



Preparing our students for the possibilities of tomorrow.
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Lake Rerewhakaaitu School Board of Trustees

Meeting Minutes 22 February 2022

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

Opened 7.05pm

1. Administration

Present Adelaide Edwards, MaryAnn Martin, Rodger Scott, Rick Whalley, Angela Robinson and Mark Pacey via Zoom.

Apologies Rachel Haskew

In Attendance Carla Williams and Natalie Gow

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

Election of Presiding Member

Nominations for the position of Presiding Member were called.

Rodger Scott nominated Mark Pacey. Mark accepted the nomination.

Call for other nominations, none were made. Angela Robinson Seconded. Unanimous.

Mark Pacey was elected and carried on as Presiding Member.

Mark had spoken with NZSTA regarding requirements for a Bi-Election due to the resignation of Amanda Armer. Discussion was held and it was agreed that due to the BOT Elections being held within 6 months we will not hold a bi-election. Mark moved that no Bi-Election will need to be held.

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

Welcome to Natalie Gow, who is our new staff representative.

2. Strategic decisions

New Strategic goals 2022 (see Charter). Reduces aims to 3 goals, still includes all previous set goals.

Strategic Aim 1 **L**earner Centred
Strategic Aim 2 **R**esponsive Culture
Strategic Aim 3 **S**ustainable Partners

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

Budget 2022

Use of surplus from 2021 covers the \$30,000 deficit to be used for new Chromebooks, speaker system and video equipment. Rick moves that the 2022 budget is ratified.

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

3. Principals report

See report. Rick explained that targets were removed from curriculum focus during the time of pandemic to priority students' focus. Accelerated period is >12months growth. This focuses on an individual child's growth and success.

Rick moves that his report is taken as read.

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

Principal Appraisal

Tony Pope had given a competitive quote for the Principal Appraisal. Discussion held if all were in agreement with his services. Mark moved for Tony Pope to continue the Principal appraisals.

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

Property Report

Rodger read his report.

#5 Numerous enquiries received for renting School House. Painting is still required. Rodger to follow up with contractors to see when they are available to commence work. If delays are ongoing, consider a painting work agreement with the tenant prior to occupancy. Rodger to source a rental appraisal/guidance for market rent, which would be discounted if the tenant is a staff member. .

#25 Rodger inspected after the end of Rick's tenancy, photos taken and advised no changes to conditions. Rodger mowed the lawns and cleaned the gutters during the holidays for the arrival of new tenant, Natalie Gow. Tenancy Agreement has been signed.

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

Finances - November & December 2021 reports

Rick and Carla had a meeting with Hillary from Education Services. They are pleased with the progress and performance. William Buck Accountants have been appointed our new auditors. The audit process is commencing.

Rick tables the Bank Staffing Reports, SUE Reports & SAAR Report for pay periods 19,20,21,22 &23

Rick tabled the Creditors, Credit Card schedule, Financial reports for November & December 2021

Rick moves the Creditors accounts for payment for November & December 2021 as true and correct,

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

Rick moves the Credit Card Payments for November & December 2021 as true and correct,

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

Rick moves the acceptance of the November & December 2021 Financial reports as a true and correct record of the financial position of the school.

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

4. Strategic discussions

Motion to accept the **Governance Policy 1: Board Roles and Responsibilities Policy**

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

Identified items for next meeting

Strategic Aims - Learner Centred
Governance Policies 2-3
Special Education Needs
HR Checklist

7. Administration

- **Confirmation of minutes for December 2021**

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

Next meeting 29 March 2022.

End of minuted meeting at 7.27pm

Signed  _____ **Presiding Member**

Date: 14/04/2022

Next Meeting Dates:

29 Mar, 10 May, 21 Jun, 02 Aug, 13 Sep, 25 Oct & 06 Dec 2022



PRINCIPAL'S REPORT TO THE BOT

22 February 2022

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Role: 60 Students: 27 Girls, 33 Boys, 22 Maori	Alerts/Decisions for Board-
<p><u>NAG 1: Curriculum</u></p> <p>- See Term 1 curriculum overview: Life Long Learning</p>	
<p><u>NAG 2: Planning & Reporting</u></p> <p><u>Target 2022</u> 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</p>	
<p><u>NAG 3: Personnel/Performance Management</u></p> <ul style="list-style-type: none"> ● All staffing positions are full. ● Professional growth Cycles will start in week 4 	
<p><u>NAG 4: Finance & Property</u></p> <p>Quotes required for the painting of the school this year</p>	
<p><u>NAG 5: Health & Safety</u></p> <ul style="list-style-type: none"> ● We are keeping up to date with the MOH COVID19 fluid environment. ● All yr 4 and up are wearing masks ● All teachers are wearing masks 	
<p><u>NAG 7 Charter</u> See 2022 Charter;</p> <ul style="list-style-type: none"> ● New targets ● New strategic goals 	
<p><u>NAG 8 Analysis of Variance</u> To be presented at the next meeting.</p>	
<p><u>Kahui Ako update</u></p>	

