



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

## Lake Rerewhakaaitu School Board

### 04 April 2024 Meeting Minutes

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

Opened 7.08pm

#### 1. Administration

Present Bianca Sterkenburg, Daniel Schutt, Mathew Armer, Natalie Gow, Rick Whalley,  
Apologies Catherine Farrell and MaryAnn Martin.  
In Attendance Carla Williams  
Declaration of Interests DOIs held in a separate document that is linked to the Agenda.

#### Administration

Confirmation of minutes for February 2024.

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

#### Inwards Correspondence

- Emails:
  - o NZEI - Formal notification of Paid Union meetings - Vicki attended as she is our school union representative.
  - o Erin Swanson Easter Sunday fun social event for the NZ Orienteering Champs prizegiving using school grounds.
- 2023 Audit Year End Questionnaire - PM signed and will return to Carla to submit to Auditors.
- BOP Regional Council - Rates relief letter - Draft Rates remission and Postponement policy see [www.participate.boprc.govt.nz/rates-remission-review](http://www.participate.boprc.govt.nz/rates-remission-review)
  - o **Moved:** Bianca
  - o **Seconded:** Mathew
  - o **Carried** All in favour

#### Strategic decisions

Approval of Governance policies 2-3. No changes required

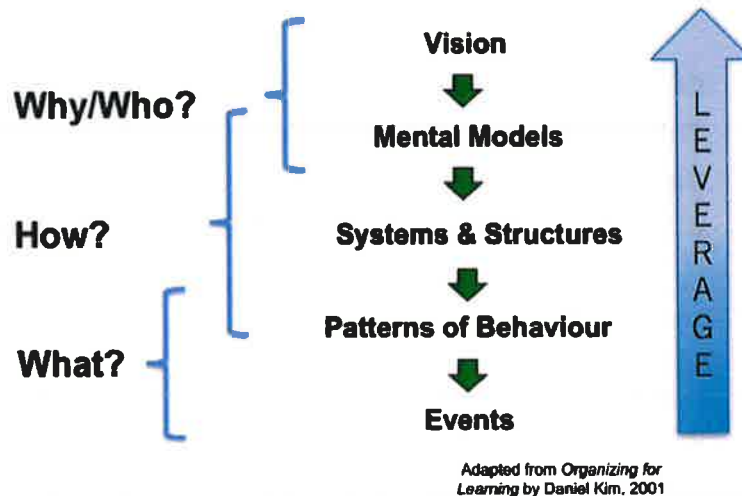
- o 2. Trustee code of behaviour policy
- o 3. Trustee remuneration and expenses policy
  - o **Moved:** Daniel
  - o **Seconded:** Mathew
  - o **Carried** All in favour

#### Principals report

Rick read and discussed his Principals report. See report.

- o Target 1: Learner Centred - Discussion held. New Kahui Ako attendance support person meeting held with Rick and Natalie on how to support our students and families with attendance. Connections made. Ongoing.
- o Target 2: Attendance dropped recently - a lot of illnesses, covid etc. Unjustified attendance is a concern, these are not due to medical reasons which are justified.
- o Staffing - Employed Caretaker - Vanessa Vanstone, Cleaner - Donna Nothcott.
- o New Local Curriculum Planning - Rick presented the Local Curriculum document. Discussion held and explanations.
  - We teach students how to learn.
  - What is powerful learning? What is powerful to learn?

- We ensure these are included in our planning
- Learning for life and lifelong learning
- What do we do as an inquiry process
- What are the key things of ... eg. Social Studies
  - How Society works
  - How people Participate
  - Past Present future
  - Within/beyond NZ
- Concept - Learn, Retain and Sustain. Next Wednesday's staff meeting, we will plan using this new framework.
  - Learn: What do we want the children to Understand/I am building knowledge...
  - Retain: What do we want the children to Know/I know that...
  - Sustain: What do we want the children to Do/ I can...



Accounts to the auditor - final audit questionnaire read through and signed by the PM, will be sent to the Auditor once received.

Principal Wellbeing and PLD update - Rick presenting to the Ministry in London and Sheffield, will talk about how we do e-learning, rural schools. Going to an online school in Dublin, Ireland looking at their language programme- compared with how we do te reo in schools. Then to France for the conference.

