



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

## Lake Rerewhakaaitu School Board

### 31 July 2024 Meeting Minutes

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

Opened 7.10pm

#### 1. Administration

Present Bianca Sterkenburg, Catherine Farrell, Daniel Schutt, Natalie Gow and Rick Whalley. Mathew Armer arrived at 7.13pm.

Apologies 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 June 2024.

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

#### Inwards Correspondence

- Emails;
  - o Playcentre - playground fort. Rick checked over, equipment good, quite a project to take out and set up, where would we put it. *Mathew arrived.* Discussion held. Mathew can remove and store until a suitable area is ready for the playground and will discuss with Jo from PC for building demolition.
  - o Empowering Chairs, Transforming Communities invitation. Seminar in Rotorua.
- Mail;
  - o RLC BOPRC rates remission contiguous property - no changes to previous status with Rotorua Lakes Council.
    - o **Moved:** Daniel
    - o **Seconded:** Catherine
    - o **Carried** All in favour

#### Strategic decisions

Approval of Operational policy 8. Managing challenging behaviour and physical restraint policy. No changes required.

- o **Moved:** Daniel
- o **Seconded:** Mathew
- o **Carried** All in favour

#### Principals report

Rick read and discussed his Principals report. See report.

Attendance targets are down, expected as winter illnesses and farming situations. Health nurses advised to expect high absenteeism due to housing conditions for some students. Discussion held re learning at home for students with high absenteeism. Child wants to learn, and the barriers causing issues to get to school. Truancy officers are engaged with the families. Query: What's the comeback on the board for students not attending school? Rick will query and confirm with the Ministry. The Ministry gets attendance reports each week, and the local Truancy officer in Murupara has been in contact with these families.

05

Senior Camp RAMS handed out, this is a working document - some fine adjustments may be required. Board to take home to read, to be passed at the next meeting.

Literacy - Report presented and discussed. Review at the moment, Moderation at Wednesday's staff meeting to ensure consistency. Students writing pieces presented at staff meetings, each mark the same piece and then discuss differences, aim to retain consistency in marking. Interpretation and explanation. Query: Is this done as a Kahui Ako? Rick has put forward to the Kahui Ako previously, no results as yet. Presented and explained Marking rubric, how to find gaps in learning and where to focus on. Progress booklets pick up gaps. Are there any students who are well above, what are we doing to accommodate them? As students are filling the gaps, they make big progress, then plateau, as in the Learning Pit / Ladder. Focus is for all students to make progress and learn. Tuakana Teina is only used purposefully in situations where focus on teaching how to work together and to solidify understanding by teaching. Teach each child where they're meant to be, it is not specific to the child year group. Presented the new government curriculum refresh timeline.

Maori/Pacific focus - Maori achieving success as Maori. Contact parents for consultation. What do our parents see as success for Maori? How do we incorporate that for our students? Could be eg. sporting, academic, te reo, marae customs - different for each school, family. Explanation of Kete Matauranga and Taumata 1-4 (in schoolwide doc).

Parent evening to be held Wednesday 21st August with a focus on using Seesaw, Curriculum and Curriculum levels, and Health / PE parent consultation.

- o **Moved:** Rick
- o **Second:** Mathew
- o **Carried** All in favour

### Property report

#### School

Rick and Carla have completed Salesforce training, so can proceed with paperwork and quotes for 5YA projects.

#### School Houses

Rent & bond increase letters. Bianca will come and see Carla for help.

#25 Inspection is yet to be done, will be done over the next week.

#5 Inspection to be done this Friday. DVS will get in touch directly with Halie to organise service. Concrete elbow in drain pipe leaking in the rain. Mathew will check on Monday, Rick offered to help.

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

### Finances - June 2024 report

Banking mandate - Natalie has been added as a signatory and authoriser.

Rick tabled the Bank Staffing Reports, SUE Reports for pay periods 07, 08 & 09

Rick tabled the Creditors, Credit Card schedule, Financial reports for June 2024

Daniel moved the Creditors accounts for payment for June 2024 as true and correct,

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

Daniel moved the Credit Card Payments for May & June 2024 as true and correct,

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

Daniel moved the acceptance of the June 2024 Financial reports as a true and correct record of the financial position of the school.