Life Long Learning

Even Year Term 1 Life-Long Learning	
Big Question/Idea	<p>Establishing a learning environment in the classroom Goal setting How we assess ourselves What is a lifelong learner? Habits of mind Why is it important to be a learner? The difference between learning and knowing. How do we learn? Why am I learning this? How does my learning continue to grow? What affects my learning? Life in the Learning Pit</p> <p style="text-align: center;">What is the value of being a life-long learner?</p>
Local	<p>Adults in the community telling their stories (How they learnt, where they went, how they did it and how they overcame their learning pit).</p> <p>Farming, Local Businesses: Waimangu - perseverance, adaptability</p>
National	How NZ handled COVID 19 in comparison to the rest of the world.
Global	COVID 19 - How people adapt or overcome hard times.
Principles	<ul style="list-style-type: none"> - Students develop life long learning skills through the development of the Key Competencies of managing self, thinking, relating to others, and participating and contributing. Learners have their identity, culture, language, talents and strengths recognised and affirmed through a curriculum that reflects New Zealand's bicultural heritage and multicultural society.
Values	<ul style="list-style-type: none"> - excellence, by aiming high and by perseverance, resilience and courage, in the face of difficulties
Key Competencies	Relating to others, participating & contributing, thinking and managing self.
-Number/Algebra -Geometry/Measurement -Statistics	Assessment focus: <ul style="list-style-type: none"> - Number and Algebra - Measurement: Time frames, - Finance
-Listening -Reading -Viewing	<ul style="list-style-type: none"> - Report Writing - Listening to others and reflecting with others. - Viewing exemplar Reports - Listening to community members stories of their learning pit journeys.

-Speaking -Writing -Presenting	<ul style="list-style-type: none"> - Report Writing : Writing reports, Presenting reports and speaking in front of peers. - Goal setting
Science	NA
Technology	Computational Thinking - How does Technology assist my learning. In education, computational thinking (CT) is a set of problem-solving methods that involve expressing problems and their solutions in ways that a computer could also execute. It involves automation of processes, but also using computing to explore, analyze, and understand processes (natural and artificial).
Social Science	Continuity and Change – Students learn about past events, experiences, and actions and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures. Mātauranga Māori - how do different cultures learn? How is knowledge passed on through the generations?
The Arts -Dance -Drama -Art -Music	Visual Art - Designing their own learning pit. Learning map - What helps me learn best? Where do I learn best? How learning was passed on - how stories were told - tell your story through art, carving, weaving, dance, drama, song
Health	Growth Mindset Goal setting learning pits How traditional practices were used to heal and maintain hauora, plants, maramataka, balance
-PE -Sport	Summer Sports Swimming Sports Cluster swimming sports Jump Jam Senior Camp Whole school sports How do traditional games and activities support learning? E.g. poi and rākau - used to tell stories but also to pass on combat knowledge and skills for warriors Weaving - collection of harakeke - passing on of knowledge as women worked
Te reo Maori	Thursday lessons with Whaea Adelaide Kapa Haka practice Karakia

1. Board roles and responsibilities policy

Outcome statement

The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.

Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The board sets the strategic direction for the school and governs via its policies, which it entrusts to the principal to implement.

Delegations

Accountability rests with the whole board, with no individual trustee or committee having decision-making authority unless it has been delegated and documented.

