



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

Lake Rerewhakaaitu School Board

22 May 2024 Meeting Minutes

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

Opened 7.06pm

1. Administration

Present Catherine Farrell, Daniel Schutt, Mathew Armer, Natalie Gow, Rick Whalley. Bianca Sterkenburg arrived 7.26pm

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 April 2024.

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

Inwards Correspondence

- Emails:
 - o Team MOE - Failed coliform. One coliform test was slightly over, flushed the system and retested, passed.
 - o Tiger Turf Maintenance service report. See report.
 - o NZEI Support staff Paid Union Meeting notification letter.
- o **Moved:** Daniel
- o **Seconded:** Catherine
- o **Carried** All in favour

Strategic decisions

Approval of Operational policy 1. Responsibilities of the principal policy. No changes required.

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

Principals report

Rick read and discussed his Principals report. See report.

- Targets
 - o Six new entrants so far started this term, one Year 6 starting next week.
 - o Progress 5 students not making accelerated progress, most are making progress. Attendance, 5 students are less than 70%, these students crossover with progress results.
 - o Selwyn from Kahui Ako has resigned, he was working with whanau well. Awaiting new appointment.
 - o Curriculum stats at the next meeting. Reporting may differ due to the change of government.

Bianca arrived 7.26pm

- Responsive Culture / Curriculum Focus
 - o Term 2 Cultural Focus. Passion Fridays - Learning languages: Swiss, German, Spanish, Hawaiian and Samoan.
 - o Local curriculum. Changed how we plan the curriculum areas: Science, Social Studies, Arts, Technology

D.S

etc, key competencies.

- Rick is taking food technology on CRT days, currently working with juniors, food pyramids, cooking, learning about food groups etc.
- Explanation of what and why we are learning, for which subjects and that we are covering our curriculum. Started a new format this term, will make adjustments as necessary.
- Mid year reports updated from consultation - added more data to cover subjects- Term 3, Week 1 Interviews, added progress, graph to help show parents guidelines.
- Government six priorities announced.
 - Structured literacy - completed by two teachers - BSLA.
 - 1hr reading, writing, maths - already doing this.
 - No cell phone policy - set.
 - We will look at what's best to do for our students while complying with governments.
- Charter schools
 - Charter schools have their own rules.
 - Some schools may choose to be a charter school, you would need to have a specific character.
- PD - Conference - See report
 - London - Met with Department of Education (DfE)
 - Attendance - high expectations - 1 day - phone call home, police are sent around. Parents don't care if kids aren't at school. Same issues. Discussed what we're doing, how we're doing it.
 - Sheffield - Computer studies support school with PD to help. Structured yearly programmes.
 - Dore Primary - Schools run by councils. 8000 pound/student, they pay all costs, salaries. Using interactive whiteboards, we use projectors and tvs.
 - Zoom meetings - Florida - have a virtual school to provide education to students who can't attend school, or subjects. Government funded.
 - Discussion held re Virtual learning, teacher on the end, not just a video, teachers in school to aid support etc.
 - iScoil - work with students who the government directs needs education support - trades etc, to engage.
 - h2learning - Irish language. What are the similarities between how they teach irish vs te reo. Teacher PLD- webinar ICONZ, online sweden school teaches swedish children from around the world can teach the swedish curriculum.
 - How can we provide something for our students that can't get to school (through no fault of their own). Can we do a hybrid learning, online learning? Could we still mark them as attending, outside of school? Personalised learning to the student. Possible for providing chromebook. Think outside the box, to support these students. Discussions to be held with teachers on how we could implement this. What can we do to engage attendance? Children want to be at school. Could this achieve progress for these students? Pilot programme?
 - France - 3 keynote speakers - 170 papers.
 - AI - learning management. - Teachers input data - AI analysis and reports
 - Human intelligence v machine intelligence. More confident with robots, no judgement, AI gives next steps. Are we going to lose our critical thinking skills due to AI - remembering, thinking skills, what's important and not important. Goal to enhance learning, not replace teachers.
 - Policy makers, society and politicians - need to make decisions on how far this goes. Careful to be beneficial to humans.
 - Significant shift on student wellbeing.
 - PD Focus
 1. [Artificial Intelligence in Education](#)
 2. [Information Technologies Supporting Learning](#)
 3. [Learning/Teaching Methodologies and Assessment](#)
 4. [Social Context and Learning Environments](#)
 5. [Ubiquitous Learning](#)
- **Moved:** Rick
- **Second:** Daniel
- **Carried** All in favour

Property report

x5 Heat pumps are getting serviced this Friday by Philip Smith Electrical for school houses and school units.

