



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

Lake Rerewhakaaitu School Board

28 November 2023 Meeting Minutes

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

Opened 7.06pm

1. Administration

Present Bianca Sterkenburg, Catherine Farrell, Daniel Schutt, Natalie Gow, Mathew Armer and Rick Whalley. MaryAnn Martin via Zoom

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 October 2023

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

Matters arising from the previous minutes.

- Mathew hasn't completed the banking mandate or police vetting. He advised that he is not the ideal candidate, therefore opened up to other board members to select a new member for the Banking Mandate. Daniel Schutt will replace Mathew Armer on the Banking Mandate. All board members will need to approve the minutes prior to changes being able to be made, this can be done by responding to minutes by email "reply to all".

Motion: To update Banking Mandate, signatories and authorisers. Set up as per below;

- Authorisers & Signatories
 - o Removing Mark Pacey and Rachel Haskew (as per 25th July 2023 Meeting minutes)
 - o Add Daniel Schutt (replacing - Add Mathew Armer, as per 25th July 2023 Meeting minutes)
 - o **Moved:** Mathew
 - o **Seconded:** Catherine
 - o **Carried** All in favour
- Catherine spoke of the fundraising meeting for a specialist teacher yet to be held. Rick advised there is a PTA meeting this week, and could approach them to discuss. Think outside the square to gain continual funds. We have funds for a specialist teacher next year, we will need to raise funds for ongoing years. Question: Can we get community volunteers to work alongside Specialist teacher? We are fortunate to have an experienced quality teacher locally = best outcome/results for our target students, current system is very successful.
 - o Decision made to go to PTA and then create a meeting date for funding. Catherine and Mathew will attend the PTA meeting, alongside Rick.

Inwards Correspondence

Emails - Boiler survey report, MOE Salesforce, Education Services Christmas Function, Argest water test result.

- Monthly water test had a failed result for coliform (e-coli = negative), there had been a water leak, flushed the systems and retested = passed.
- MOE Salesforce - project management online instead of documents. Will need to set up, board member to

access.

- Rotorua Lake Council Speed limit letter- dropping to 30 kms. Locations suitable. To adjust times to finish at 3.30pm to allow for late buses.
- Boiler survey report - recommendation for Treatment of the water to slow down corrosion in the system, Sign on the door stating "No unauthorized access".
 - The sign, along with other suitable areas around school, have been purchased and installed.
 - Advance Boiler Services have been in for the boiler system, they will discuss with Argest due to the system compatibility with the treatment recommendation. Replacement of a belt to be completed upon return.

Strategic decisions

Rick presented an option for Principal Wellbeing funding to be used for attending a Principal Conference in France 2 - 4 May 2024 CSEDU: 16th International Conference on Computer Supported Education

The Principal Conference is an Academic Conference, which focus is on;

1. [Artificial Intelligence in Education](#)
2. [Information Technologies Supporting Learning](#)
3. [Learning/Teaching Methodologies and Assessment](#)
4. [Social Context and Learning Environments](#)
5. [Ubiquitous Learning](#)

\$1070 conference fee, approx costs for flights \$1600/each way, accommodation \$1600-2500. First week of Term 2 affected. Rick will approach the leadership college to see if he can get into some schools to get insight into their schooling. \$12'000 total funding available for 2023/24 Principal Wellbeing Fund. Conference is 2-4 May, aim of leaving last Thursday Term 1 to save flight costs due to school holiday fares.

Motion: To approve the use of the 2023/24 Principal Wellbeing fund to go to the France CSEDU Conference in May 2024.

- **Moved:** Rick
- **Seconded:** Mathew
- **Carried** All in favour

Motion: To adopt the Operational Policy 6. Health and safety policy. No changes.

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

Motion: To approve the Senior Camp EOTC permission and RAMS form.

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

Principals report

Rick read and discussed his Principals report. See report.

Target 2. Justified and present 93.5%. Target 2024 75% attendance at 90% or above.

Wellbeing as a staff showing success, current pool comp outside of school.

Mathew - Well done to Natalie for the running of the athletics event. Different running it over the two days. Great to see every student participating. Catherine - Great to see the level of fitness was higher.

