



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

Lake Rerewhakaaitu School Board

13th December 2022 Meeting Minutes

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

Opened 7.01pm

1. Administration

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

Apologies Bianca Sterkenburg

In Attendance Carla Williams

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

Strategic decisions Viewing and discussion of the annual plan draft for review. Previously reported only on Curriculum progress, added Accelerated progress. Explanation of results. Teachers call back days for 2023-go over planning, RTLB to attend one of these days. Main barriers to learning are attendance. 3 years affected by covid, some students only know school life with covid. Staff and student absences, adjustments to classes due to staff absences, parents used to keeping students home. Targets for 2023 - make accelerated progress, 90% or higher in attendance. Discussion held on Truancy. Explanation of MOE codes for attendance, responsibility of truancy follow up, parent/school communication, engagement of students & parents- incentives? Parents talk at home about schooling affects how students engage in school and/or with teachers. Our school has a low truancy problem compared to national data.

Principals report

Rick read and discussed his Principals report. See report. Target report, Charter/Strategic Plan 2023-25, new NELP plan to replace NAGS. Roger Alsopp from WSP came in to go over the 10YPP-see report. Red pole by the Principal office on deck to be removed and beam installed to replace structural requirements- currently with Council for approval. New teacher funding notified for Special Reasons. Funding allows for three classrooms, and one teacher set to work across school with target children and cover teacher release. Review of 2023 Budget - to be passed at next meeting.

Rick tabled the PGC report from Tony Pope. Next year the structure changes for PGC reporting from Independents to Principals reporting on other Principals. Rick prefers independent as it allows for coaching, no conflict of interest and better transparency -

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

Property report

Septic tanks at school houses have been emptied.

Property report tabled. See report. Discussion held for jobs to be completed. Option of working bee in the new year, advise Rick to publicise once a date is confirmed upon board members.

Daniel to obtain quotes for #5 Heat pump & #25 Bathroom. Will organise items required for #25 house door handles.

Mathew to organise latches for locking #25 shed, rescrew #5 roof nails where necessary.

Those available to clear #25 gutters on Friday between prize giving.

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

Finances - July & August 2022 reports

Rick tables the Bank Staffing Reports, SUE Reports for pay periods 16, 17 & 18

Rick tabled the Creditors, Credit Card schedule, Financial reports for September & October 2022

Mathew moves the Creditors accounts for payment for September & October 2022 as true and correct,

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

Mathew moves the Credit Card Payments for September & October 2022 as true and correct,

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

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

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

Mathew moves that we extend the meeting to 9.30pm

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

Strategic discussions

Motion: To adopt the Governance policy 5 Chair role description policy with new wording for all "Chair" to be replaced with "Presiding Member". Remove completely from the Delegations section "Board to enter any other delegations to the chair".

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

Public Excluded Business. Time: 8.55pm

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 three Student Issue PEB

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

The public part of the meeting resumed at 8.58pm

Administration

Confirmation of minutes for October 2022.

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

Mathew moves for placement of 7. Administration, 7.1 Confirmation of Minutes & 7.2 Correspondence to be moved to 1. Administration, 1.5 Confirmation of Minutes & 1.6 Correspondence.

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

Inwards Correspondence Nil

Mary Ann queried bus stop placement for safety of students on Northern Boundary Road. Discussion held. Parents concerned about bus stop placement can contact the Bus Company manager to see if changes can be made. Rick and Mathew offered to sit in on any meetings with parents and the bus manager.

Identify Items for next agenda

Approve 2023 Budget & Charter. Presiding Member election

End of minuted meeting at 9.26pm

Next meeting to be held in the LRS Staffroom 7.00 pm 14 Feb 2023

Signed:  _____ Presiding Member Date: 21/2/2023

Next Meeting Date: 14 Feb 2023



PRINCIPAL'S REPORT TO THE BOT

December 2022

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

Role: 68 Students: 30 Girls, 38 Boys, 24 Maori, Cook Island Maori 2	Alerts/Decisions for Board-
<u>NAG 1: Curriculum</u> See Target report	
<u>NAG 2: Planning & Reporting</u> Charter/Strategic Plan and SOV School Dates for 2023: 7 February - 20 December	
<u>NAG 3: Personnel/Performance Management</u>	

U2		FTTE	UNITS
Total		5.07	2
Staffing Roll		64	
^	Entitlement Staffing	3.90	2
	Curriculum Delivery	3.20	--
↳	Technology Staffing	0.11	--
↳	MACS	0.24	--
	Management	0.70	--
↳	Professional Leadership	0.40	--
^	Additional Staffing	1.12	--
	Classroom Release Time	0.12	--
	Special Reasons	1.00	--
↳	Special Reason - COVID19 Prov roll	1.00	--
^	Kāhui Ako (CoL)	0.05	--
	Kāhui Ako (CoL) Inquiry Time	0.05	--

- Staffing next year has the addition of 1 teacher for special reasons. We have decided to have three classrooms with a teacher that works across the school with a special focus on our target children.
- MOE approved to deliver technology ourselves
- Principal PGC
- Staff PGC

NAG 4: Finance & Property

Draft Budget `

School Houses:

<ul style="list-style-type: none"> - The septic tanks at both houses have been cleaned - House inspections have been carried out <p>10ypp/5YA-</p> <ul style="list-style-type: none"> - This process has been started for the next 5 years. I met with Roger Allsopp n Monday <p>November 2022 update: LSC and Kitchen projects: Malcolm has completed the work and I have completed all the MOE forms ready for submission. I am just awaiting your signature on the OUC forms to finalise the projects with the MOE. I am also actioning the outstanding work from Mike, who has hopefully been and touched up the ceilings and added the nosing strips to the back staircase.</p> <p>Removal of the red post from the deck: Our Structural Engineer has made a recommendation for fixings in this regard, we are now having this drawn up for consent approval, after which we can get a quote to have the new beam installed and finally remove the red pipe! I am discussing funding for this with Kiri, I hope to be able to utilise the balance of the LSC refurb project funding for this – still TBF. Please feel free to contact me if any clarification is required Just a reminder that I will be off to Africa for a holiday and uncontactable from 19 December to 17 January. Thank you for the work this year, I wish you a blessed Christmas and a peaceful and relaxed New Year celebration Kind regards Roger Allsop</p>	
<p><u>NAG 5: Health & Safety</u></p> <ul style="list-style-type: none"> • 	
<p><u>NAG 7 Charter</u></p> <ul style="list-style-type: none"> • Draft for approval 	
<p><u>NAG 8 Analysis of Variance</u></p> <ul style="list-style-type: none"> • Being developed, Draft tabled at this meeting 	
<p><u>Kahui Ako update</u></p>	

Priority Learners

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-aide 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	
94% of students are working within their expected curriculum level. 74% working at or above expected curriculum levels. Is						TARGET%				
						End year	14	17	75	92
						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.				

Reading Curriculum level Progress

Accelerated

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%				
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End year	0	26	74	100
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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

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

TARGET%

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	
students are working within their of their expected curriculum levels										
						End year	38	17	45	62
						Evaluation: 62% of target students are making expected or accelerated progress in Math. 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 Analysing data taken from classroom observations and standardised 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	<ul style="list-style-type: none"> Schoolwide documents developed to inform assessment,

expected practice for teaching and learning in reading, writing and math.	<p>planning, expectations.</p> <ul style="list-style-type: none"> ● Staff meetings taking place that are PLD focused around local curriculum, agentic practices and individualised/personalised 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; RTLB, MOE, LSC) is accessed and utilised as required	<ul style="list-style-type: none"> ● Using LSC as school SENCO ● Working with RTLB 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 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.

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
Targets Students	90% Attendance:	80-90% Attendance	Less than 80%	85% of our target students are missing more than 8 weeks of school each year. Some of our more serious cases attend school less than 50% of the time.	
	14%	33%	52%		

Table 2: Days of Week

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

Whole School - Days of the week - 2022			
	Present	Absent	Absent%
Monday	3175	689	17.8
Tuesday	3574	772	17.8
Wednesday	3624	730	16.8
Thursday	3272	840	20.4
Friday	2934	926	24.0

Absent %	
Monday	17.8
Tuesday	17.8
Wednesday	16.8
Thursday	20.4
Friday	24.0

Code	Explanation	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	

Target Focus 2023

Target 1

To achieve 90% or higher in attendance

Approach to Engagement and Attendance

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

Target 2

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

Approached to Accelerating Learning at LRS

Approach	Evaluation
Identify Priority Learners and their specific learning needs.	
Individualise teaching and learning plans are developed for each priority learner	

Students progress is monitored and tracked at regular and ongoing intervals throughout the year	
Schoolwide protocols are developed, reflecting expected practice for teaching and learning in Reading, writing and maths.	
Teaching and learning is underpinned growth mindset practices	
Teacher professional development to ensure learner agency is develop and implemented consistently across the school	
Students receive specific, frequent and positive feedback	
Teacher inquire into their own practice and share their learning	
Parents/whanau/caregivers are informed and reported to regularly about their child's progress and achievement	
Parents/whanau/caregivers engage in supporting their child's learning at home	
External support(eg; 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	

5. Presiding Member role description policy

Outcome statement

The board is effectively led.

Scoping

The Presiding Member is the leader of the board and works on behalf of the board with the principal on a day-to-day basis.

The Presiding Member establishes and nurtures a positive professional working relationship with the principal.

The Presiding Member represents the board of trustees to the broader community and works in partnership with the principal to safeguard the integrity of the board's processes.

The Presiding Member often represents the board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the board.

The Presiding Member presides over board meetings and ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are in the best interest of the school, its students and staff are reached.

Delegations

The board delegates management of the relationship between the board and the principal to the Presiding Member.

Expectations and limitations

The Presiding Member:

- is appointed by election at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board*
- acts within board policy and delegations at all times and not independently of the board
- leads the board members and develops them as a cohesive and effective team
- welcomes new members, ensures that disclosure of any conflicts of interest is made and the code of behaviour is understood (and signed) and leads new trustee induction
- assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the trustee code of behaviour policy
- ensures the work of the board is completed
- sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues that, according to board policy, clearly belong to the board to decide
- effectively organises and presides over board meetings, ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987* and any board protocols and policies
- ensures interactive participation by all board members
- represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person
- is the official signatory for the board, including for annual accounts*
- is responsible for promoting effective communication between the board and wider community, including

communicating appropriate board decisions

- establishes and maintains a productive working relationship with the principal
- ensures the principal's performance agreement and review are completed on an annual basis
- ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
- ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.

* Legislative
requirement

Procedures/supporting documentation

Governance policies

Governance process and procedures

Operational Policies

Monitoring

BOT Work Plan

Legislative compliance

[Education Act 1989 Schedule 6](#)

[Local Government Official Information and Meetings Act 1987](#)

Reviewed: Dec 2022

Next review: Dec 2024