School Houses

House inspections - rent rate increase letters sent out, will send one for bond increases. Bianca will send copies to the Board.

#25 Water pump - leak in the pressure pump, Mathew has repaired.

#5 Plumber has fixed the leak under the bath, and the hot water cylinder relief valve. Bianca window not yet done. Chimney needs to be swept, Mathew will sort. DVS System yet to be serviced, Daniel to organise.

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

Finances - March & April 2024 reports

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

Rick tables the Bank Staffing Reports, SUE Reports for pay periods 01, 02, 03 & 04

Rick tabled the Creditors, Credit Card schedule, Financial reports for March & April 2024

Daniel moves the Creditors accounts for payment for March & April 2024 as true and correct,

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

Daniel moves the Credit Card Payments for March & April 2024 as true and correct,

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

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

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

The 2023 Audit report has been finalised and is ready for signing. Main point was the painting contract being over the borrowing threshold, regardless of funds being allocated to pay for it. Once signed and finalised the 2023 Audit Report will be sent to the Ministry of Education and uploaded onto the website.

Banking

- o Term Deposits 1031, 1032, 1033 \$24k maturing 19/06/2024. 1031 transferring to the bank account for the painting contract, 1032 & 1033 automatically reinvesting.
- o Credit card - discussions held;
 - Bank manager increased the Credit card monthly limit to \$4k to aid Rick on PD trip due to the card stopping while overseas, bank advised possible monthly credit limit issue, even though funds available. Card still didn't work, Rick had to use his personal credit card, sent receipts to Carla and Daniel to make a reimbursement payment through ADO.
 - Increasing the Credit Card limit to allow for funds availability on trips etc.
 - Add another signatory to bring up total signatories to four, which will allow for when others are away or unable to complete transactions/authorisations.

Motion to increase the Credit card monthly limit to \$5000, and add Natalie Gow as a signatory and authorisor.

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

Special Items

Fundraising update

- Bale fundraiser - 46 bales donated-44 grass, 2 lucerne. Birchalls offered to purchase. Auction to run on the school Facebook page, with sharing to local communities. Free Delivery within a set area by Daniel Schutt. Information to be sent to Carla to make a flyer up for advertising.
- NZ funding - Catherine sent documents Grants, awaiting response.
- Query possible glamping fundraiser. Set a fundraising meeting outside of board meeting to discuss further.

Governance Course

Catherine and Bianca attended and gained a lot from it. Encourage other board members to attend future seminars to develop board members. Baseline of course was regarding the Board to work with the Principal on what they want to see reported at meetings, any specific target area that they would like to know more about. Board to reflect on this and discuss at the next meeting. We are fortunate to have a broad range covered at our meetings and explanations from Rick..

Identify Items for next agenda

- Charter Review
- Sustainable relationships
- Operational Policy 2, Curriculum delivery policy - updated Feb 24
- Mid-year student achievement
- Review Principal Performance
- Budget - Mid year review
- Parent reporting
- Roll return 1st July
- Senior Camp

End of minuted meeting at 9.23 pm

Next meeting to be held in the LRS Staffroom

7.00 pm

19th June 2024

Signed:  D.S. **Presiding Member**

Date: 19/6/24

Next Meeting Date: 19 Jun, 31 Jul, 11 Sep, 23 Oct, 4 Dec



Principals Report. Date: May 2024

Roll: 57 Boys: 60% Girls: 40% Maori: 35% European/NZ 63% Filipino/ 2%

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.

Whole school progress

Reading	LP	P	AP	Writing	LP	P	AP	Maths	LP	P	AP
1			75	1			75	1			57
2			78	2			100	2			83
3			75	3			100	3			87
4	44	44	12	4	22	22	66	4	22	22	45
5	17	17	17	5	33	33	66	5	16	16	50
6			100	6			43	6	28	28	29
7			100	7			100	7			100
8			50	8			100	8			100
WS	10	10	40	WS	8	8	79	WS	10	10	61
Boys	3	3	43	Boys	10	10	75	Boys	10	10	57
Girls	16	16	37	Girls	5	5	84	Girls	10	10	68
Maori	12	12	25	Maori	12	12	71	Maori	18	18	57