2023 EOY curriculum levels - see report attached - Rick read and explained report - No students are falling behind in reading. All target students made accelerated progress, in a term some made two years to 8 months progress.

Thanks from Daniel for how the school and staff have supported and worked well with their family and children.

Annual report - NELPS going into annual report, updated re parent evenings. Annual report due to be into the MOE 1st March. Will be presented at our first meeting 2024.

- **Moved:** Rick
- **Second:** Daniel

- o **Carried** All in favour

Property report

School

Rick will work with students, and pop into newsletter for community help to repair small jobs around school, eg. cobbling, green house.

School Houses

- o House inspections completed

#25

- o DVS filter replaced
- o Dennison mentioned the roof would need painting soon. Discussion held on colour changing to match the school - all agreed. School houses have had high expenditure recently, query priority. Not a priority at present.

#5

- o Bath sealing is yet to be completed. Mathew will sort
- o Copper pipe to be repaired. Mathew will sort
Daniel is happy to help with repairs, if needed.
- o Couple of cracks in the window. Needs to be replaced. Will check insurance and eligibility and proceed from there on replacement. School uses Quantum Glass, which is local.
- o Small fireplace / chippy- tenant query: can we remove and block it off as it isn't working, wants to use space to put a pantry in. Will need to inspect the hearth to assess further.

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

Finances - October 2023 report

Budget 2024 draft at this stage. Awaiting quotes for playground bark. To be approved at the first meeting in 2024.

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

Rick tabled the Creditors, Credit Card schedule, Financial reports for October 2023

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

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

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

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

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

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

Strategic discussions

Annual plan for 2023 = Phase 1, Annual plan for 2024 = Phase 2. Due to the MOE by 1st March 2024.

Great to get some parents' voice from the first parent evening. Discussing what is important for kids to learn, parents are happy with our current local curriculum. Increasing music identified from parents, as well as teachers and students. In Primary Schools students get the opportunity to experience a variety of subjects and activities that allows them to make informed decisions for High School subject areas and options they wish to focus on. We will work around what our school families think is important. Passion projects offer different areas of learning.

Parent reporting - new reports at the end of the year. Reporting twice a year, Blue booklets can be accessed anytime of year. Next year we will ask families on how they find the new reports.

Public Excluded Business. Time: 8.51pm

I move that the public be excluded from the following parts of the proceedings of this meeting, namely, agenda item: 2x Student Issue PEB

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

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

The public part of the meeting resumed at 8.55 pm

Identify Items for next agenda

- Appoint Presiding Member
- Confirm Strategic/Annual Plan approved and sent to MoE
- Policy - Governance Policy 1. Board roles and responsibilities policy.
- Beginning year student achievement
- Principal performance agreement approved
- Curriculum - Key competencies
- Approve Budget
- Technology - Discussion held re working as a cluster, utilising equipment, what we need as a school. Passion projects are offering different avenues for technology at our school currently.

End of minuted meeting at 9.05pm

Next meeting to be held in the LRS Staffroom 7.00 pm 20th February 2024

Electronically approved by all members via email:

<i>Catherine Farell</i>	<i>30/11/2023</i>
<i>Mathew Armer</i>	<i>01/12/2023</i>
<i>MaryAnn Martin</i>	<i>01/12/2023</i>
<i>Daniel Schutt</i>	<i>03/12/2023</i>
<i>Natalie Gow</i>	<i>04/12/2023</i>
<i>Rick Whalley</i>	<i>04/12/2023</i>
<i>Bianca Sterkenburg</i>	<i>05/12/2023</i>

Next Meeting Date: 20 Feb 2024

6 Health and safety policy

Outcome statement

A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace.

Scoping

The board is responsible for ensuring health and safety procedures are developed and implemented. However, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

Delegations

The board delegates to the principal as officer the responsibility to:

- develop and implement health and safety procedures
- ensure employees have the information they need in order to comply with policy and procedures.

Expectations and limitations

The board will, as far as is reasonably practicable,¹ comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the [Sale and Supply of Alcohol Act 2012](#)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The principal, as officer, has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations²
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke-free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every 2 years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the board chair of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
 - o cooperate with school health and safety procedures

- o comply with the health and safety legislation and duties of workers
- o ensure their own safety at work
- o promote and contribute to a safety-conscious culture at the school

1. **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

2. These are to:

- know about work health and safety matters and keep up to date
- gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations
- ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimise those risks
- ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks and for responding to that information
- ensure there are processes for complying with any duty and that these are implemented
- verify that these resources and processes are in place and being used.