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

D.S

Identify Items for next agenda

- Responsive Culture
- Operational Policy 4-4.1 Financial policies
- Gifted and Talented
- HR tool checklist
- Health curriculum consultation
- Senior Camp RAMS to be approved.

Public Excluded Business. Time: 8.40pm

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.

- **Moved** Rick
- **Seconded** Daniel
- **Carried** All in favour

**The public part of the meeting resumed at 8.44pm**

Teacher 60 applicants, two from NZ, one already had another job, one interviewed, not suitable. Will readvertise.

Fundraising - Motocross - PTA has talked about this. Haven't heard from other fundraising application.

Senior Camp - funding approved from Okataina Trust.

**End of minuted meeting at 9.01pm**

**Next meeting to be held in the LRS Staffroom 7.00 pm 11th September 2024**

Signed: DB. Presiding Member

Date: 9/9/24

Next Meeting Date: 11 Sep, 23 Oct, 4 Dec

# 8 Reducing Student Distress And Use Of Physical Restraint Policy

## Outcome statement

This board is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity.

Except as authorised under this policy, no staff member may use any form of physical restraint on our students. Our principal, teachers, and board-authorised staff members can only physically restrain a student as a last resort, where:

- the use of physical restraint is necessary to prevent imminent harm to the student or another person,
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and
- the physical restraint is reasonable and proportionate to the circumstances.

## Delegations

The board delegates to the principal responsibility for:

- developing and implementing procedures and practices to prevent, plan for, and respond to student distress that meet the requirements of the Education (Physical Restraint) Rules 2023 and its amendments ("the 2023 Rules"), and
- recommending eligible non-teaching staff to the board for authorisation to use physical restraint according to requirements of the 2023 Rules.

Only the board can authorise non-teaching staff members to use physical restraint.

## Expectations

All staff subject to this policy are trained to confidently apply prevention and de-escalation strategies, limiting the need to restrain a student physically according to the 2023 Rules and the relevant guidelines.

### Board

The board requires:

- compliance with the 2023 Rules, and
- an evidence-based assurance from their principal that this policy is being followed.

### Principal

The principal shall ensure:

- the implementation and compliance of this policy, including the completion of best practice training by all staff who are authorised to use physical restraint,
- operational compliance with the Education and Training Act 2020 and the 2023 Rules,
- all physical restraint incidents are immediately reported at the next board meeting,
- the board is informed of all relevant information (risks, trends, and impacts), and
- all non-teaching staff who may use physical restraint on a student have been authorised by the board.

### Monitoring

The principal shall report to the board:

- on compliance, or the actions being taken to ensure compliance with this policy, the legislation, and the 2023 Rules on reducing student distress and use of physical restraint, and
- at every board meeting, all incidents, matters, or risks relating to this policy, ensuring that the non-identification and privacy of individual students is maintained.

The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at the governance level to support reducing such incidents.

|   |  |
|---|--|
| Definitions   | <p>As defined in the Education and Training Act 2020:</p> <p><b>Physical restraint</b> is using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will.</p> <p><b>Harm</b> means harm to the health, safety, or well-being of the student or another person, including any significant emotional distress suffered by the student or the other person.</p> <p><b>Authorised staff member</b> means an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Act.</p> |
| Legislation   | <p><a href="#">Education and Training Act 2020</a> (Sections 99-101)</p> <p><a href="#">Education (Physical Restraint) Rules 2023</a></p> <p><a href="#">Health and Safety at Work Act 2015</a></p>  |
| This policy is to be read in conjunction with the boards: | <ul style="list-style-type: none"> <li>• Health and safety policy</li> <li>• Child protection policy</li> <li>• Privacy policy</li> <li>• Emergency procedures</li> <li>• Reporting and monitoring policy and procedures</li> <li>• Concerns and complaints process</li> </ul>   |
| Procedures/supporting documentation                       | <p><a href="#">The Ministry of Education's Physical Restraint Guidelines</a><br/>Appendix 1 of the <a href="#">Rules</a></p> <p>Procedures/practices that cover:</p> <ul style="list-style-type: none"> <li>• the authorisation process</li> <li>• reducing and de-escalating student distress</li> <li>• training and support for staff</li> <li>• notifying and reporting on instances of physical restraint</li> <li>• monitoring the use of physical restraint</li> </ul> <p>See <a href="#">Procedures Handbook</a></p>   |
| Review Schedule   | Annually   |
| Last reviewed   | Jul 2024      Next review Jul 2025   |