Target 2

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

Currently sitting at: 70% at 90%

This term

Week 1+2 - Rick Away
 May 6th - Fluoride
 May 8th - Earthquake drill
 May 9th - Sign Language week
 May 13th-16th - Cross Country course practice
 17th-21st May - Life Ed
 May 23rd - Cross-Country
 May 30th - Cluster Cross Country
 June 3rd - Kings Birthday
 June 4th - Kahui Ako Teachers Only Day
 June 6-9 - Board Conference
 June 13th - School Disco (Cultural themed)
 June 27th - Cultural Festival
 June 28th - Matariki Day
 4th of July - Sleepover - American themed

OBJECTIVE 1: LEARNERS AT THE CENTRE

Priority 1:

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

In LRS we:

- Students develop life long learning skills.
- Developing collaborative teaching /learning practices
- Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,
- Maintain a positive school culture.
- Celebrate our cultural diversity.
- Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways
- Implement a localised curriculum through strengthening whanau engagement in learning and goal setting.
- Strengthen iwi connections through the iwi education plan.

Actions

		Shared responsibility and reciprocal process between school and other agencies and organisations.	
Priority 2:	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	- Develop student voice and agency - Developing collaborative teaching /learning practices - Enhance future focussed learning through the use of digital technologies. - Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, - Maintain a positive school culture. - Celebrate our cultural diversity. - Provide targeted, monitored programmes. - Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways - Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community - Implement a localised curriculum through strengthening whanau engagement in learning and goal setting. - Strengthen iwi connections through the iwi education plan. - Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.	
OBJECTIVE 2: BARRIER-FREE ACCESS			

Priority 3:	Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs	• Develop student voice and agency • Developing collaborative teaching /learning practices • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, • Maintain a positive school culture. • Celebrate our cultural diversity. • Increase attendance and engagement. • Provide targeted, monitored programmes. • Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways • Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community • Implement a localised curriculum through strengthening whanau engagement in learning and goal setting. • Strengthen iwi connections through the iwi education plan. • Shared responsibility and reciprocal process between school and other agencies and organisations.	
Priority 4:	Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy	• Develop student voice and agency • Developing collaborative teaching /learning practices • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, • Celebrate our cultural diversity. • Increase attendance and engagement. • Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	

		Strengthen iwi connections through the iwi education plan.	
OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP			
Priority 5:	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	- Develop student voice and agency - Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, - Maintain a positive school culture. - Celebrate our cultural diversity. - Increase attendance and engagement. - Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways - Strengthen iwi connections through the iwi education plan.	
Priority 6:	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	- Develop student voice and agency - Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, - Increase attendance and engagement. - Provide targeted, monitored programmes. - Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways - Shared responsibility and reciprocal process between school and other agencies and organisations. - Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.	

OBJECTIVE 4: FUTURE OF LEARNING AND WORK		
Priority 7:	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	• Students develop life long learning skills. • Develop student voice and agency • Enhance future focussed learning through the use of digital technologies. • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, • Increase attendance and engagement. • Provide targeted, monitored programmes. • Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways

Strategic Aim Responsive Culture

Responsive Culture Achieved by:	NELP	Emerging Phase 2	Actions May 2024
Maintain a positive school culture	1,2,3,5	School implements an environment where ākonga, kaiako and whānau belong	- Invited to cultural workshops - Invited to weekly assemblies - All teachers at bus and walking lines at end of day to talk with whānau
Celebrate our cultural diversity	1,2,3,4,5	Students will develop an awareness and appreciation of theirs and others cultures in a positive environment	- Local curriculum topics - Cultural Festival at end of term 2 - Languages on Friday - Welcome in different languages
Increase attendance and engagement	1,2,3,4,5, 6,7	Developing and fostering a positive partnership between students, staff, whānau and the community to ensure that students are present, participating and progressing	- Our target of 75% attending 90% is coming along - Student agency in developing localised curriculum studies and activities. - Passion projects - Activity days for parents and students
Provide targeted, monitored programmes	2,3,6,7	Identify, develop and implement systems and processes that support accelerated learning	- Staff meetings to discuss target students needs and programmes - Target teacher- CAPs held term 1 with parents, CAPs for term 2 have populated and parent interviews to be held. - Teacher aides to work with target students - RTLB referrals - LSC working as SENCO - Teachers and Teacher aides
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	1,2,3,4,5, 6,7	Students know who they are and build confidence ready to take on opportunities	- Karakia 4 times a day (Karakia timatanga Karakia kai, Karakia whakamutunga). - Opportunities to practice and present mihi and whakapapa - Culture of our children not my class- Children are accepting of others and their quirks and differences.

