



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

Lake Rerewhakaaitu School Board

17 October 2023 Meeting Minutes

ZOOM: <https://us02web.zoom.us/j/7145463433?pwd=aFVlYVAzdDVSZnkyVmlZUkt5TXRJQT09>

Opened 7.05pm

1. Administration

Present Natalie Gow, Bianca Sterkenburg, Catherine Dawson, Mathew Armer and Rick Whalley. Daniel Schutt via Zoom. MaryAnn arrived at 7.22pm.

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 September 2023

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

Inwards Correspondence

- Leave application - Lauren Harris. 3 weeks in Term 1, 14-28th March 2024. 15 days. Leave without pay.

Rick Moves to accept Laurens application.

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

- Water survey- GNS water survey and potential testing.

Rick passes the Motion to participate in the study.

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

- Earthquake survey - University student study and research.

Rick passes the Motion to participate in the study.

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

- ERO notification email. Zoom meeting attended by Rick. Awaiting contact from Judith Smallbone who is conducting the review. ERO has changed the way that they monitor schools to more frequently monitor how schools are working with students and another point of call for new information.

Strategic decisions

Approval of Term dates for 2024.

Term 1	7 Feb to 12 April 2024
Term 2	29 April to 5 July 2024
Term 3	22 July to 27 September 2024
Term 4	14 October to 20 December 2024

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

7.22pm MaryAnn Martin arrived - Mathew gave an update on the meeting.

School Records Retention and Disposals

Motion to approve disposal of old unrequired documents, eg. financial records, in accordance with the School records retention and disposals schedule up to 2023/24. To be reviewed annually - to be attached to the board plan.

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

Principals report

Rick read and discussed his Principals report. See report.

Leisure activities. Asked for parents' help in the newsletter - can they come in and teach their hobbies for our passion fridays.

What is leisure and what is sport?

Pet Day - meeting with PTA tomorrow night to review. Cake sale, BBQ, auction, day went well. \$1 190 made.

Athletics this term. Group day this Friday.

Targets- all target students are making accelerated progress. Discussion held. Analysing what has helped this; Progression booklets - Teachers can easily recognise gaps in learning. Reviewing in staff meetings, which ones to target. Each term, look at the results - who to stay on, who to come off and who to bring on. All teachers focus on all students, working as a team, also aids transition into other classes. Vicki working well with the students.

Discussion held re- funding our Specialist Teacher, Vicki, not funded by MOE next year, therefore the board would need to fund. What are our options? We have adequate funds to cover for 2024. Fundraise next year for 2025.

Query Nat on her perspective as a teacher. Quality time spent, 0.6 working well = 3 hours every day, Vicki has an excellent work ethic and compliments class teaching. Evidence is there that it is working. Option for board members to meet prior to the next meeting to discuss options.

Draft budget next meeting - Board to think about a wish list / projects for next year.

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

Property report

School Houses

House inspections are due.

#25 Daniel following up on DVS filter service

#5 Sink installed, Mathew to seal with silicone.

- o **Moved:** Bianca
- o **Second:** MaryAnn
- o **Carried** All in favour

Finances - August & September 2023 report

Good financial situation. Keep an eye on the house's expenditure.

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

Rick tables the Bank Staffing Reports, SUE Reports for pay periods 13, 14 & 15

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

Mathew moves the Creditors accounts for payment for August & September 2023 as true and correct,

- o **Seconded:** MaryAnn
- o **Carried.** All in favour

Mathew moves the Credit Card Payments for August & September 2023 as true and correct,

- o **Seconded:** MaryAnn
- o **Carried.** All in favour

Mathew moves the acceptance of the August & September Financial reports as a true and correct record of the financial position of the school.

- o **Seconded:** MaryAnn
- o **Carried.** All in favour

Strategic discussions

7. Relationship between chair and principal policy.

Adjust all 'Chair' wording to 'Presiding Member'.

Discussion held on the relationship between Presiding Member and Principal. Rick would like to have more frequent meetings with the Presiding Member set. Mathew has had impromptu discussions to catch up.

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

Discussion held re PTA funding, how does this work? Focus works within our school focus. Board to show interest by participating at PTA meetings casually, Bianca has been attending as such.

Provisional staffing review - Class release time increasing - how do we work this. To be discussed with teachers on options. Do we get a specialist teacher to teach music etc?

Approve review plan - works in with the charter. Rick will bring it to our next meeting. Next year builds on what we have done this year.