Procedures/supporting documentation

[Staff induction](#)

[EOTC](#), RAMS

Health and safety register

[Hazard register](#)

Hazard assessment register

Injury and incident reporting (procedure, checklist, board report, investigation form)

[Emergency procedures](#), including for shut-down and evacuation

[Administering medication](#)

[Accident management](#)

[Alcohol, smoking and drugs](#)

Behaviour management – managing challenging behaviour and physical restraint ([policy](#) and [procedures](#))

[Civil defence and crisis procedures](#)

Collection, storage and access to personal information

Concerns and [complaints](#)

[Court orders against parents/caregivers](#)

Cyber safety

First aid and infection ([pandemic plan](#))

Healthy eating

[Parent Involvement](#)

Adult behaviour at school (adult conduct at school) - [Code of conduct](#), [Trustees Code of Conduct](#)

[Playground supervision/Duty Roster](#)

Police vetting

Protected disclosures

[Sexual harassment](#)

[Sun smart](#) (sun safety)

Transporting children - see RAMS

Monitoring

Refer to [Procedures Handbook](#)

Legislative compliance

Health and Safety at Work Act 2015

Vulnerable Children Act 2014

Reviewed: Nov 2023

Next review: Nov 2025



Principals Report

Date: 28th November 2023

Roll: 57 **Boys:** 55% **Girls:** 39% **Maori:** 39%

Target 1 and assessment data will be explained at the meeting: teachers still finishing at the moment.

Reporting for this term

We held the first of our three parent evenings to explain our curriculum. This event discussed and shared info about the function and legalities around the charter, strategic aims, strategic plan, the curriculum and the local curriculum. We had eight families represented, all of the teaching staff and only one board member. These types of events are something that we should have all board members attend because they are discussing and gathering parental voices about the governance of the school, and parents need to see who our board members are and how they represent the parents at the school.