Local Curriculum Update

New Planning Format Term 2 Cultures

Our interpretation

Learn: What do we want the children to **Understand/I** am building knowledge...(Understand: At the heart of each learning area is a unique set of big enduring ideas that all ākonga can relate to and access.)

Retain: What do we want the children to **Know/I** know that...(Know: Contexts enable the illumination of these big ideas and bring them to life.)

Sustain: What do we want the children to **Do/I** can...(Do: Ākonga develop practices that enable them to think and act as 'experts' within each learning area and across the learning areas (e.g., as an artist, a social scientist, or a storyteller).)

Local Curriculum Focus: Cultural Celebrations						Level: 1 2 3 4			
Big Idea		Different cultures celebrate different things and the same things but in different ways.							
Key Questions		• How do cultural beliefs influence thinking about other cultural celebrations? • Why do different cultures celebrate different things?							
Curriculum Area		Curriculum AO	Essence WALT	Learn What do we want the children to <i>Understand</i> /I am building knowledge...	Retain What do we want the children to <i>Know</i> /I know that...	Sustain What do we want the children to <i>Do</i> / I can...			
Literacy Descriptive:		Making connections Asking questions Visualising Summarising Evaluating	Compare /contrast Describe Explain						
	Numeracy	Number Knowledge - Number Sequence & Order Number Strategies - Multiplication & Division Geometry &							

	Measurement - Length & Area Statistics - Statistical Investigation	Think critically Clarify Perspectives Viewpoints Ask questions Gathering info Ideas exploration	What is a culture? Do I have a culture? What do we celebrate? Why do we celebrate? How do we celebrate? Identify similarities and differences between cultures. How do our behaviours and practices reflect our beliefs and values? How do we respond when we meet ideas, beliefs and values that are different from ours?	History/past events lead to traditions/celebrations	Compare contrast poster? Identify similarities and differences between cultures.
Social Studies	- How people Participate - Within/beyond NZ - Alternative practices - Organisation / Function				
Technology Food	- Investigations / developing ideas - Manipulation of materials - Technological developments	Practical skills Ethics Codes of practise	MR WHALLEY - FOOD TECH ON CRT DAYS -What can grow in a NZ Climate -The Value of Food in different cultures -How is food prepared/served -What food do we have at celebrations and what do we need to make it.		
The Arts Visual	- Awareness of the Arts - Techniques - Purposes in lives / community	Engaging Interpreting Making links Exploring Communicating	Traditional Arts - Mandala - Calligraphy - Paper Dragons - Lanterns What is the significance of symbols and patterns in different cultures? What do they represent?		
Health and PE Life Ed Cross country Fitness	- Physical activity - Challenges - Well being	Movements Resistance Personal responsibility Participation			
Maori Nga Toi	Kapa haka				

	• Waiata • Simple poi				
Principles	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	Diversity , as found in our different cultures, languages and heritages. Respect for themselves, and the rights of others.				
Key Competencies	Relating to others Participating and contributing				
Events	Week 1+2 - Rick Away May 6th - Fluoride May 8th - Earthquake drill May 9th - Sign Language week May 13th-16th - Cross-Country Course Practice 17-21st May - Life Ed May 23rd - Cross-Country May 30th - Cluster Cross-Country June 3rd - Kings Birthday June 4th - Kahui Ako Teachers Only Day June 13th - School Disco (Cultural themed) June 27th - Cultural Festival June 28th - Matariki Day 4th of July - Sleepover American themed				

