to the health, safety, or well-being of the student or another person, including any significant emotional distress suffered by the student or the other person.</p> <p>Authorised staff member means an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Act.</p>
Legislation	<p>Education and Training Act 2020 (Sections 99-101)</p> <p>Education (Physical Restraint) Rules 2023</p> <p>Health and Safety at Work Act 2015</p>
This policy is to be read in conjunction with the boards:	<ul style="list-style-type: none"> · Health and safety policy · Child protection policy · Privacy policy · Emergency procedures · Reporting and monitoring policy and procedures · Concerns and complaints process
Procedures/supporting documentation	<p>The Ministry of Education's Physical Restraint Guidelines Appendix 1 of the Rules</p> <p>Procedures/practices that cover:</p> <ul style="list-style-type: none"> · the authorisation process · reducing and de-escalating student distress · training and support for staff · notifying and reporting on instances of physical restraint · monitoring the use of physical restraint <p>See Procedures Handbook</p>
Review Schedule	Annually
Last reviewed	May 2023 Next review May 2024