



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

Lake Rerewhakaaitu School Board of Trustees

Meeting Minutes 5th April 2022

ZOOM: <https://us02web.zoom.us/j/83129154993?pwd=alRKZStFdm50WWRCRFJSRGpraExsZz09>

Opened 7.01pm

1. Administration

Present Adelaide Edwards, Mark Pacey and Natalie Gow. MaryAnn Martin, Rachel Haskew and Angela Robinson via Zoom.

Apologies Rick Whalley and Rodger Scott.

In Attendance Carla Williams

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

2. Strategic decisions NTR

3. Principals report:

See report. Update given by Natalie of recent improvement of attendance after wave of covid recently, graphs and explanation on acceleration progress. Query - Do we have enough resources to help our students achieve? Learning Support Coordinator, RTLB and leadership team work together to gain and implement resources. Ongoing. Current training being held for Yolanda Soryl to aid progress.

- o **Moved:** Natalie
- o **Second:** Rachel
- o **Carried**

Property report:

No report received. Mark gave a verbal update of both properties now being tenanted. #5 had a few applications, yet not many met all requirements, so selection was clear. Repainting and wallpapering has begun. Some minor plumbing repairs have been completed.

- o **Moved:** Mark
- o **Second:** Adelaide
- o **Carried**

Finances - January & February 2022 reports

The Bank Staffing Reports, SUE Reports & SAAR Report for pay periods 24, 25 & 26 will be tabled at the next meeting.

Mark tabled the Creditors, Credit Card schedule, Financial reports for January and February 2022.

Rachel moves the Creditors accounts for payment for January and February 2022 as true and correct,

- o **Second:** MaryAnn
- o **Carried.**

Rachel moves the Credit Card Payments for January and February 2022 as true and correct,

- o **Seconded:** Mark
- o **Carried.**

Mark moves the acceptance of the January and February 2022 Financial reports as a true and correct record of the financial position of the school.

- o **Seconded:** Adelaide
- o **Carried.**

Accounts have been sent to the Auditor.

4. Strategic discussions

Motion to accept the **Governance Policies 2 - 3; Trustee code of behavior & Trustee remuneration and expenses** with amendment of name changes from Chair to Presiding Member.

Queries on whether policies should wait for new board members to review and if remuneration rates are viable with the current economic climate for attendance to meetings?

- o **Moved:** Mark
- o **Seconded:** Nat
- o **Carried.**

5. Identified Items for next meeting

Query - Post covid progress reports. How does this look for our school staff, students and whanau?

6. Special Items

BOT Elections - new timeline. New Board takes office from Wednesday 14th September 2022 .

Rachel advised that this will be her last board meeting due to moving. Appreciation given by Mark and board members for all her dedication.

7. Administration

- **Confirmation of minutes for February 2022**

- o **Moved:** Mark
- o **Seconded:** Adelaide
- o **Carried**

Next meeting 10th May 2022.

End of minuted meeting at 7.29 pm

Signed  _____ **Presiding Member**

Date: 10 / 05 / 2022

Next Meeting Dates: 10 May, 21 Jun, 02 Aug, 13 Sep, 25 Oct & 06 Dec 2022



PRINCIPAL'S REPORT TO THE BOT

28 March 2022

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Role: 59 Students: 26 Girls, 33 Boys, 21 Maori

**Alerts/Decisions
for Board-**

NAG 1: Curriculum

COVID19

This term has seen COVID have a real impact on school. So far this term we have had 12 students and 3 staff members away who have contracted COVID. We had also had a further 3 students and 1 staff member away due to being a household contact. There have also been numerous students away due to parental concerns, sickness, or members of their whanau who are immunocompromised. The table below shows the absentee % for weeks 4-7.

Attendance rate	Mon	Tue	Wed	Thu	Fri	Absentee Average
	At school (away%)					
Week 4	45/60. (25%)	47/60. (22%)	36/60 (40%)*	35/60 (42%)	34/60. (43.33%)	34.4%
Week 5	27/60 (55%)	30/60 (50%)	29/60. (52%)	27/60 (55%)	27/60 (55%)	53.4%
Week 6	32/59 (46%)	32/59 (46%)	37/59 (37%)	35/59 (41%)	37/59 (37%)	41.5%
Week 7	43/59 (27%)					

This type of absenteeism may continue for a while yet as we move in and out of COVID surges. The thing we have to do is be prepared for this and have in place systems and structures to support students, staff and whanau.