Community engagement - 3 nights for parents - Maths, reading and numeracy. Is our annual plan still relevant to our community? Do we incentivise the families to aid attendance, most successfully via children engagement.

Rick knee operation - 6th November - 2 weeks off work, 4 week recovery - offsite. Looking into acting principal requirements or RRR payment to compensate for Nat stepping up in his absence.

Code of Conduct - Daniel and MaryAnn to sign and return.

Police Vetting form and IDs required- awaiting Mathews.

Banking Mandate - Mathew to go into the bank to sort or provide certified copies.

Board payment bank accounts to contact Carla if changes are required.

Identify Items for next agenda

- Analysis of variance Annual plan draft
- Operational Policy 6. Health and safety policy
- Principal PGC
- Social studies
- Finalise and adopt budget
- Parent reporting
- Board funding Specialist Teacher - Catherine interested in attending a meeting.

End of minuted meeting at 8.33pm

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

Signed:  Presiding Member

Date: 28/11/23

Next Meeting Date: 28 Nov 2023



Principals Report

Date: 17 October 2023

Roll: 56 **Boys:** 55% **Girls:** 39% **Maori:** 39%

- Ended term 2 successfully with a fantastic Wearable Arts show that topped off our careers topic study.
- Term 3 focus is 'Get Rere Active' (see attached)
- Fire Drill carried out 11/10/2024: Time Taken 3.56 minutes, Dental van in attendance. Children and staff moved efficiently. Carla was away so I had to take the administrator role as well as the principal role.
- Things happening this term:

Dates to Remember

Sat 14 Oct	LRS Pet Day Election Day Voting held at school
Tue 17 Oct	Board Meeting 7pm
Fri 20 Oct	Group Day
Mon 23 Oct	Labour day
Tue 14 Nov	LRS Athletics
Tue 21 Nov	Cluster Athletics
11 - 15 Dec	Senior Camp
Tue 19 Dec	Celebration of Learning
Wed 20 Dec	Last day of school

Numeracy

- We are currently reviewing our Maths programme and linking this to the curriculum refresh and how their purpose compares with ours. Report at meeting

Reminders about:

Reporting for this term

This term we will be holding three parent evenings to explain our curriculum. There will be a literacy (reading/writing) night, numeracy (math) night and an integrated curriculum night. These nights will be informative and showcase why and how we do things as well as how you can help at home. I will also explain the New Zealand Curriculum refresh that the whole country is going through at the moment.

This term we have the Annual reporting to draft to send to the MOE.

There are four main areas that need to be included:

1. At least three years (although this one can be two years to coincide with the Board elections)
2. Community consultation shown
3. Reference to NELPs
4. Community ownership (published on website, copy on foyer of office etc)
5. Show template.

Annual report checklist

Make sure that you can check off each of the items below before you submit the single original PDF file of your annual report to the Ministry.

1. Presiding member/principal's report [OPTIONAL]
2. List of all school board members [OPTIONAL]
3. Statement of variance
4. Evaluation of the school's students' progress and achievement
5. Report on how the school has given effect to Te Tiriti o Waitangi
6. Statement of compliance with employment policy
7. Other reports on special and contestable funding [MAY BE NECESSARY]
8. Statement of Kiwisport funding
9. Annual financial statements:
 - a. Statement of responsibility signed and dated.
 - b. Statement of comprehensive revenue and expense.
 - c. Statement of changes in net assets/equity.
 - d. Statement of financial position.

e. Statement of cash flows.

f. Notes to the financial statements.

g. Independent auditor's report signed and dated.

Can be viewed at: <https://www.education.govt.nz/school/school/schools-planning-and-reporting/school-annual-reports/#annual-report-ch>

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

We have 18 students that were in our target group for Term 3 2023

Reading 4 students

Writing 12 students

Math 4 students

Reading 4/4 students

Writing 12/12 students

Math 4/4 students

Target Students Accelerated learning:

Whole School Progress

Maths

LRS %	LP	P	AP	P and AP
All	13	56	31	89%
Boys	13	53	34	87%
Girls	12	59	29	88%
Maori	14	72	14	86%

Reading

LRS%	LP	P	AP	P and AP
All	9	23	67	90%
Boys	7	27	66	93%
Girls	8	17	75	92%
Maori	9	29	61	90%

Writing

LRS%	LP	P	AP	P and AP
All	11	46	43	89%
Boys	6	57	37	94%
Girls	16	33	50	88%
Maori	9	62	29	91%