Teachers (Full time / 0.8 above) are now entitled to 3 days a term for CRT (Class release time), this will increase to 4 days at the start of Term 3 2024 and then to 5 days Term 1 2025. Rick releasing CRT.

Special Needs - keeps a special needs register, defining what is special needs - that is more than 12 months below. Assessed and discussed regularly in staff meetings. CAPS meetings every term, parents know that they can contact Vicki if they need to know anything. Adaptable due to different circumstances, what works for our students and whanau.

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

### Property report

School Greenhouse - Monday and Tuesday Rick to put a call out for parent helpers in the newsletter

### School Houses

House inspections to be carried out by Bianca this week.

#5

- Tenant wanting Chippy out, so that can put a pantry in - not yet done. Mathew and Daniel will make a plan to sort. Discussed to tender the chippy to gain the best outcome.
- Leak coming from under the eave, line dripping along the soffit - near where the hot water cylinder pipe comes out on the roof. Gerben and Mathew to assess this weekend, will contact a plumber if necessary.
- Crack in the window - Bianca will follow up with insurance. Daniel will send it to Bianca.

Annual Rent review for decision.

DOI - Natalie removed herself from the discussion due to conflict of interest - being a house tenant.

Bianca has had a look at Market rental figures in, Reporoa and Rotorua. Rents have increased in the last few years. Tenants have had no increases in the last couple of years, both school houses have had significant improvements. Currently \$350 and \$250 (teacher after deduction). Both rental properties need to increase as per policies. Discussion held.

Agreed upon new rent of \$400, with the teacher rent costing 25% less, as per entitlement. Bond to be increased to be equivalent to 4 weeks rent. Rental increase effective date: 30th June 2024.

Bianca will discuss with Halie about the rent increase, and produce rent increase letters to tenants.

Bianca to send a copy of the Market rent paperwork to Carla.

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

#### Finances - January & February 2024 reports

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

Rick tables the Bank Staffing Reports, SUE Reports for pay periods 24, 25 & 26

Rick tabled the Creditors, Credit Card schedule, Financial reports for January & February 2024

Daniel moves the Creditors accounts for payment for January & February 2024 as true and correct,

- **Seconded:** Mathew
- **Carried.** All in favour

Daniel moves the Credit Card Payments for January & February 2024 as true and correct,

- **Seconded:** Mathew
- **Carried.** All in favour

Daniel moves the acceptance of the January & February 2024 Financial reports as a true and correct record of the financial position of the school.

- **Seconded:** Natalie
- **Carried.** All in favour

#### Strategic discussions

NZSTA "Be the change" Conference 6-9th June 2024 Wellington. Excellent opportunity for board members to be able to make connections with other board members, learn. Bianca, Daniel, Rick, will attend. Daniel will check with Catherine and Rick will check with MaryAnn and advise by Wednesday 10th April.

Mathew moves that up to 6 pax can attend the NZSTA conference, with hireage of a vehicle, accommodation and meals provided by school. Alcoholic beverages to be purchased by individuals, as per policy.

- **Seconded:** Natalie
- **Carried.** All in favour

#### Special Items

Fundraising aim \$50-60k for target students.

- Bale fundraiser-published in the newsletter and flyer mail drop.
- Raffle ideas - glamping package, dance. Query and explanation of how funds are managed. Funds go into the school bank account, Carla codes to donations, then segregates on a spreadsheet for ease of tracking.
- NZ funding - Catherine needs banking information, most recent financial reports are sent out with agendas, able to come in for more information if necessary.

Query and discussion held regarding the recent Cluster event, with Reporoa College and Waikite Valley School not attending/participating, leaving our seniors no teams to participate with. To counteract the situation, we put our students in Leadership roles. How do we keep our senior students engaged, when there's no help from other schools? Dates are set in advance at Principal meetings - why had they not advised earlier that were they not attending/participating?

Recent Kahui Ako meeting with Board chair - Discussion held about people saying they will do things and then not following through.