Curriculum Knowledge and Ideas: From Aos						
Social Studies	Science	Technology	The Arts	Health and PE	Māori	Languages
- How Society works - How people Participate - Past Present future - Within/beyond NZ - Societal issues - Alternative practices - Perspectives/ viewpoints - Organisation / Function - People places culture history - Economics	- Scientific knowledge - Scientific investigation - Conventions of science - Scientific perspective - Process of life - Living / non living - Implications - Earth systems and beyond - Physical phenomena - Interactions - Material properties - Practical structures - Chemistry concepts	- Planning - Justification - Investigations / developing ideas - Modelling - Manipulation of materials - Inputs /outputs - Technological developments - Technological systems - Outcomes - Proper function - Alternative function	- Awareness of the Arts - Explore elements - Respond to elements - Techniques - Purposes in lives / community - Personal experience - Imagination - Variety of purposes - Share ideas - Respond to - Develop ideas	- Feelings - Health, growth personal needs - Physical activity - Care / Safety - Movement skills - Games and activities - Challenges - Roles and responsibilities - Social and cultural - Relationships - Community - Well being	- Karakia - Whakapapa /Pepeha - Whakatauki - Kiwhaha - Tikanga - Te reo - Mihi, Karanga, Whaikorero - Purakau - Hitori - Nga toi	- Communication - Language organisation - Compare and contrast languages. - Cultural knowledge - Cultural practices - Express and respond - Understand and produce - Construct simple texts - Knowledge of the target language - Communicate appropriately. - Social awareness - familiar expressions, everyday vocabulary
Essence of learning Area						
Receive	Social Studies	Science	Technology	The Arts	Health and PE	Present
READING WATCHING LISTENING Making connections Asking questions Inferring Visualising Summarising Identifying main idea Evaluating Author's purpose and point of view Analysing Synthesising Text structure	Understand Contribute Evaluate Think critically Explore Clarify Perspectives Viewpoints Values Ask questions Gathering info Ideas exploration Reflect Evaluate Respond	Investigating Understand Explain Formatting and testing hypothesis Generating ideas Gathering evidence Making observations Investigations Models Communicating/debating Evaluate/re-evaluate	Communication Participate Practical skills Explore Recognise links Concepts Plans Briefs Technological models Ethics Legal requirements Codes of practise Evaluate Design Prototype Uses Appreciation	Convey Creative action Imagining Engaging Interpreting Making links Collaborating Exploring Expressing ideas Communicating Perform Respond Attitudes/values Identify Choreograph Improvise	Movements Resistance Personal responsibility Social responsibility Contribute Attitude Personal well being Motor skills Knowledge Mental wellness Positivity sexuality Nutritional needs Empathy Understand Appreciate Values Engage Participation Roles Reflection Informed decisions	WRITING VISUALLY TALKING Persuade Inform Recount Analyse Compare /contrast Note taking Enquire Describe Explain Instruct
Number		Statistics	Algebra	Geometry	Measurement	



Lake Rerewhakaaitu School 2024

Kei te whakatakapā a mātou ākonga mo nga ahei a tona wa
Preparing our students for the possibilities of tomorrow.

Name:		Teacher:		Interview Progress Card		Attendance: 76% Letter attached	
Curriculum Level	Progress	What I can do.	What I need to do next (Goals)	Next Steps: What could we do at home?			
Reading: 3B	9 mths						
Writing:							
Numeracy:							

After 1 year	After 2 years	After 3 years	After 4 years	After 5 years	After 6 years	After 7 years	After 8 years
1B-1P	1A	2B	2P-2A	3B	3P-3A	4B-4P	4P-4A

LOCAL CURRICULUM STUDIES						
AT= Attitude, E=Effort, A= Academic 1 (Not yet) — 5 (Extending)						
	AT	E	A		AT	E A
Social Science				Health/PE		
Technology				Arts		
Science				Te reo me nga tikanga Māori		
Key Competencies C= Constantly, U= Usually, S= Sometimes						
Managing Self	C	U	S	Relating to Others	C	U S
Looks after self/others/property				Polite and respectful		
Shows independence				Kind classmate, team mate & friend		
Makes good choices				Works cooperatively		
Participating & Contributing	C	U	S	Thinking	C	U S
Shows confidence and tries new things				Thinks critically and creatively		
Takes responsibility				Asks questions		
Is involved actively				Shares own thinking		
TEACHER: _____ PRINCIPAL: _____						

Government Priorities for Education

The six priorities announced where:

- Establishing a knowledge-rich curriculum grounded in the science of learning
- Implementing evidence-based instruction in early literacy (Te reo Mātafiri) and mathematics (pāngarau)
- Implementing consistent modes of monitoring student progress and achievement.
- Developing the workforce of the future, including leadership development pathways
- Targeting effective learning support interventions for students with additional needs.
- Using high-performing data and evidence to inform decision-making.

Implemented

- 1 Hour- reading
- 1 Hour- writing
- 1 Hour- numeracy
- No Cell phone policy

Charter Schools

Why are we introducing charter schools in New Zealand?

The current education system is not delivering equitable and excellent outcomes for all students.