<p>Pre COVID we knew what school looked like, and were secure in our outlook for our students' learning. Over the last two years, we have been challenged to shift our thinking about what we think school is, from school-based learning to home-based learning or a hybrid of the two. We have had to rethink our priorities about resourcing, school organisation, staffing and logistics on a daily basis. Some days we just had to play what was in front of us as the field and game were shifting continuously. Some regular events, celebrations and routines have been maintained. Some have not.</p> <p>Learning in a COVID world, we have decisions to make about:</p> <ol style="list-style-type: none"> 1. What is needed now to support students whose learning has been disrupted for up to two years? 2. What will the 'new normal' look like for staff, students and parents? 3. What traditions, systems and routines will you reinstate? 4. What will we change for the future? <p>Internationally, this conversation has begun. The pandemic has exposed inequities in schooling and in societies. In New Zealand schools, our capacity to support hybrid learning options; to provide access to devices; administration support for smaller schools; staffing to keep schools open; and ventilation in classrooms, are typical examples.</p> <p>In the "Learning in a Covid World" series of reports put out by ERO, recommendations for 2022 included</p> <ol style="list-style-type: none"> 1. Preparing for hybrid/blended learning. 2. Supporting learning catch up. 3. Having a plan to support re-engagement both in the classroom and remotely. 4. Supporting students' wellbeing. <p>We already have some of these things in place, but all these recommendations will be even more relevant when we move into a Post-Covid era.</p>	
<p><u>NAG 2: Planning & Reporting</u> Charter and SOV sent to MOE</p>	
<p><u>NAG 3: Personnel/Performance Management</u></p> <ul style="list-style-type: none"> - I have had my first meeting with Tony and we are looking at the new PGC. This year is the last year that we will be doing appraisals as we know them. I will keep you informed as to what we will be looking at next year. - Staff PGC are beginning, when I can get the teachers to school. 	
<p><u>NAG 4: Finance & Property</u></p> <p>The house at 5 Ash Pit Road is being painted and wallpapered and should take about three weeks. It has been tenanted.</p>	

NAG 5: Health & Safety •	
NAG 7 Charter • Sent to MOE	
NAG 8 Analysis of Variance • Sent to MOE	
Kahui Ako update	

STRATEGIC AIM 1: LEARNER CENTRED			
Achieved by:	Who	Outcome.	Evaluation. By the end of 2022
Students develop life long learning skills	Staff	Students are engaged in learning and know the learning process	<ul style="list-style-type: none"> • Term 1 has focused on life long learning as a curriculum topic. • Children are learning LRS the inquiry process
Develop student voice and agency	Staff	Students are using are able to have a say in why, what and how they learn	<ul style="list-style-type: none"> • PLD on student agency and voice • Children choose topics through the localised curriculum, why, what and how to learn.
Developing collaborative teaching /learning practices	Staff	Teachers are working collaboratively to plan teaching and learning experiences for all students	<ul style="list-style-type: none"> • PLD on collaborative teaching practices • Senior and Junior teacher planning together • TA working in and across classes
Enhance future focussed learning through the use of digital technologies.	Staff	Students and teachers are using DTs to enhance the teaching/learning experiences	<ul style="list-style-type: none"> • Several major purchases - 20 chrome books, 10 iPads • Students learning through the VLN primary school

<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>Staff</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● COVID is a hindrance in getting children out of the classroom and/or getting people into school for added experiences.
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Special Education Needs in Lake Rerewhakaaitu School

Each child is an individual with unique physical, intellectual, social, emotional and behavioural capabilities and responses. Individual differences may affect the child's ability to participate fully in educational opportunities.

Charter

At Lake Rerewhakaaitu School, children with special needs are; participating and engaged in class and out of class with their peers at all times, are learning and achieving success, being challenged, learning within the curriculum and enjoying the things they are interested in.

We have high expectations of all learners. We are innovative and flexible and have processes to identify and support the needs and aspirations of all learners.

Current situation

Currently we have 12 students that are on the SENCO register that require CAPs. These students are more than 1 year behind their chronological age.
9 Students below in either reading, writing or maths.
3 students are also monitored for other underlying issues.

What are we doing

- Children are recorded on the SENCO register (Special Educational Needs Co-ordinator Register)
- LSC (Learning Support Coordinator) are used as the SENCO teacher in LRS
- Records are kept on the progress of students.
- Each child is considered an individual and the school provides appropriate resources, e.g. skilled personnel, student enhancement programmes, Yolanda Soryl, special equipment, teacher aides, 1-1 work with teacher, small group work with teacher etc.

- Currently we have 2 teacher aides, 1 TA for 1 hr RTLB funded and 1 hour LRS funded and 1 TA 2hrs RTLB funded and 1 hr LRS funded per day. 1 teacher and 1 TA are being trained in Yolanda Soryl phonics to work in the junior area.
- Teachers endeavour to utilise a variety of teaching approaches to provide for the preferred learning modes of all children within classrooms.
- Clear procedures for early identification of children with special needs and abilities.
- Teachers are familiar with identification procedures.
- Ongoing training is provided within budget constraints.
- Maintain positive communication with parents/caregivers - regular termly CAPs (Collaborative Action Plan).
- Senco teacher liaise with RTLB regularly to gain specialist expertise and resourcing as required.
- Identify and access PLD (Professional Learning Development) for teachers and teacher aides as required.
- The principal or SENCO access *appropriate and available behaviour/learning assessments*.