Identify Items for next agenda

- Responsive Culture
- Operational policy 1. Responsibilities of the principal policy
- Local Curriculum
- Annual report approved and sent to MoE

End of minuted meeting at 9.12pm

Next meeting to be held in the LRS Staffroom      7.00 pm      15th May 2024

Signed:  \_\_\_\_\_ Presiding Member      Date: 22/5/24 \_\_\_\_\_

Next Meeting Date: 15 May, 18 Jun, 30 Jul, 10 Sep, 22 Oct, 3 Dec



# Principals Report. Date: Mar 2024

Roll: 51 (10 students registered for 2024 start)      Boys: 60%      Girls: 40%      Maori: 38%      European/NZ 62%

## 2024 TARGETS

### Target 1

*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 2024.*

- 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.
- RTLB funding assistance has been applied for.
- LSC working with selected Target children

We are using the Kahui Ako Community Connector/Kaitakawaenga whose role it is to provide targeted support for schools and communities, reengaging ākonga to attend school and increase motivation across the Kahui Ako.

The Kaitakawaenga is engaging with whanau due to circumstances that are barriers to the children attending school.

### Target 2

**75% attendance 90% or above**

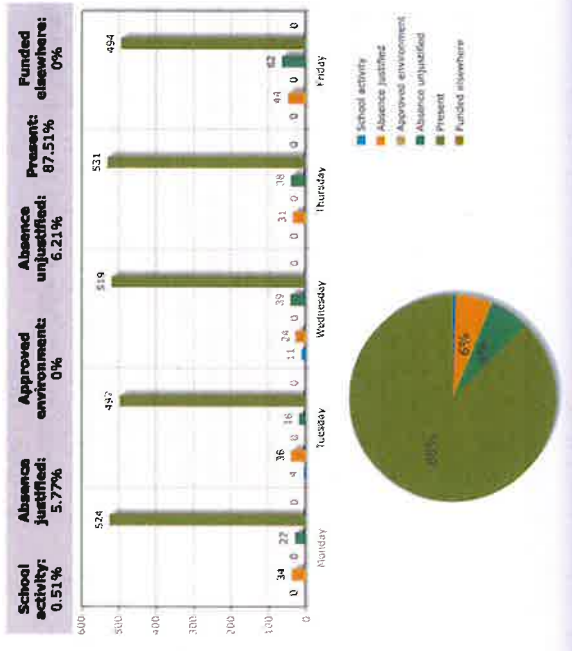
Currently sitting at 65% at 90%

**Overall attendance 88%**

6% Justified

6% Unjustified

From 2024-01-01 to 2024-03-19  
Viewing Audit



**Staffing:** Employed; Cleaner - Donna Northcott, Caretaker - Vanessa Vanstone

[Local Curriculum Planning](#). Will discuss this at the meeting

Principal Wellbeing and PLD update at meeting

OBJECTIVE 1: LEARNERS AT THE CENTRE		In LRS we:	Actions
<p><b>Priority 1:</b></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<ul style="list-style-type: none"> <li>Students develop life long learning skills.</li> <li>Developing collaborative teaching /learning practices</li> <li>Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> <li>Maintain a positive school culture.</li> <li>Celebrate our cultural diversity.</li> <li>Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways</li> <li>Implement a localised curriculum through strengthening whanau engagement in learning and goal setting.</li> <li>Strengthen iwi connections through the iwi education plan.</li> <li>Shared responsibility and reciprocal process between school and other agencies and organisations.</li> </ul>	<p>Safe Environment:</p> <p>28 Feb Fire drill: Held Fire drill while teacher was on CRT release and Rick was in the classroom as well as Carla being away. The drill took 4.45 minutes from start to finish. Rick came out of the classroom with the children and handed them over to their teacher. He then went and did the administration checks for the principal and the office administrator. This took a little longer than usual however the task was completed in a reasonable time frame.</p> <p>RTLBS services used to source funding for targeted children</p> <p>Local curriculum topics Term 1 <b>Unit Focus:</b> Our Place</p> <p><b>Big Idea:</b> The Roads of Rerewhakaaitu - How did they get their names?</p> <p>Tuakana Teina style teaching taking place in local curriculum studies.</p>	
<p><b>Priority 2:</b></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"> <li>Develop student voice and agency</li> <li>Developing collaborative teaching /learning practices</li> <li>Enhance future focussed learning through the use of digital technologies.</li> <li>Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> </ul>	<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>Local curriculum document- Integrated curriculum design being developed</p>	

