



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

28th June 2022 Meeting Minutes

ZOOM: <https://us02web.zoom.us/j/7145463433?pwd=aFVjYVAzdDVSNkyVmlZUkt5TXRJQT09>

Opened 7.09pm

1. Administration

Present Adelaide Edwards, Mark Pacey, Rodger Scott and Rick Whalley
Apologies Angela Robinson, Natalie Gow and MaryAnn Martin
In Attendance Carla Williams via Zoom

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

2. Strategic decisions

Charter review. Part of the 3 year plan previously reviewed, continues as planned. All agreed

3. Principals report

Rick read his Principals report. See report.

- o **Moved:** Rick
- o **Second:** Rodger
- o **Carried**

Property report

School house inspections completed by Rick, Rodger has swept chimney at #5 and Mark has set rat traps in the ceiling and bait in outside areas. DVS systems service booked but awaiting completion, due to be done this week.

Working Bee would be beneficial to sort some jobs out around school, query timing for farmers being able to help, perhaps put off until after calving. Make a list of jobs required and share with the board.

Mid-year student achievement

See report.

Strategic Plan

See Report.

Finances - May 2022 reports

Rick tables the Bank Staffing Reports, SUE Reports for pay periods 04, 05 & 06

Rick tabled the Creditors, Credit Card schedule, Financial reports for May 2022

Mark moves the Creditors accounts for payment for May 2022 as true and correct,

- o **Seconded:** Rodger
- o **Carried.**

Mark moves the Credit Card Payments for May 2022 as true and correct,

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

Mark moves the acceptance of the May 2022 Financial reports as a true and correct record of the

financial position of the school.

- o **Seconded:** Rodger
- o **Carried.**

4. Strategic discussions

Motion: To accept the Operational Policy 2; Curriculum Delivery Policy as presented.

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

6. Triennial Elections

Vicki Koopal accepted the position of Returning Officer.

Declaration of Interest - Vicki is Mark's sister - unanimous that this is not a concern due.

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

7. Administration

- **Confirmation of minutes for May 2022**

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

Inwards Correspondence

MOE Letter of school closure - due to major accident causing road closure and access to school.
NZSTA Returning Officer pack, Enduring Authorisation for MOE Carbon Neutral Government programme and a letter from the Auditor General in regards to delay in audits this year due to covid disruptions.

Public Excluded Business. Time: 7:52pm

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.

- o **Moved** Mark
- o **Seconded** Rick
- o **Carried**

The public part of the meeting resumed at 7.56pm

End of minuted meeting at 7.57pm

Next meeting 2nd Aug 2022.

Signed: 

Date: 02/08/2022

Presiding Member

Next Meeting Dates: 02 Aug, 13 Sep, 25 Oct & 06 Dec 2022



PRINCIPAL'S REPORT TO THE BOT

28 June 2022

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

| <u>Roll:</u> 59 Students: 26 Girls, 33 Boys, 21 Maori | Alerts/Decisions for Board- |
|---|------------------------------------|
| <p><u>NAG 1: Curriculum</u></p> <p>COVID19</p> <p>COVID and the flu still continue to disrupt school, attendance rates and teacher availability.</p> <p>Curriculum report at meeting: Operational Policy 2</p> | |
| <p><u>NAG 2: Planning & Reporting</u></p> <p>Student data to view at meeting</p> | |
| <p><u>NAG 3: Personnel/Performance Management</u></p> <p>- I have had my second meeting with Tony</p> | |
| <p><u>NAG 4: Finance & Property</u></p> <p>Work on the staff room and the LSC room (admin area) will start in the school holidays. Carla and myself will work from the library while this is taking place</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"> • Review this meeting | |
| <p><u>NAG 8 Analysis of Variance</u></p> <ul style="list-style-type: none"> • | |
| <p><u>Kahui Ako update:</u></p> | |

Even Year Term 3 Our Place

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| Big Question/Idea | <p>The significance of major land features - to Maori *How does that impact on the way we live in that space - what resources are available there (Dwellings, recreation ect). *What is our and our places' local history? *The stories that are created around our significant land features.</p> <p>Big Question: Will knowing the history and stories of our place help us live better lives in this place?</p> |
| Local | *Tarawera & Kākaramea |
| National | Significant Mauga around Aotearoa |
| Global | Ring of Fire |
| Principles | Students have every opportunity to develop a thirst for learning, a curiosity and passion about the world around them |
| Values | integrity , which involves being honest, responsible, accountable and ethical |
| Key Competencies | <p>Relating to others E.g. How do we respond and negotiate with others when we have different values and different goals and want different outcomes in and for shared places.</p> |
| -Number/Algebra -Geometry/Measurement -Statistics | Geometry and Measurement -Time -Position and orientation |
| -Listening -Reading -Viewing | Literacy to focus on Atua- Narrative |
| -Speaking -Writing -Presenting | Narrative text. |
| Science | <p>Planet Earth and Beyond_ Volcanoes, tectonic plates Building Science Concepts titles</p> <p>In our environment we have Mt. Tarawera (volcano) Lake Rerewhakaitu (water environment) and surrounding vegetation for plant and animal studies. Plenty of possibilities for Planet Earth and Beyond or Living World.</p> |
| Technology | 3DO |