Charter schools are one way that the Government is aiming to improve student achievement.

Educational success contributes to personal, collective and national success. Every child deserves the opportunity to succeed, achieve to the best of their ability and gain qualifications that will support them into further study and employment.

What are charter schools?

Charter schools are another type of state-funded school, providing educators and parents with more choice. These schools give educators the freedom to teach as long as the children are safe, attending school and are demonstrably learning.

The name "charter schools | kura hourua" means the partnership between charter school operators and the government, and between charter schools and their communities. 'Kura hourua' means "double-hulled canoe".

Charter schools can be new, or state and state-integrated schools can convert to become a charter school.

What is the difference between a charter school and a state school?

Charter schools have a very high level of independence around how they teach your child and what they can spend their funding on to educate your child. They are held to targets for achievement and attendance, as agreed in their contracts, and will face interventions if they do not meet these targets.

Charter schools may be established by cultural communities, sports bodies, religious communities and others to better express their values and aspirations, but student achievement is the main focus. They may also be set up as a business to deliver education.

Who runs a charter school? Will I get a say?

A charter school is set up and run by a sponsor.

This is any person or organisation that the authorisation board has approved based on mandatory criteria specified in legislation and a fit and proper person test. The sponsor runs the school, rather than an elected school board (parents) as in a state school.

What happens if my child's state school converts to a charter school? Will I get a say?

When deciding whether to accept an application to convert to a state school, the authorisation board will take account of the level of parent and community support.

All current students will be able to attend, and their younger siblings will be given priority in future enrolment.

Some aspects of the way the school is run may change, with a view to lifting student achievement. This will vary from school to school.

Will charter schools be zoned?

Charter schools must accept all enrolments unless they are full, except international students, or in cases where a parent refuses to accept the particular character of the school.

If a former state school is oversubscribed, first priority will be given to applicants from its previous home zone.

Will I have to pay tuition fees?

Charter schools are not allowed to charge tuition fees. However, schools that own their own property may charge parents maintenance fees, as state-integrated and private schools do.

Will there be allowances for uniforms, devices etc?

This will vary from school to school, as it does for state schools. However, charter schools will have much more freedom to spend their funds on equipment or services they decide are a high priority.

Each school will have its own settings. For example, some will have uniforms while others may not and some may finish at 3pm while others may be open for longer.

How will I know if a charter school is any good?

Charter schools will be subject to annual reporting and auditing. They will also be reported on by the Education Review Office (ERO).

Due to having a contract, there is a high level of oversight, reflecting the accountability required in exchange for their greater freedom to chart their own path to high student achievement.

What if I want to complain about my child's charter school?

Parents can complain to an independent reviewer (arranged by the charter school) or the Ombudsman.

Summary Report to the Board: Lake Rerewhakaaitu School

The following report is a summary of the professional development the Lake Rerewhakaaitu principal has undertaken in the field of digital learning across the globe to support student engagement, attendance and academic progress. The evolution of digital technologies into interconnected networks has the power to enhance education, address global challenges, and accelerate progress for education. The impact of digital innovation in improving learning quality, inclusivity, and education administration, especially during crises like the COVID-19 pandemic is well documented. There is an emphasis on the importance of leveraging digital technologies, including artificial intelligence, to transform education models, foster inclusivity, and build resilient learning systems.

The PD was focused on:

- 1 . Artificial Intelligence in Education
- 2 . Information Technologies Supporting Learning
- 3 . Learning/Teaching Methodologies and Assessment
- 4 . Social Context and Learning Environments
- 5 . Ubiquitous Learning.

In the following modes:

- talking with school leaders and DfE personal
- Talking with policy analysts in England and Ireland
- Attending the CSedu, the International Conference on Computer Supported Education, which is a yearly meeting place for presenting and discussing new educational tools and environments, best practices and case studies on innovative technology-based learning strategies, and institutional policies on computer supported education including open and distance education.

This professional development and wellbeing project is to realise the Professional Coaching and Wellbeing Support Funding provided for the purpose of ensuring primary principals' leadership development and wellbeing. For each of 2023 and 2024, primary principals will be able to access funding of up to \$6,000 per annum for professional coaching and support for their leadership role. The \$6,000 in funding is a line item tagged in primary schools' operational funding grants for the purposes of professional coaching and support for primary principals. Each school's use of the funding should be in accordance with its policies relating to professional development and sensitive expenditure.