		<ul style="list-style-type: none"> <li>● Maintain a positive school culture.</li> <li>● Celebrate our cultural diversity.</li> <li>● Provide targeted, monitored programmes.</li> <li>● Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways</li> <li>● Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community</li> <li>● Implement a localised curriculum through strengthening whanau engagement in learning and goal setting.</li> <li>● Strengthen iwi connections through the iwi education plan.</li> <li>● Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.</li> </ul>	<p>Attend all Kahui Ako(KA) and cluster principal meetings</p> <p>Children attending Reporoa cluster events Curriculum programmes acknowledge Te Tiriti o Waitangi</p> <p>Curriculum refresh PLD</p> <p>Participate in KA Professional Development</p>
<p><b>OBJECTIVE 2: BARRIER-FREE ACCESS</b></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"> <li>● Develop student voice and agency</li> <li>● Developing collaborative teaching /learning practices</li> <li>● Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> <li>● Maintain a positive school culture.</li> <li>● Celebrate our cultural diversity.</li> <li>● Increase attendance and engagement.</li> <li>● Provide targeted, monitored programmes.</li> <li>● Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways</li> <li>● Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community</li> </ul>	<p><b>Target 2</b></p> <p><b>75% attendance 90% or above</b></p> <p>Currently sitting at 65% at 90%</p> <p><b>Overall attendance 88%</b></p> <p>6% Justified</p> <p>6% Unjustified</p> <p>We are using the Kahui Ako Community Connector/Kaitakawaenga whose role it is to provide targeted support for schools and communities, reengaging ākonga to attend school and increase motivation across the Kahui Ako.</p> <p>The Kaitakawaenga is engaging with whanau due to circumstances that are barriers to the children attending school.</p>

		<ul style="list-style-type: none"> <li>● Implement a localised curriculum through strengthening whanau engagement in learning and goal setting.</li> <li>● Strengthen iwi connections through the iwi education plan.</li> <li>● Shared responsibility and reciprocal process between school and other agencies and organisations.</li> </ul>	<p>Local curriculum planning</p> <p>Target 1 Students with target teacher, RTLB and LSC</p> <p>Target 2: Term 1</p> <p><b>75% attendance 90% or above</b></p> <p>Currently sitting at 65% at 90%</p> <p><b>Overall attendance 88%</b></p> <p>6% Justified</p> <p>6% Unjustified</p>
<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"> <li>● Develop student voice and agency</li> <li>● Developing collaborative teaching /learning practices</li> <li>● Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> <li>● Celebrate our cultural diversity.</li> <li>● Increase attendance and engagement.</li> <li>● Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways</li> <li>● Strengthen iwi connections through the iwi education plan.</li> </ul>	<p>Target teacher is making good progress with our children in the target group</p> <p>Funding being sought from a range of outside agencies to support students: ORRs, RTLB, Speech therapist, hearing teachers.</p> <p>Staff meetings- Monday: what's on top support for teachers. Wednesday- focus on school wide needs and inquiry learning development PLD</p> <p>Local curriculum planning</p>
<p><b>OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP</b></p>			
<p>Priority 5:</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the</p>	<ul style="list-style-type: none"> <li>● Develop student voice and agency</li> <li>● Presenting students with a variety of opportunities to develop a thirst for</li> </ul>	<p>We have continued with our topic studies as well as having Whaea Adelaide taking te reo me nga tikanga Māori sessions on</p>



	everyday life of the place of learning	<ul style="list-style-type: none"> <li>learning, a curiosity and passion about the world around them,</li> <li>Maintain a positive school culture.</li> <li>Celebrate our cultural diversity.</li> <li>Increase attendance and engagement.</li> <li>Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways</li> <li>Strengthen iwi connections through the iwi education plan.</li> </ul>	Friday mornings. Local Curriculum topics:
Priority 6:	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<ul style="list-style-type: none"> <li>Develop student voice and agency</li> <li>Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> <li>Increase attendance and engagement.</li> <li>Provide targeted, monitored programmes.</li> <li>Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways</li> <li>Shared responsibility and reciprocal process between school and other agencies and organisations.</li> <li>Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.</li> </ul>	<p>Kahui Ako PD in assessment for learning is continuing throughout the year.</p> <p>We are holding staff meetings on Mondays for general school processes and practice and another 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</p>
<b>OBJECTIVE 4: FUTURE OF LEARNING AND WORK</b>			
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"> <li>Students develop life long learning skills.</li> <li>Develop student voice and agency</li> <li>Enhance future focussed learning through the use of digital technologies.</li> <li>Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> </ul>	Continuing to work with DOC and Ngati Rangitahi on the pest eradication programme.