Target 2

Unjustified absence 6.1%

Justified absence 6.5%

Present 87%

Justified and present 93.5%

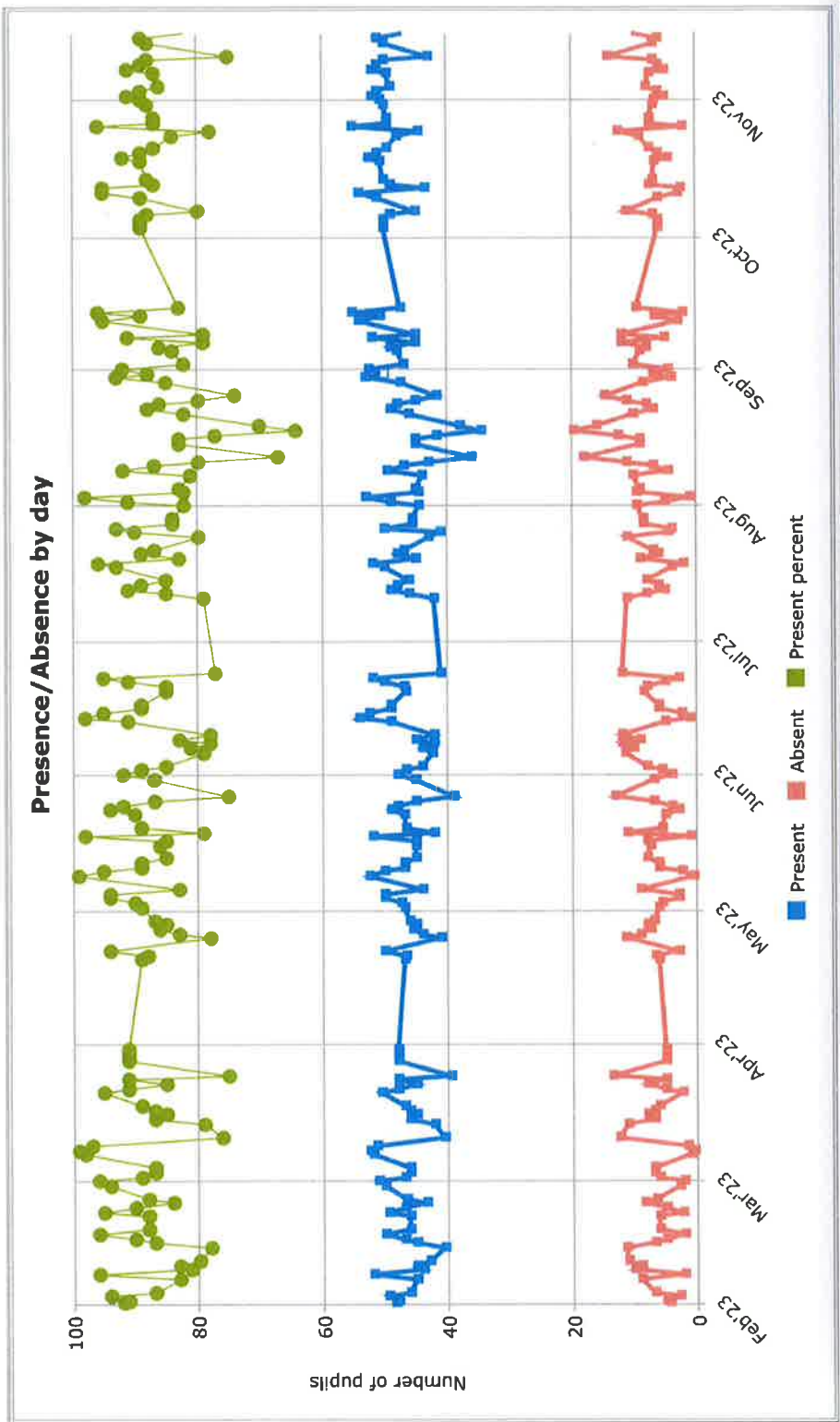
56% of students attendance at 90%>

24% of students attendance at 80-90%

80% of students are present 80% of the time

Target 2024

Next year will be looking at having 75% attendance 90% or above



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. • 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> <p>Local curriculum topics Term 1 Te ao maori</p> <p>Ko wai au</p> <p>The concept of whānau extends beyond parents and</p>

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 Rangitahi
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>	<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. • Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas. 	<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>Parent evenings Term 4- Local curriculum, Strategic Aims, Strategic Planning, Literacy and Numeracy</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 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, 	<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>See Term 1 and 2 target reports</p> <p>See local curriculum planning</p>

- 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.

School fun run, Try-Athlon, Pink shirt day, Red heart day.

Target 1:

Students Accelerated learning:

Reading 7/7 students

Writing 13/14 students

Math 5/5 students

Target 2:

Term 1 2023 Attendance rate 2023 85.7% (57 students)

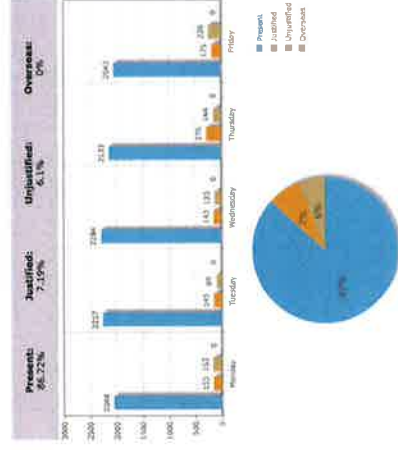
Term 1 2023 Current student Attendance 87.5% (53 students)

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%.

Term 3

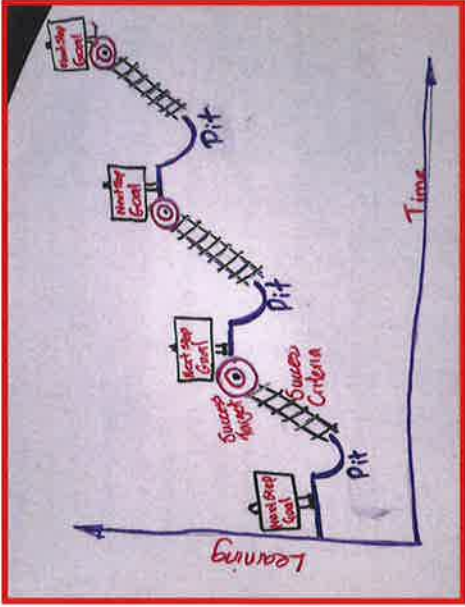
From 2023-01-28 to 2023-08-29
Viewing Truancy