Expectations and limitations

Board actions		Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1	The board leads the annual charter/strategic plan review process.
	1.2	The board sets/reviews the strategic aims by December.
	1.3	The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education by 1 March each year.
	1.4	Regular board meetings include a report on progress towards achieving strategic aims.
	1.5	The charter/strategic plan is the basis for all board decision making.
2. Monitors and evaluates student progress and achievement.	2.1	The board approves an annual review schedule covering curriculum and student progress and achievement reports.
	2.2	Reports are received at each regular board meeting from the principal on progress against the annual plan, highlighting risk/success.
	2.3	Information reported to the board is thoughtfully discussed, critiqued and challenged.
	2.4	Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities.
3. Protects the special character of the school (special character schools).	3.1	Special character is obviously considered in all board decisions.
	3.2	A special character report is included at every board meeting as part of the principal's report.
4. Appoints, assesses the performance of and supports the principal.	4.1	Principal's performance management system is in place and implemented.
5. Approves the budget and monitors financial management of the school.	5.1	Budget is approved by the first meeting each year.
	5.2	Satisfactory performance of financial management against budget is in evidence.
6. Effectively manages risk.	6.1	The board has an effective governance model in place.
	6.2	The board remains briefed on internal/external risk environments and takes action where necessary.
	6.3	The board identifies trouble spots in statements of audit and takes action if necessary.
	6.4	The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action.
7. Ensures compliance with legal requirements.	7.1	New members read and understand the governance framework including policies, the school charter/strategic plan, board induction pack and requirements and expectations of board members
	7.2	New and continuing members are kept aware of any changes in legal and reporting requirements for the school.
	7.3	The board seeks appropriate advice when necessary
	7.4	Accurate minutes of all board meetings are approved by the board and signed by the

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		chair.
	7.5	Individual staff/student matters are always discussed in public-excluded session.
	7.6	Board meetings have a quorum.
8. Ensures trustees attend board meetings and take an active role.	8.1	Board meetings are effectively run.
	8.2	Trustees attend board meetings having read board papers and reports and are ready to discuss them.
	8.3	Attendance at 80% of meetings (minimum).
	8.4	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education Act 1989 s104 (1) (c))
9. Approves major policies and programme initiatives.	9.1	The board approves programme initiatives as per policies.
	9.2	The board monitors implementation of programme initiatives.
10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.	10.1	The Treaty of Waitangi is obviously considered in board decisions.
	10.2	The board, principal and staff are culturally responsive and inclusive.
11. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	11.1	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).
	11.2	The board ensures there are personnel policies in place and they are adhered to (code of behaviour).
	11.3	The board ensures there is ongoing monitoring and review of all personnel policies.
12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures.	12.1	Successful resolution of any disputes and conflicts referred is achieved.
13. Represents the school in a positive, professional manner.	13.1	Code of behaviour is adhered to.
14. Oversees, conserves and enhances the resource base.	14.1	Property/resources meet the needs of the student achievement aims.
15. Effectively hands over governance to new board/trustees at election time.	15.1	New trustees are provided with induction and a copy of the board's governance manual.
	15.2	New trustees are fully briefed and able to govern following attendance at an orientation programme.
	15.3	Appropriate delegations are in place as per Schedule 6 (17) of the Education Act.
	15.4	Board and trustees participate in appropriate ongoing professional development.

Procedures/supporting documentation

Monitoring

Legislative compliance

[Education Act 1989](#)

[Employment Relations Act 2000](#)

[State Sector Act 1989](#)

Reviewed:

Next review:



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School Charter
 Strategic and Annual Plan for
 Lake Rerewhakaaitu School
 2021 - 23

Principal's endorsement:	Rick Whalley: 08-September 2020
Board of Trustees' endorsement:	Mark Pacey: 08 September 2020
Submission date to Ministry of Education:	March 2021

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Strategic Intentions

Vision	<p>Preparing our students for the possibilities of tomorrow. <i>Kei te whakatakataka a matou akonga mo nga ahei a tona wa</i></p>
Mission Statement	<p>Lake Rerewhakaaitu School will empower students to reach their individual potential and develop the knowledge and skills they will need to make the most of life. They will stand tall in their cultures and as New Zealanders, seize opportunities, overcome obstacles, and make a positive contribution to society.</p>
Values	<p>Lake Rerewhakaaitu School students are encouraged to value:</p> <ul style="list-style-type: none"> ● excellence, by aiming high and by perseverance, resilience and courage, in the face of difficulties; ● innovation, enquiry, and curiosity, by thinking creatively, critically, and reflectively; ● diversity, as found in our different cultures, languages and heritages; ● respect for themselves, and the rights of others; ● equity, fairness and social justice; ● whanaungatanga - a sense of community and participation for the common good; ● the environment (rural and local environments, Earth and its interrelated ecosystems); ● integrity, which involves being honest, responsible, accountable and ethical. <p>Our community values are highlighted and expressed through the combined values of the New Zealand Curriculum</p>
Principles	<p>Our purpose is to ensure that:</p> <ul style="list-style-type: none"> ● Students have every opportunity to develop a thirst for learning, a curiosity and passion about the world around them, an ability to relate effectively to others, and have opportunities to engage in hands on opportunities and a rich range of experiences to explore their interests, develop their strengths and discover new capabilities. ● Students develop life long learning skills through the development of the Key Competencies of . managing self, thinking, relating to others, and participating and contributing. Learners have their identity, culture, language, talents and strengths recognised and affirmed through a curriculum that reflects New Zealand’s bicultural heritage and multicultural society.