Our use of the Reporoa Kahui Ako Cluster Learning Support Coordinator

Key LSC Functions:

- support students through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions
- support kaiako/teachers in schools and kura to lift their capability to better meet the needs of learners, and to strengthen their connections with early learning services
- support for parents and whānau to partner successfully with their school or kura and develop an understanding of learning support processes and who to contact if needed
- work with other LSCs across the cluster, and connect with the Learning Support Facilitator and wider agencies, such as Oranga Tamariki—Ministry for Children
- The Learning Support Coordinator is fully aware of their role and the requirements as LSC in Lake Rerewhakaaitu School.
- Fulfilling the role of SENCO at Lake Rerewhakaaitu school, to access services and resources to support learners
- work with and influence the school or kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress.

Action Goal	What this might look like:
Goal 1: Fulfil the role of SENCO in LRS	<ul style="list-style-type: none"> ● Responsible for meeting special educational needs, working in cooperation with principal, parents, teachers, teacher aides and other professionals to develop a higher quality of teaching. ● Accessing and making applications to outside support for

	<p>students.</p> <ul style="list-style-type: none"> • Have high aspirations for every student, with clear progress targets for pupils. • Be clear about how the school's full range of resources can be used to meet such targets.
<p>Goal 2: Develop and maintain an up to date Lake Rerewhakaaitu School Learning Support Register</p>	<ul style="list-style-type: none"> • The Learning Support Register is developed based on OTJs and implemented in Lake Rerewhakaaitu School . • The Learning Support Register aligns with the requirements of the Kahui Ako and MOE. • Students identified as: High, Medium and Low needs • Parental Consent is gained from parents for students to be on the register.
<p>Goal 3: Ensure students are making accelerated progress.</p>	<ul style="list-style-type: none"> • LSC to identify needs and monitor progress - including observations in the classroom and meeting with teachers, parents and other support agencies. • Regular achievement progress reports (every 5 weeks) on student progress. • Working with outside agencies (RTL, Psychologists etc) for children in the High needs category.

Why are we doing it

- To deliver education to all children in a manner that enables them full access, participation and opportunity to achieve their full potential.
 - To identify specific needs of students and overcome the barriers to learning.
 - To plan and implement appropriate programmes that ensure success and achievement for students.
 - To provide a school environment that promotes safety, security and happiness for students.
 - To be equitable to all students.
 - To assist students gain access to appropriate agencies and resources.
 - To work in partnership with and in support of parents/caregivers.
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2. Trustee code of behaviour policy

Outcome statement

The board will act in an ethical and respectful manner

Scoping

Every member of the board will have access to the code of behaviour and opportunities to discuss its expectations of their conduct. Board business will be conducted in an ethical and respectful manner, in accordance with legislation and board policy.

Expectations and limitations

As members of an effective governance team, each member of the board of trustees shall:

- ensure the needs of all students and their achievement is paramount
- be loyal to the school and its mission
- maintain and understand the values and goals of the school
- protect the special character of the school
- publicly represent the school in a positive manner
- respect the integrity of the principal and staff
- observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
- be diligent and attend board meetings prepared for full and appropriate participation in decision making
- ensure that individual trustees do not act independently of the board's decisions
- speak with one voice through board policies and ensure that any disagreements with the board's stance are resolved within the board
- in the course of board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate will receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter
- recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
- recognise that only the presiding member (working within the board's agreed presiding member role description or delegation) or a delegate working under written delegation can speak for the board
- continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
- be available to undertake appropriate professional development.

Procedures/supporting documentation

Monitoring

Legislative compliance

[Education Act 1989](#)

Reviewed:

Next review:



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3. Trustee remuneration and expenses policy

Outcome statement

Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.

Scoping

The board exercises its right to set the amount that the chair and other board members are reimbursed for attendance at board meetings. These honoraria cover the expense of attending board meetings and are not payment for work undertaken.

The principal, as a member of the board, is entitled to the same payment as all other trustees except the presiding member.

Any other payments or reimbursements are at the discretion of the board.

Expectations and limitations

Currently at Lake Rerewhakaaitu School:

- the presiding member receives \$75 per board meeting
- elected board members receive \$55 per board meeting
- there is no payment for working group/committee meetings
- attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- costs associated with attendance at professional development sessions may be met by the board but prior approval must be sought
- all other reimbursements are at the discretion of the board and must be approved prior to any spending occurring.

Procedures/supporting documentation

School reimbursement claim form

Monitoring

Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school trustees](#)

Reviewed:

Next review:



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