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| Social Science | <p>Level 1: Understand how places in New Zealand are significant for individuals and groups.</p> <p>Level 2: Understand how places influence people and people influence places.</p> <p>Level 3: Understand how people view and use places differently.</p> <p>Level 4: Understand how exploration and innovation create opportunities and challenges for people, places and environments.</p> <p>Level 5: Understand that people move between places and that this has consequences for the people and the places.</p> <p>Thermal power</p> |
| Aotearoa New Zealand's Histories | <p>Years 1–3: Tūrangawaewae me te kaitiakitanga/ Place and Environment. Tangata Whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae. Many of the names of geographical features, towns, buildings, streets, and places tell stories. Sometimes there is more than one story. What are the names of the features of the landscape in our area? Do some features have more than one name? If so, why and where do the names come from? How did Māori name marae, hapū, iwi and features of the landscape? How and why have some place names in Aotearoa New Zealand changed? Ref. pg6 Aotearoa New Zealand's Histories in the New Zealand Curriculum.</p> <p>Rotorua Street names (On He Pātaka Pūrākau/Te Arawa Stories). Lots of stories to access here.</p> <p>Years 4–6: Tūrangawaewae me te kaitiakitanga/ Place and Environment. People adapted their technologies and tools to the new environment of Aotearoa New Zealand. Ref. pg14 Aotearoa New Zealand's Histories in the New Zealand Curriculum. "What are the origin stories of mana whenua? What technologies and tools did Māori bring to Aotearoa New Zealand? What adaptations did early Māori make to enable them to survive and thrive in a new environment? How did these differ across Aotearoa New Zealand? How did mana whenua, early resource seekers and settlers impact on the natural environment? How did mana whenua engage with early newcomers?"</p> |
| The Arts -Dance -Drama -Art | <p>Focus: Music and singing.</p> <p>Kapahaka</p> |

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| -Music | Calendar art |
| Health | Puberty Our body/Personal health and Hygiene |
| -PE -Sport | -Fitness Gym? Winter games: rugby, soccer and basketball? |
| Te reo Maori | <u>Curriculum guidelines</u> Place/Features names Time Whaea Adelaide Karahaka |

2 Lake Rerewhakaaitu School Curriculum Delivery Policy

Outcome statement

Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.

Scoping

The board's primary objective is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

Delegations

As the professional leader of the school, the principal is responsible for fostering quality teaching and learning outcomes.

Expectations and limitations

The principal must ensure:

- an annual plan is developed setting out how progress will be made towards the achievement of charter/strategic aims and targets and is approved by the board
- the school curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Marautanga o Aotearoa)
- school programmes provide students in years 1–8 with opportunities to learn in all areas of the national curriculum
- there is a focus on the national priority groups of Māori, Pasifika and students with special learning needs in school planning and reporting*
- assessment practices enable the engagement, progress and achievement of students to be monitored and reported
- board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

Procedures/supporting documentation

Curriculum planning

Assessment cycle

Monitoring

The principal will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for every board meeting that:

- includes data and analysis on curriculum delivery, student progress and achievement
- tracks progress and variance towards strategic aims and key performance indicators
- informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration.

Legislative compliance

Education Act 1989

New Zealand Curriculum/Te Marautanga o Aotearoa

*National Education and Learning Priorities (from 2019)

Reviewed: June 2022

Next review: June 2024



Priority Learners

Students who have been identified as achieving more than one 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 maths.
- 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, maths, 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.

Approached to Accelerating Learning at LRS

| Approach | Evaluation |
|---|---|
| Identify Priority Learners and their specific learning needs. | <ul style="list-style-type: none"> ● Using data from 2021 to inform start of year targets ● Analyzing data taken from classroom observations and standardized testing on an ongoing basis to inform students specific learning needs and next steps |
| Individualise teaching and learning plans are developed for each priority learner | <ul style="list-style-type: none"> ● We have been developing planning documents that show individualised needs. ● CAPs used where necessary |
| 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 |

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| <p>Schoolwide protocols are developed, reflecting expected practice for teaching and learning in Reading, writing and math.</p> | <p>throughout the term.</p> <ul style="list-style-type: none"> ● Schoolwide document developed to inform assessment, planning, expectations. ● Staff meetings taking place that are PLD focused around local curriculum, agentic practices and individualized/personalized learning |
| <p>Teaching and learning is underpinned growth mindset practices</p> | <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 |
| <p>Teacher professional development to ensure learner agency is develop and implemented consistently across the school</p> | <ul style="list-style-type: none"> ● 12 Month MOE PLD |
| <p>Students receive specific, frequent and positive feedback</p> | <ul style="list-style-type: none"> ● Using Booklets to provide feedback and students self assessment. |
| <p>Teacher inquire into their own practice and and share their learning</p> | <ul style="list-style-type: none"> ● Peer coaching through Kahui ako |
| <p>Parents/whanau/caregivers are informed and report to regularly about their child's progress and achievement</p> | <ul style="list-style-type: none"> ● School interview process ● Parents individual calls, interviews and informal discussions |
| <p>Parents/whanau/caregivers engage in supporting their child's learning at home</p> | <ul style="list-style-type: none"> ● Through use of Seesaw, newsletters and interviews. |

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| External support(eg; RTL, MOE.LSC) is accessed and utilised as required | <ul style="list-style-type: none"> Using LSC as school SENCO Working with RTL to access other agencies, |
| Leadership team to monitor progress of learners schoolwide: providing support, professional learning and ongoing mentoring of teachers as necessary | <ul style="list-style-type: none"> SLT examine data and evaluations are discussed at staff meetings Moderation of students work to help consistency across the school What's on top at staff meetings |
| Board of Trustees decision making focuses on improving students outcomes and monitoring progress towards achieving the strategic goals of the school | <ul style="list-style-type: none"> Principal updates at BOT meetings |

Mid year Target students results

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| 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 | | | |
| | Maths | Writing | Reading |
| Term data | 66% making accelerated progress | 66% making accelerated progress | 100% making accelerated progress |
| Evaluation: 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. | | | |