<p>Priority 4:</p>	<p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<ul style="list-style-type: none"> ● Develop student voice and agency ● Developing collaborative teaching /learning practices ● Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, ● Celebrate our cultural diversity. ● Increase attendance and engagement. ● Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways ● Strengthen iwi connections through the iwi education plan. 	<p>Mrs Arnott is making good progress with our children in the target group (Will report on this at the meeting).</p> <p>Funding being sought from a range of outside agencies to support students: ORRs, RTLB, Speech therapist, hearing teachers.</p> <p>TODS- planning collaboratively schoolwide topics</p> <p>Staff meetings- Monday: what's on top support for teachers. Wednesday- focus on school wide needs and PLD</p> <p>Local curriculum planning</p> <p>As above</p> <p>Cultural Festival participation</p>
<p>OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP</p>			
<p>Priority 5:</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<ul style="list-style-type: none"> ● Develop student voice and agency ● Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, ● Maintain a positive school culture. ● Celebrate our cultural diversity. ● Increase attendance and engagement. ● Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways ● Strengthen iwi connections through the iwi education plan. 	<p>We have continued with our topic studies as well as having Whaea Adelaide taking te reo me nga tikanga Māori sessions on Friday mornings.</p> <p>Local Curriculum topics: Terms 1-3</p> <p>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 	<p>Kahui Ako PD in assessment for learning is continuing throughout the year.</p> <p>We are now holding staff meetings on Mondays for general school processes and practice and another</p>

		<p>learning, a curiosity and passion about the world around them,</p> <ul style="list-style-type: none"> ● 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>staff meeting on Wednesdays to discuss our target children and how we can support them and ourselves to see them make accelerated progress.</p> <p>Assessment for Learning PLD NZ Curriculum refresh PLD Aotearoa Histories PLD As above</p>
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 	Continuing to work with DOC and Ngati Rangitahi on the pest eradication programme. Term 3 Careers Local Curriculum study Visits to Owkata Forest Nursery and Benny Bee Careers focus Term 3 Children developing CV and applying for jobs, job interviews.

LRS 2023 Annual Plan

Learner Centred Achieved by:	Emerging Phase 1	Ways to achieve this goal	Responsibility	End of year review
<p>Students develop 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"> learn Students using Progress booklets to determine where they are at and next steps to learning 		<ul style="list-style-type: none"> next steps and take ownership of learning. Booklets updated at end of each term 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
Developing collaborative teaching /learning practices	Teachers are introducing collaborative planning teaching and learning experiences for all student	<ul style="list-style-type: none"> PLD through Kahui Ako Senior and Junior teacher planning together TA working in and across classes Localised curriculum planning as teams 	Staff	<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
Enhance future focussed learning through the use of digital technologies	Students and teachers are introducing DTs to enhance the teaching/learning experiences	<ul style="list-style-type: none"> Students learning through the VLN primary school Google classroom, Seesaw used in classes 	Staff	<ul style="list-style-type: none"> Actively using: Google docs, SeeSaw, chrome books, ipads and apps for learning. Students enrolled in Kotui Ako - Virtual learning network Aotearoa 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 ākongā, kaiako and whānau belong</p>	<ul style="list-style-type: none"> • Open days • Target attendance and engagement 	<p>Board 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 	Board 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 	Board 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 • RTLTB referrals • LSC working as SENCO • Teachers and 	Board 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 • RTLTB referrals • LSC working as SENCO • Teachers and Teacher aides Participating in BSL • As above

Developing a stronger sense of each individual's identity in meaningful and culturally appropriate ways	Students develop a sense of who they are and are beginning to build confidence in themselves	Teacher aides	Board Staff	<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
		<ul style="list-style-type: none"> Term 4 - Cultures focus for Local Curriculum studies Term 3 - Our Place focus for Local Curriculum studies 		

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 	Board 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 Parent evenings Term 4- Local curriculum, Strategic Aims, Strategic Planning, Literacy and Numeracy
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 	Board 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 	Board Staff Whanau	<ul style="list-style-type: none"> Continuing to develop relationships with local hapu: school lunches, environmental projects Possum trapping and tree planting in partnership