London

Department of Education (DfE)

While I was in London I met with Annie Maciver who is a senior policy maker at the Department of Education (DfE), with experience in education, service design and open data gained through high profile roles across central government. Annie has been awarded the Apolitical 100 Most Influential Young People 2018, Chris Martin Policy Award, and Churchill Fellow 2020.



I attended two meetings at the DfE to discuss teaching and learning, digital technologies , and current education policy and strategy in New Zealand and England and their implications and advantages for schools. The first meeting was with a selection of policy makers at a Lunch and Learn. I discussed policies and strategies that have shaped NZ digital technologies over the last 30m years, and the fact that we do not have a current policy for schools. I also talked about the new coalition government and the implications of the educational changes that are happening. I also had a discussion meeting with the School Team about education in NZ, digital technologies, our school and how we implement the curriculum, and personalising the curriculum and knowing our students.

Sheffield

I drove to Sheffield and met with Paul Bacsich, MA, PhD. Paul is Chief Executive Officer of Dualversity. Currently he is very much focused on online and blended learning in schools (K-12) in England, and on virtual schools globally. Paul had organised several meetings with experts in digital learning and a school visit to Dore Primary School.



Learn Sheffield

I met Catherine Elliott, an education consultant with excellent knowledge and experience of supporting schools with the use of technology. Catherine supports teachers to implement their computer curriculum effectively. She has been nationally recognised for her work in making Computing accessible to learners with special educational needs and disabilities (SEND). Catherine is currently working as a Subject Matter Expert for the National Center for Computing Education, working with primary schools in Sheffield to develop a computing action plan and give advice on curriculum design and training for teachers.



Catherine shared the Sheffield Primary Computing Progression Framework and discussed how schools use the matric from years 1-6, the SEND Computing Scheme of Work and Australian Framework for Generative Artificial Intelligence (AI) in Schools.

Dore Primary School

Dore primary school has 480 students, a preschool with 40 students, and “the Croft” which caters to about 8 special needs students. It ranges from ages 4– 11. The funding system is per child and they receive about 4000£ This pays for everything including teachers and property.



The school has all the concerns and problems that we face but I found that they were still having issues with: Poor bandwidth, Lack of devices, as well as students taking 15 minutes to log on. They have google classrooms, but this is not schoolwide as one teacher was talking about not being able to sync with microsoft. They use interactive whiteboards, which we now class as older technology.

The children were very pleasant, well-mannered and well behaved. Walking through the classrooms did not phase the teachers or the children. The school had several trainee teachers. The school provides breakfast to about 40 students and lunch to all. The old buildings had many nooks and crannies which was concerning for the principal.

The DfE oversees education in England. However, Local government authorities are responsible for implementing policy for public education and state-funded schools at a local level. There are two other forms of fee paying schools: Private schools which are run by the owners (and are quite selective) and independent schools overseen by a Board of Trustees or governors.

Virtual Schools Zoom meeting

This was a ZOOM meeting with Paul Bacsich, Jonathan Lloyd ,who is a qualified teacher and Head of Digital Learning and AI, he oversees the digital strategy for an independent school; Charlotte Doody, Charlotte also co-authored ¹a book chapter with Paul Bacsich on the current state of digital K-12 in the United Kingdom with emphasis on England. It gives evidence to substantiate the UK's high ranking in digital maturity studies and analyses, and Mandy Perry, who is the Principal of Pinellas Virtual School, an online K-12 Pinellas County public school. Mandy oversees the school's operations, ensuring teachers and students are up-to-date on the latest technology conducive to online learning.

The discussions highlighted the advantages of, and issues with, virtual learning and its perception in bricks and mortar schools. Virtual schools (VS) provide for students to access the curriculum that is not available in their schools or geographical location (distance).

Unlike virtual schools in New Zealand who gain funding through grants or reciprocity between schools, Pinellas Virtual School is a fully accredited, tuition-free, online public school for students in Kindergarten–12th grade. The funding that comes to the school is split between the f2f school and

¹ Trends and Issues of Promoting Digital Learning in High-Digital-Competitiveness Countries: Country Reports and International Comparison (pp.393-450)

the VS. eg: if student has five class and three are with the VS then the funding for the student is split $\frac{3}{5}$ to the VS and $\frac{2}{5}$ to the f2f school. This can be contentious as the f2f schools are seeing their funding going elsewhere. It would be nice to see the New Zealand govt be future focused and start to fund VS schools in the same way to provide equity in education for all students.