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OBJECTIVE 1: LEARNERS AT THE CENTRE	In LRS we:	Actions 29 March 25 July 5 Sept
<p>Priority 1: 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. • 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>Safe environment: 20 March 9.30am held an Earthquake drill. This was done as we have had a few earthquakes in recent days and wanted to review our procedures and children's/teacher's knowledge of practice. Children and staff quickly used the stop-drop and hold method.</p> <p>Recommendations for future improvements: have a procedure for severe and minor earthquakes as not all earthquakes will require us to move outside after the shaking stops.</p> <p>21 Mar Fire drill: We had discussed holding a fire drill during playtime as we have always held them during class time. We want to observe what our children would do if the alarms went off during play. When the alarm was sounded the children very quickly moved to the cricket pitch assembly area. It was wonderful to see the older children supporting our younger ones and telling them what was going on and taking them to the assembly area. Very proud of our older students in this! Overall it was a very efficient process and we will continue to do the same.</p> <p>The playground is needing the bark completely removed and replaced. I am in the process of measuring up and getting quotes. I am also then going to source funding grants and talk with the PTA to fund the project.</p> <p>Current policies for child restraint and child safety reviewed.</p> <p>RTLB services used to source funding for targeted children</p>

Local curriculum topics Term 1 Te ao maori

Ko wai au

The concept of whānau extends beyond parents and children to include grandparents, grandchildren, uncles, aunts, cousins, nieces, nephews, and others.

Whakapapa is important. It defines a person and his or her links within the whānau and to other groups. It governs the relationships between them.

Whakapapa is a much broader concept than the concept of a family tree. Through whakapapa, each person may belong to different groups: whānau, hapū, iwi, and waka.

Term 2 Environment

What do plants need to survive?

-Environmental

-Sustainability

Term 3 Careers

Everybody contributes in a variety of ways to accomplish community goals (How is every role important/How does every cog keep the wheel spinning).

Blue books being used for Learning goals and success criteria

Life education Trust visit

Tuakana Teina style teaching taking place in local curriculum studies. World of Wearable Arts focus. Practiced week 1-5 for the Cultural Festival held in Reporoa. Students using school song and school Haka- links to Ngati Rangitīhi
Fire drill scheduled for Thursday 31 August

Fire Drill carried out 11/10/2024: Time Taken 3.56minutes, Dental van in attendance. Children

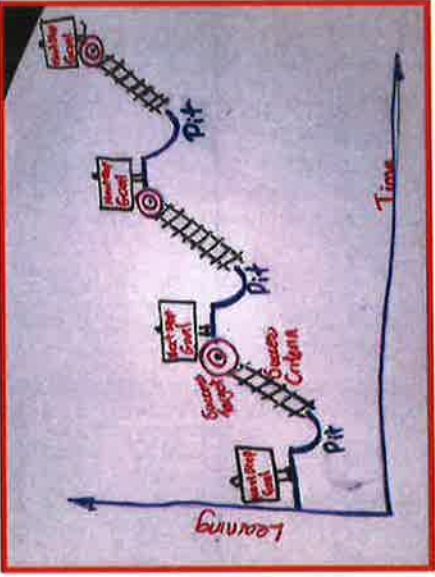
	and staff moved efficiently. Carla was away so I had to take the administrator role as well as the principal role.
<p>Priority 2:</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Develop student voice and agency</p> <ul style="list-style-type: none"> 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. Continue to network with Te Kahui ako o Reporoa and other schools in the Rotarua / Murupara areas.
<p>Priority 2:</p>	<p>CAPs have been carried out for all of our Target children and programmes are in place to support the students and their whanau. These will be reviewed early term 2.</p> <p>See term 2 assessment data report</p> <p>Local curriculum document</p> <p>Attend all Kahui Ako(KA) and cluster principal meetings</p> <p>KA teacher only days</p> <p>Participate in KA Professional Development</p> <p>Children attend Reporoa cluster events</p> <p>Curriculum programmes acknowledge Te Tiriti o Waitangi</p> <p>Local curriculum</p> <p>Curriculum refresh PLD</p> <p>Attend all Kahui Ako(KA) and cluster principal meetings</p> <p>KA teacher only days</p> <p>Participate in KA Professional Development</p> <p>Children attend Reporoa cluster events</p> <p>Curriculum programmes acknowledge Te Tiriti o Waitangi</p>
<p>OBJECTIVE 2: BARRIER-FREE ACCESS</p>	
<p>Priority 3:</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with</p>
	<p>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).</p>