<p>Shared responsibility and reciprocal process between school and other agencies and organisations</p>		<p>hapu: school lunches, environmental projects</p>	<p>Community</p>	<ul style="list-style-type: none"> with DoC and Onuku As above
<p>Agencies used based on relevant assessment of student needs</p>	<ul style="list-style-type: none"> use outside agencies through the LSC and RTL B services to support students and teachers Pest control in Gully in partnership with Onuku < DOC and LRS students 	<p>Board Staff Whanau Communi ties</p>	<ul style="list-style-type: none"> continuing to use outside agencies through the LSC and RTL B services to support students and teachers Pest control in the gully in partnership with Onuku, DOC and LRS students As above 	
<p>Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.</p>	<p>Build professional relationships and resources across school</p>	<p>Board Staff School Communi ties</p> <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 	<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 	

2024 Annual plan

Learner Centred Achieved by:	Emerging Phase 2	Ways to achieve this goal	Responsibility	End of year review
Students develop life long learning skills	Students are supported through the learning process	<ul style="list-style-type: none"> Focused on life long learning through the LRS local curriculum document Children are learning about the LRS inquiry process. Localised Curriculum implementation Collaborative planning based on charter/annual plan/LCD Use of LRS Progression booklets Develop LRS inquiry process 	Staff	
Develop student voice and agency	Students are supported to have a say in why, what and how they learn	<ul style="list-style-type: none"> Children choose topics through the localised curriculum, why, what and how to learn Students using Progress booklets to determine where they are at and next steps to learning 	Staff	
Developing collaborative teaching /learning practices	Teachers are supporting collaborative teaching and learning experiences for all students	<ul style="list-style-type: none"> PLD through Kahui Ako Senior and Junior teacher planning together TA working in and across classes Localised 	Staff	<ul style="list-style-type: none">

			curriculum planning as teams		
Enhance future focussed learning through the use of digital technologies	Students and teachers are supporting the use of DTs to enhance the teaching/learning experiences	<ul style="list-style-type: none"> Students learning through the VLN primary school Google classroom, Seesaw used in classes 	Staff	<ul style="list-style-type: none"> 	
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	Teaching and learning experiences are dynamic and engage students in their interests in real life events (local, national and global)	<ul style="list-style-type: none"> A range of activities are utilised in teaching and learning experiences Getting children out of the classroom and/or getting people into school for added experiences 	Staff	<ul style="list-style-type: none"> 	

					End of year review
Responsive Culture Achieved by:	Emerging Phase 2	Ways to achieve this goal	Responsibility		
Maintain a positive school culture	School implements an environment where ākonga, kaiako and whānau belong	<ul style="list-style-type: none"> Open days Target attendance and engagement 	Board Staff Whanau	<ul style="list-style-type: none"> 	A
Celebrate our cultural diversity	Students will develop an awareness and appreciation of theirs and others cultures in a positive environment	<ul style="list-style-type: none"> Cultures focus Cultural Festival 	Board Staff Whanau	<ul style="list-style-type: none"> 	•
Increase attendance and engagement	Developing and fostering a positive partnership between students, staff, whanau and the community to ensure that students are present.	<ul style="list-style-type: none"> Student agency in developing localised curriculum studies and activities. Activity days 	Board Staff Whanau	<ul style="list-style-type: none"> 	•

	participating and progressing			
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 RTL B referrals LSC working as SENCO Teachers and Teacher aides 	Board Staff Agencies	•
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	Students know who they are and build confidence ready to take on opportunities	<ul style="list-style-type: none"> Te 	Board Staff	•