		<ul style="list-style-type: none"> <li>• Increase attendance and engagement.</li> <li>• Provide targeted, monitored programmes.</li> <li>• Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways</li> </ul>	
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Learner Centred Achieved by:	NELPs	Emerging Phase 1	Ways to achieve this goal	Responsibility	End of year review
Students develop life long learning skills	1,7	Students are introduced to the learning process	<ul style="list-style-type: none"> <li>• Focused on life long learning through the LRS local curriculum doc</li> <li>• Children are learning about the LRS inquiry process.</li> <li>• Localised Curriculum implementation</li> <li>• Collaborative planning based on charter/annual plan/LCD</li> <li>• Use of LRS Progression booklets</li> <li>• Develop LRS inquiry process</li> </ul>	Staff	<ul style="list-style-type: none"> <li>• PD in Assessment for Learning through the Kahui Ako</li> <li>• Teachers incorporate, develop and refine the school inquiry / integrated learning structure integrating learning areas.</li> <li>• Planning based on the Charter/annual and LRS Local Curriculum. Term 1 topic Our Place- Road names in Rerewhakaaitu and surrounds</li> <li>• Swimming programme</li> <li>• Students using Blue books for next steps to learning</li> <li>• Teachers developing: learning goals - success criteria and learning target</li> </ul>

Develop student voice and agency	2,3,4,5,6,7	<b>Students are encouraged to have a say in why, what and how they learn (mediated)</b>	<ul style="list-style-type: none"> <li>Children choose topics through the localised curriculum, why, what and how to learn</li> <li>Students using Progress booklets to determine where they are at and next steps to learning</li> </ul>	<b>Staff</b>	<ul style="list-style-type: none"> <li>Planning learning experiences based on student voice and agency</li> <li>Student agency and inquiry based learning programme to develop a stronger sense of each individual's identity.</li> <li>Students taking ownership of their learning and pro-actively engaging</li> <li>Staff and children use progression booklets to show next steps and take ownership of learning. Booklets updated at end of each term</li> <li>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.</li> <li>Passion projects</li> </ul>
Developing collaborative teaching /learning practices	1,2,3,4	<b>Teachers are introducing collaborative planning teaching and learning experiences for all student</b>	<ul style="list-style-type: none"> <li>PLD through Kahui Ako</li> <li>Senior and Junior teacher planning together</li> <li>TA working in and across classes</li> <li>Localised curriculum planning as teams</li> </ul>	<b>Staff</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers planning a range of rich learning experiences for students to explore their interests, develop their strengths and discover new capabilities</li> <li>Teacher employed as Target teacher to support our target students</li> <li>TODs planning local curriculum subjects</li> <li>Education Evaluations PLD Assessment for learning</li> </ul>
Enhance future focussed learning through the use of digital technologies	2,7	<b>Students and teachers are introducing DTs to enhance the teaching/learning experiences</b>	<ul style="list-style-type: none"> <li>Students learning through the VLN primary school</li> <li>Google classroom, Seesaw used in classes</li> </ul>	<b>Staff</b>	<ul style="list-style-type: none"> <li>Actively using: Google docs, SeeSaw, chrome books, ipads and apps for learning.</li> <li>Students enrolled in Kotui Ako - Virtual learning network Aotearoa</li> <li>Passion projects -</li> <li>Term 1 Our Place</li> </ul>

<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>1,2,3,4 .5,6,7</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"> <li>• A range of activities are utilised in teaching and learning experiences</li> <li>• Getting children out of the classroom and/or getting people into school for added experiences</li> </ul>	<p><b>Staff</b></p>	<ul style="list-style-type: none"> <li>• Providing students with opportunities to engage in hands on activities, through Kahui Ako A4L Professional development and face to face facilitators</li> <li>• Implementation of the Local Curriculum</li> <li>• Cluster and outside agency programmes: swimming, RATS, KA Leaders (GRIP).</li> <li>• School and cluster swimming</li> <li>• Class trip to Wings</li> </ul>
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# Special Needs 2024

## Introduction

Students that are identified as special needs at Lake Rerewhakaaitu school have a range of needs. The Merriam webster dictionary defines special needs as:

“: any of various difficulties (such as a physical, emotional, behavioral, or learning disability or impairment) that causes an individual to require additional or specialized services or accommodations (such as in education or recreation) students with special needs.”