	<p>learning support needs</p>	<ul style="list-style-type: none"> • 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>See Term 1 and 2 target reports</p> <p>See local curriculum planning</p> <p>School fun run, Try-Athlon, Pink shirt day, Red heart day.</p> <p>Target 1: Students Accelerated learning: Reading 7/7 students Writing 13/14 students Math 5/5 students</p> <p>Target 2: Term 1 2023 Attendance rate 2023 85.7% (57 students) Term 1 2023 Current student Attendance 87.5% (53 students) Term 2 2023 Current student Attendance 88% (52 students) Term 2 2023: 64% of students attended 90% of above, 19% of students attended between 80-90%, 15% of students attended below 80%.</p> <p>Term 3</p>
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<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>We have continued with our topic studies as well as having Whaea Adelaide taking te reo me nga tikanga Māori sessions on Friday mornings. Local Curriculum topics: Terms 1-3 As above</p>
<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>Kahui Ako PD in assessment for learning is continuing throughout the year. We are now holding staff meetings on Mondays for general school processes and practice and another staff meeting on Wednesdays to discuss our target children and how we can support them and ourselves to see them make accelerated progress. Assessment for Learning PLD NZ Curriculum refresh PLD Aotearoa Histories PLD As above</p>
<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</p>	<ul style="list-style-type: none"> • Students develop life long learning skills. 	<p>Continuing to work with DOC and Ngati Rangitahi on the pest eradication programme. Term 3 Careers Local Curriculum study</p>

	<p>and pathways to succeed in work</p>	<ul style="list-style-type: none"> • 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 	<p>Visits to Owhata Forest Nursery and Benny Bee Careers focus Term 3 Children developing CV and applying for jobs, job interviews.</p>
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LRS 2023 Annual Plan

Learner Centred Achieved by:	Emerging Phase 1	Ways to achieve this goal	Responsibility	End of year review
<p>Students develop life long learning skills</p>	<p>Students are introduced to the learning process</p>	<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 	<p>Staff</p>	<ul style="list-style-type: none"> PD in Assessment for Learning through the Kahui Ako Teachers incorporate, develop and refine the school inquiry / integrated learning structure integrating learning areas. Planning based on the Charter/annual and LRS Local Curriculum. Term 1 topic study Te ao Māori Swimming programme LRS Learning Goal structure developed and implemented for Term 3 Term 2 local curriculum focus environmental studies Term 3 local curriculum focus Wearable Arts Students using Blue books for next steps to learning Teachers developing: learning goals - success criteria and learning target 
<p>Develop student voice and agency</p>	<p>Students are encouraged to have a say in why, what and how they learn (mediated)</p>	<ul style="list-style-type: none"> Children choose topics through the localised curriculum, why, what and how to 	<p>Staff</p>	<ul style="list-style-type: none"> Planning learning experiences based on student voice and agency Student agency and inquiry based learning programme (te wai au) to develop a stronger sense of each individual's identity. Students taking ownership of their learning and pro-actively engaging Staff and children use progression booklets to show

		<ul style="list-style-type: none"> Students using Progress booklets to determine where they are at and next steps to learning 		<p>next steps and take ownership of learning. Booklets updated at end of each term</p> <ul style="list-style-type: none"> Through careful planning and teaching strategies and mediation students were able to share their learning and next steps with others, with support from progression booklets. Passion projects: coding, cooking, movie making, gaming As above
<p>Developing collaborative teaching /learning practices</p>	<p>Teachers are introducing collaborative planning teaching and learning experiences for all student</p>	<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 	<p>Staff</p>	<ul style="list-style-type: none"> Teacher-only days held using LC to plan engaging programmes and learning opportunities for the students based on the ideas and thoughts of the students. Teachers planning a range of rich learning experiences for students to explore their interests, develop their strengths and discover new capabilities Teacher employed as Target teacher to support our target students TODs planning local curriculum subjects Kahui Ako TOD 24th April Education Evaluations PLD Assessment for learning Junior teacher participating in BSLA course - sharing PLD with rest of staff Middle Teacher now participating in BSLA Two Teacher Aides participating in BSLA
<p>Enhance future focussed learning through the use of digital technologies</p>	<p>Students and teachers are introducing DTs to enhance the teaching/learning experiences</p>	<ul style="list-style-type: none"> Students learning through the VLN primary school Google classroom, Seesaw used in classes 	<p>Staff</p>	<ul style="list-style-type: none"> Actively using: Google docs, SeeSaw, chrome books, ipads and apps for learning. Students enrolled in Katui Ako - Virtual learning network Aofearoa Passion projects - Coding, movie making, and gaming Term 3 Careers focus As above