Sustainable Partnerships Achieved by:	Emerging Phase 2	Ways to achieve this goal	Responsibility	End of year review
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	Provide multiple opportunities for parents /whanau and the wider community to 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 	Board Staff Whanau Community	•
Implement a localised curriculum through strengthening whanau engagement	Review Local curriculum document	<ul style="list-style-type: none"> See Curriculum report See Schoolwide Curriculum Document 	Board Staff Whanau Community	•

in learning and goal setting				
Strengthen iwi connections through the iwi education plan	Building on strong links and relationship with Ngati Rangitihia	<ul style="list-style-type: none"> develop relationships with local hapu: school lunches, environmental projects 	Board Staff Whanau Community	<ul style="list-style-type: none">
Shared responsibility and reciprocal process between school and other agencies and organisations	Agencies used based on relevant assessment of student needs	<ul style="list-style-type: none"> use outside agencies through the LSC and RTLB services to support students and teachers Pest control in Gully in partnership with Onuku < DOC and LRS students 	Board Staff Whanau Communities	<ul style="list-style-type: none">
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 	Board Staff School Communities	<ul style="list-style-type: none">

Writing whole school curriculum levels

Curriculum	Target 2024				
Year	>1yr	<1yr	Level	Extended	91%
1	0	0	78	22	100
2	0	0	57	43	100
3	0	57	29	14	100
4	0	60	40	0	100
5	16	50	16	16	82
6	16	16	33	33	82
7	0	0	100	0	100
8	33	33	33	0	66
Maori Curriculum	Target				
Year	>1yr	<1yr	Level	Extended	84%
1	0	0	50	50	100
2		100			100
3		50		50	100
4				100	100
5	25	75			75
6		100			100
7		33	66		100
8	100				0
Writing					
Progress					
LRS %	LP	P	AP		
all	9	29	61	90	
Boys	6	31	63	94	
Girls	13	27	60	87	
Maori	16	55	28	83	

Reading whole school curriculum levels

Curriculum	Target 2024				Within Level
Year	>1yr	<1yr	Level	Extended	96%
1	0	0	75	25	100
2	0	14	57	29	100
3	0	75	0	25	100
4	0	40	40	20	100
5	16	0	16	67	83
6	12	0	25	63	88
7	0	0	100	0	100
8	0	0	0	100	100
Maori Curriculum	Target				Within Level
Year	>1yr	<1yr	Level	Extended	94%
1	0	0	50	50	100
2	0	50	50	0	100
3	50	0	0	50	50
4	0	100	0	0	100
5	0	0	33	66	100
6	0	0	100	0	100
7	0	0	100	0	100
8	0	0	0	100	100
Reading					
Progress					
LRS %	LP	P	AP		
all	0	40	60	100	
Boys	0	44	56	100	
Girls	0	35	65	100	
Maori	0	44	56	100	

Maths whole school curriculum levels

Curriculum	Target 2024				Within Level
Year	>1 yr	<1yr	Level	Extended	87%
1	0	0	75	25	100
2	0	14	43	43	100
3	0	14	57	29	100
4	0	40	40	20	100
5	37	25	13	25	63
6	0	0	67	33	100
7	33	33	33	0	66
8	33	0	0	66	66
Maori Curriculum	Target				Within Level
Year	>1yr	<1yr	Level	Extended	77%
1	0	100	0	0	100
2	0	0	25	75	100
3	0	50	25	25	100
4	0	50	50	0	100
5	50	50	0	0	50
6	0	0	100	0	100
7	33	33	33	0	66
8	100	0	0	0	0
Maths					
Progress					
LRS %	LP	P	AP		
all	2	44	54	98	
Boys		48	52	100	
Girls	4	39	57	96	
Maori		43	57	100	

Target	# Students	% Progress
Reading	9/9	100
Writing	12/12	100
Maths	5/5	100
	26/26	100

Targeted Students have been making 2 years to 8 months in a term of accelerated progress.

What has contributed to target students accelerated progress:

We believe that:

- The appointment of a specialist teacher to target our students needs and to work with the teachers, LSC and RTLB.
- The goals set in CAPs meeting- not all are academic as some students require assistance with physical and emotional barriers to learning.
- Where ever possible we have sort assistance from outside agencies
- and the students taking responsibility for their own learning and seeing themselves as learners.
- The targeted programmes have had a positive effect on student learning.
- The link to our blue books and having individual/personalised targets for each child.
- Regular reflection and discussion times at staff meetings

Barriers to the learning:

- Pastoral - with students having issues that are not school related and these affect their mental and emotional state.
- Attendance of some target students is still a concern.

Where to next

Continue with the programme as it stands and continue to work with whanau and parents to support students at school. We are also working closely with parents and whanau on attendance.