At Lake Rerewhakaaitu School, we follow our strategic plan, policies and procedures to guide our decision making in supporting our students with special needs. We ensure that 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.

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., BSLA, Early Words, Talk to Learn, in-class reading or writing support, teacher-aid 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), GSE (Group Special Education), Child Mental Health Services, or other external agencies - all in consultation with parents.

Gifted and Talented (G&T): Every child is a unique individual and has the right to receive the best possible educational opportunities in order to achieve their potential. G&T students have special needs and characteristics which require differentiated learning programs. Our school accepts responsibility for identifying gifted and talented students and developing individual learning goals to address their special needs. G&T students are not included in this review as there is a review of G&T later in the year.

Lake Rerewhakaaitu School keeps a special needs register (Target Students) that is the basis of our target student focus. There is also a learning support register that is part of our Kahui Ako commitment to look for trends across our schools, the LSC is responsible for keeping this updated with the support of the principal, teachers and target teacher.

## What have we been doing for our special needs students

- Using ongoing data from progression booklet,
- in class formative assessments, LSC, RTLB and target teacher CAPs data we are continuing to track and identify students who require assistance
- Specialised target teacher 0.6 Monday to Friday working:
  - 1 Hour- Reading x 4 groups
  - 1 Hour- Writing x 4 groups
  - 1 Hour- Numeracy x 4 groups
- Collaborative Action plans were developed with all students and interviews with parents/whanau were held early term 1.
- Classroom teacher and target teacher working collaboratively to develop programmes that support the students accelerated learning
- RTLB/RTLit assisting with funding for teacher aides for specific programmes- Bricks, Yolanda Soryl, BSLA
- Hearing specialist supporting 4 children
- Use of progression booklets
- Students are constantly monitored through the target teacher and classroom teacher discussions and target staff meetings.
- PLD in Assessment for Learning is ongoing
- 'Schoolwide Document' Teacher only days to discuss literacy and numeracy policy, procedure and programmes
- Together We Grow
- Focus on planning for growth and developing a positive can do attitude in students
- Setting realistic, achievable goals that supports students to develop a positive attitude towards learning
- Individualised programmes for all students in small groups that focus on positive progress and feedback/feedforward.
- Students focus on goals
- Individualised programmes for all students in small groups that focus on positive progress and feedback/feedforward.
- Teacher professional Growth cycle
- BSLA course
- Understanding of the use of the blue book
- CAPs discussion support parents and how they can help at home
- Helpful information in newsletters about how to help at home
- Using Seesaw for link to home
- Currently LSC is available Wednesdays to have interviews and discussion with teachers from 8-9am and 3-4 pm. 9-3 working in school
- LSC also Investigates programmes and PLD that can assist teachers and students with targets, PLD or programmes.
- LSC and RTLB assistance and discussions help with documentation for support
- RTLB meetings every week with principal to discuss students that are registered with RTLB service. And on the special needs register
- RTLIT assisting with the BSLA
- Through Board meetings focus on Charter, strategic plan, policy and budget to support schoolwide accelerated learning

## What has contributed to special needs 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
- The students taking responsibility for their own learning and seeing themselves as learners.
- The targeted programmes have had a positive effect on student engagement and 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.





## 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

*Charter*

*Concerns and complaints*

*Governance and Operational Policies*

*Process and Procedures doc*

*Schoolwide Doc*

*Trustee Register*

# Monitoring

*BOT Work Plan*

## Legislative compliance

Education Act 1989

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Reviewed: April 2024

Next review: April 2026

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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

Governance processes and procedures

School reimbursement claim form

### Monitoring

### Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school trustees](#)

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Reviewed: April 2024

Next review: April 2026

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