	<ul style="list-style-type: none"> • Learner agency is developed. e.g. learners are actively involved in planning learning experiences, evaluating and reporting on the progress and next steps towards their educational goals - online and through regular parent conferences. • We develop an understanding of our role as kaitiaki (guardian) and the concept of sustainability, not only in regard to the environment but all precious resources.
<p>Māori Dimensions and Cultural Diversity</p>	<p><u>New Zealand's cultural diversity</u> Children, from every culture, deserve the best education possible. We will reflect NZ's increasingly multicultural society through providing students with a range of opportunities to celebrate their own cultural identity and the diversity of other cultures.</p> <p><u>The unique position of the Māori culture</u> We understand, value and appreciate the values of Te Tiriti o Waitangi. We aim to uphold the articles of Te Tiriti o Waitangi, Kawanatanga, Rangatiratanga and Oritetanga. Some of the ways we achieve these are through te reo and tikanga being integrated in classrooms and through cultural experiences such as: hangi, Marae visits, attendance at the Cluster Kapahaka Festival, to ensure that all children have the opportunity to experience Maori culture, protocol and language both in and out of the class. We aim for te reo Maori to be taught more formally as a language from years 0 to 8.</p>
<p>Inclusive Education</p>	<p>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.</p>

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-aided 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.

End Year Data 2021

Reading SOY 2022	Priority learners	Working towards	At	Above	Total
Whole school	7	24	45	24	58
Male	9	25	40	25	32
Female	3	23	50	23	26
Maori	0	36	46	18	22

Writing SOY 2022	Priority learners	Working towards	At	Above	Total
Whole school	8	24	59	9	58
Male	12	25	29	9	32
Female	3	23	65	7	26
Maori	9	36	55	0	22

Maths SOY 2022	Priority learners	Working towards	At	Above	Total
Whole school	5	20	62	12	58
Male	3	18	66	13	32
Female	7	19	62	11	26
Maori	4	31	59	4	22

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 report 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	

Strategic Section 2022

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LRS Strategic Aims



1. **L**earner Centered
2. **R**esponsive Culture
3. **S**ustainable Relationships

STRATEGIC AIM 1: LEARNER CENTRED

Achieved by:

1. Students develop *life long learning skills*
2. *Develop student voice and agency*
3. *Developing collaborative teaching /learning practices*
4. Enhance future focussed learning through the use of digital technologies.
5. Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,

STRATEGIC AIM 2: RESPONSIVE CULTURE

Achieved by:

1. Maintain a positive school culture.
2. Celebrate our cultural diversity.
3. Increase attendance and engagement.
4. Provide targeted, monitored programmes.
5. Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways

STRATEGIC AIM 3: SUSTAINABLE PARTNERSHIPS

Achieved by:

1. Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community
2. Implement a localised curriculum through strengthening whanau engagement in learning and goal setting.
3. Strengthen iwi connections through the iwi education plan.
4. Shared responsibility and reciprocal process between school and other agencies and organisations.
5. Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.

Annual Plan 2022

STRATEGIC AIM 1: LEARNER CENTERED			
Achieved by:	Who	Outcome.	Evaluation. By the end of 2022
Students develop <i>life long learning skills</i>	Staff		
Develop <i>student voice and agency</i>	Staff		
<i>Developing collaborative teaching /learning practices</i>	Staff		
Enhance future focussed learning through the use of digital technologies.	Staff		
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	Staff		

STRATEGIC AIM 2: RESPONSIVE CULTURE

Achieved by:	Who	Outcome.	Evaluation. By the end of 2022
Maintain a positive school culture.	BOT Staff Whanau		
Celebrate our cultural diversity.	BOT Staff Whanau		
Increase attendance and engagement.	BOT Staff Whanau		
Provide targeted, monitored programmes.	BOT Staff		
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	BOT Staff		

STRATEGIC AIM 3: SUSTAINABLE PARTNERSHIPS

STRATEGIC AIM 3:

Achieved by:	Who	Outcome.	Evaluation. By the end of 2022
Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community.	BOT Staff Whanau Community		
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting.	BOT Staff Whanau Community		
Strengthen iwi connections through the iwi education plan.	BOT Staff Whanau Community		
Shared responsibility and reciprocal process between school and other agencies and organisations.	BOT Staff Whanau Communities		
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.	BOT Staff School Communities		