# Principals Report. Date: July 2024

Roll: 57    Boys: 33    Girls: 24    Maori: 36%    European/NZ: 62%    Filipino: 2%

Update at meeting on Teacher employment at meeting

Update at meeting on MOE changes to Literacy and Numeracy

## Target 2

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

Currently sitting at: 58%

This year.

| <b>Student attendance targets for regular attendance, moderate absence and chronic absence.</b>                                  |                    |                    |              |
|--|--------------------|--------------------|--------------|
|  | <b>2024 Target</b> | <b>2026 Target</b> | <b>Today</b> |
| <b>Measure Ministry targets</b>  |                    |                    |              |
| Percentage of ākonga <b>attending</b> school regularly (attending more than 90%, an average of 9 days a fortnight)               | 70 % 12∇           | 75 % 17∇           | 58%          |
| Percentage of ākonga who are moderately <b>absent</b> (attending more than 70% up to 80%, missing two to three days a fortnight) | 6 % 3Δ             | 4 % 5Δ             | 9%           |
| Percentage of ākonga who are chronically <b>absent</b> (attending 70% or less, missing three or more days a fortnight)           | 5 % 13Δ            | 3 % 15Δ            | 18%          |
| ∇ is the % BELOW the target Δ is the % ABOVE the target (For this year so far)   |                    |                    |              |
| <b>SWITCH TO MY TARGETS</b>  |                    |                    |              |

From: 01/01/2024

To: 26/07/2024

USE DATE SELECTION

Select codes to show as Absent:

| Last 14 days | Regularly attending |     | Irregular absence |    | Moderately absent |   | Chronically absent |    |
|--------------|---------------------|-----|-------------------|----|-------------------|---|--------------------|----|
|              | Number              | %   | Number            | %  | Number            | % | Number             | %  |
| All          | 46                  | 81  | 4                 | 7  | 3                 | 5 | 4                  | 7  |
| Female       | 20                  | 83  | 2                 | 8  | 2                 | 8 |                    |    |
| Male         | 26                  | 79  | 2                 | 6  | 1                 | 3 | 4                  | 12 |
| Pākehā       | 30                  | 86  | 1                 | 3  | 2                 | 6 | 2                  | 6  |
| Māori        | 15                  | 71  | 3                 | 14 | 1                 | 5 | 2                  | 10 |
| Other        | 1                   | 100 |                   |    |                   |   |                    |    |

Being the winter months we are expecting children to be away



| Learner Centred Achieved by:               | NELP s      | Emerging Phase 1  | Ways to achieve this goal  | Responsibility | End of year review  |
|--|-------------|---|--|----------------|---|
| Students develop life long learning skills | 1,7         | <b>Students are</b> 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> | <b>Staff</b>   | <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, Term 2 Cultures, Term 3 Resilience</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</b> encouraged to have a say in why, what and how they learn (mediated) | <ul style="list-style-type: none"> <li>● Children choose topics through the localised curriculum,</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> </ul>  |



|  |         |   |  |       |  |
|--|---------|---|--|-------|--|
|  |         |   | <ul style="list-style-type: none"> <li>• 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>   |       | <ul style="list-style-type: none"> <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 | Teachers are introducing collaborative planning teaching and learning experiences for all student | <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> | Staff | <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     | Students and teachers are introducing DTs to enhance the teaching/learning experiences            | <ul style="list-style-type: none"> <li>• Students learning through the VLN primary school</li> <li>• Google classroom, Seesaw used in classes</li> </ul>   | Staff | <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> <li>• Term 2 Cultures</li> <li>• Term 3 Resilience</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><b>Teaching and learning experiences are</b> 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 Wingspan</li> </ul> |
|--|----------------------|---|--|---------------------|--|