<p>Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them</p>	<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 	<p>Staff</p>	<ul style="list-style-type: none"> Providing students with opportunities to engage in hands on activities, through Kahui Ako A4L Professional development and face to face facilitators coming into the school and working with teachers and students Implementation of the Local Curriculum Cluster and outside agency programmes: swimming, RATs, KA Leaders. School and cluster cross country Sport BOP Tryathlon race Class trips to the Owhata Forestry Nursery and Benny Bee Life Education Trust- Nutrition and our bodies As above Careers education
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Responsive Culture Achieved by:	Emerging Phase 1	Ways to achieve this goal	Responsibility	End of year review
<p>Maintain a positive school culture</p>	<p>School develops an environment where ākonga, kaiako and whānau belong</p>	<ul style="list-style-type: none"> Open days Target attendance and engagement 	<p>BOT Staff Whānau</p>	<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 <p>September 2023</p> <ul style="list-style-type: none"> ➤ 9 May Fell cup ➤ 10 May Weetbix TRYathlon

				<ul style="list-style-type: none"> ➤ 11 May Forestry nursery trip ➤ 24 May Fun Run ➤ 31 May Cluster Cross Country ➤ 5-9 June Hillary Camp ➤ 17 June PTA Amazing race ➤ 9 Aug Disco ➤ 11 August Wacky Hair Day. Shave for a Cure. \$1000 raised ➤ 14 Aug Science Roadshow ➤ 18 Aug Cultural Festival ➤ 4-8 Sept Scholastic Book Fair
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	<ul style="list-style-type: none"> • Term 1 topic focus- Ko wai au • Cultural Festival at end of term 2 • World of Wearable Arts careers focus
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	<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 • Term 3 87% overall
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 	BOT Staff Agencies	<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 Participating in BSL • As above

		Teacher aides	
<p>Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways</p>	<p>Students develop a sense of who they are and are beginning to build confidence in themselves</p>	<p>Term 4 - Cultures focus for Local Curriculum studies</p> <p>Term 3 - Our Place focus for Local Curriculum studies</p>	<p>BOT Staff</p> <ul style="list-style-type: none"> • Term 4 - Sports and Leisure • Term 3 - Careers- World of Wearable Arts careers focus • Term 2 - Environment • Term 1 - Te ao maori

Sustainable Partnerships Achieved by:	Emerging Phase 1	Ways to achieve this goal	Responsibility	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	<ul style="list-style-type: none"> • Holding open days • Working with local iwi and clubs • PTA organised events • Wearable Arts show • Parents/community members helping with Kapahaka • Scholastic book fair • Speeches school and cluster
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	<ul style="list-style-type: none"> • Staff collaboratively planning topic studies and activities based on the LRS local curriculum • Schoolwide Curriculum Document updates • NZ Histories PLD • Continue to implement Local curriculum, Review of local curriculum curriculum
Strengthen iwi connections through the iwi education plan	Developing relationships and links with Ngati Rangitahi	<ul style="list-style-type: none"> • develop relationships with local hapu: school lunches, environmental 	BOT Staff Whanau Community	<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 • As above

Shared responsibility and reciprocal process between school and other agencies and organisations	Agencies used based on relevant assessment of student needs	<p>projects</p> <ul style="list-style-type: none"> use outside agencies through the LSC and RTLB services to support students and teachers Pest control in Gully in partnership with Onuku < DOC and LRS students 	BOT Staff Whanau Communi ties	<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 As above
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 Communi ties	<ul style="list-style-type: none"> Attending KA meetings and keeping up with relevant documents Teacher only days PLD- Assessment for Learning/Curriculum refresh Attend and organise cluster events As above

2023 Odd Year Term 4 Sports and Leisure

Big Question/Idea

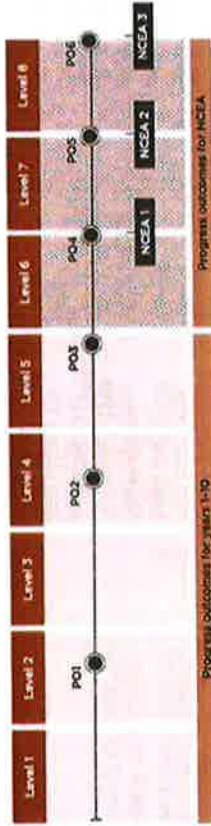
Get Rere Active - Our community getting involved

What is the difference between sports and leisure?
 Is it important to have sports and leisure?
 How do sports and leisure enhance our lives and our community?
 What does it mean to have work/life balance?
 Is leisure just relaxing back?
 What is a sport/hobby/relaxation/leisure activity
 Does sport always have to be competitive?
 Where on the continuum of leisure to sport do our activities fit?

Local

Sports and Leisure activities we can take part in in our local community.

- Hunting, Fishing, Gardening
- Soccer, Rugby, Gymnastics

National	<ul style="list-style-type: none"> Sports and Leisure activities we can take part in in other parts of our country Cultural based sports and leisure activity exploration <p>-Skiing -Surfing</p>
Global	<p>Sports and Leisure activities we would have to travel the world to take part in/Cultural based sports and leisure activity exploration</p> <p>-Sumo Wrestling -Mushing</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. excellence, by aiming high and by perseverance, resilience and courage
Principles Charter 1.ES Charter 2023.docx	
Values	<ul style="list-style-type: none"> excellence, by aiming high and by perseverance, resilience and courage
Key Competencies	Managing Self and Relating to others
-Number/Algebra -Geometry/Measurement -Statistics	Statistics: Related to our Sport, Athletics and fitness Number/Algebra.
-Listening -Reading -Viewing	Narrative: Links to Sports and Leisure
-Speaking -Writing -Presenting	Assessment piece - A sports and leisure narrative
Science	Prizegiving - Y8 Speeches
Technology	<p>Our Bodies - What can I put into my body to make it function well/Healthy Eating Respiration, cardiovascular, Circulatory, Muscle, bone systems</p> <p>3DO (Design, develop, digital outcomes) Designing and developing digital outcomes</p>  <p>The alignment to levels 1-5 of the New Zealand Curriculum (NZC) is tentative and theoretically derived until teachers have had the opportunity to implement the digital progressors.</p>

Social Science	<p>Continuity and change: Sports and Leisure - What we do in our free time Sports and Leisure around the world Sportsmanship</p>
<p>The Arts -Dance -Drama -Art -Music</p>	<p>Leisure Friday - From week 5 onwards, We will organise for parents to come in to take a leisure activity (Fishing?, Harakeke, Macrame etc).</p> <p>Leisure Workshops - Up until week 5, we will each run a one off session of our leisure activities.</p> <p>Updated Swimming Roster 2023</p> <p>Vicki - Dancing Nat - Harakeke Weaving Jasmine - STEM Lauren - Board Games Rick - Gardening/Landscaping</p>
Health	<p>Our Bodies - What can I put into my body to make it function well/Healthy Eating</p>
-PE -Sport	<p>Athletics</p>
Te reo Māori	<p>Cultural/Traditional games/sports Kupu within sports, leisure, math, science, writing, reading</p>
Outline of topic study	<p>Each class do an item for prize giving</p>

7. Relationship between Presiding Member and Principal policy

Outcome statement

The relationship between the Presiding Member and the Principal is based on trust, integrity and mutual respect.

Scoping

A positive, productive working relationship between the Principal and the Presiding Member is both central and vital to the school.

The Presiding Member and Principal should act as sounding boards, both supporting and challenging, in order to hold the school to account for achieving the goals and targets that have been set.

The Presiding Member has no authority except that granted by the board. The Presiding Member does not act independently of the board.

Delegations

Board to enter any delegations.

Expectations and limitations

- The Presiding Member and Principal must work as a team, and there should be no surprises.
- The relationship must be professional.
- Each must be able to counsel the other on performance concerns.
- The Presiding Member supports the Principal and vice versa as appropriate.
- Each agrees not to undermine the other's authority.
- There is agreement to be honest with each other.
- Each agrees and accepts the need to follow policy and procedures.
- Neither party will deliberately hold back important information.
- Neither party will knowingly misinform the other.

Procedures/supporting documentation

Annual Plan

Annual Budget

Charter

Concerns and complaints

Governance and Operational Policies

Process and Procedures doc

Professional Growth Cycle

Schoolwide Doc

Trustee Register

Monitoring

BOT Work Plan

Legislative compliance

Reviewed: Oct 2023

Next review: Oct 2025