Ireland

As in England, Ireland has an issue with attendance and engagement. The two online Schools I visited had a focus on supporting students with attendance and engagement issues

iScoil

I met with Brian Fitzsimons who is the CEO of the charity iScoil, an online school for young people who have disengaged from mainstream education. iScoil is funded equally by the Irish govt (400000€) and the Presentation Sisters (400000€), this funds all 48 staff plus admin and operational costs. They cater to students from ages 13-16 who are disengaged with school and support them by providing a safe learning environment where they can re-engage with education, achieve recognised QQI certification and access further education, training and employment opportunities.



The students have to be recommended for iScoil through the education department. This way you don't get students taking it as an easy option to drop out of school. Courses are self-directed and supported with a teacher/mentor. They use Salesforce as their SMS and Moodle as their LMS. There is a high need for this type of alternative education and last year they had to turn away seventy five students due to lack of funding.

h2learning

Michael Hallissey who co-founded H2 Learning in 2002.² Most recently he and his colleagues in H2 Learning have been working with schools and further education organisations to design and implement pedagogically sound online and blended learning events. Michael is also currently working with the European Commission's DG Education and Culture in two roles: one with their Digital Education Learning Teaching and Assessment Working Group and most recently with their Schools WG on Blended Learning. He has extensive experience of working with ministry of education officials across Europe and H2 Learning is a recognised leader in European Commission Erasmus+ projects where we work with ministries of education, the higher and vocational education sector and schools on the implementation and evaluation of projects related to digital education. H2 Learning also has strong links to industry and is a Microsoft Education Partner.

The backbone of the organization is to provide counsel in the use of ICT for learning to policy-makers, education organisations, teachers, principals and others across all levels of the education system. They are developing online learning for students that can't get what they need in their schools

² <https://h2learning.ie/our-people/michael-hallissey/>

and provide online learning in physics and science subjects. They are interested in how we supply professional development online to teachers and virtual teachers.

During the meeting I was invited to attend the **International Community of Online Schools (ICONS)** zoom meeting the next morning at 7am

icons

³The initiative for ICONS was taken in March 2023 by d-teach online school, the first online school in Belgium, which has been specializing in online education for expat families for more than 10 years. The initiative grew within the accelerator process of the digital education hub of the European Commission, a key instrument in the implementation of the Digital Education Action Plan. The need for online education is growing worldwide and its added value for all students, including those with special needs, is increasingly recognized. We strongly believe in the inspirational power of bringing together online and traditional schools. ICONS has the ambition to become the global voice of online schools, offering a vibrant and truly international network to engage with policy-makers, academia, edtech companies, and of course, students and parents.

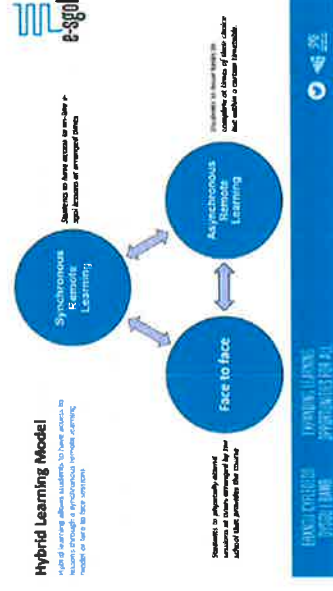
During the meeting two countries showcased their online learning initiatives. The highlights being:

Sweden

- Teaching Swedish children abroad
- Using Swedish curriculum
- No live sessions
- Using CANVAS as LMS- (AI)

Wales

- Funded by Govt
- Providing a hybrid model
- Parents get surveyed
- External review every two years (Like ERO)
- MAT students (More able and talented)
- Striving for equity in education
- Making engagement and attendance through online learning
- All start at their point and grow from there
- The closer you get to England the less people speak Welsh
- Train teachers in schools how to teach online
- Challenge is timetabling
- Teach the 27 key history points of Wales- **this may be similar to Aotearoa histories**



³ <https://icons.education/>

CSEDU

⁴CSEDU, the International Conference on Computer Supported Education, is a yearly meeting place for presenting and discussing new educational tools and environments, best practices and case studies on innovative technology-based learning strategies, and institutional policies on computer supported education including open and distance education. CSEDU provided an overview of current technologies as well as upcoming trends, it promoted discussion about the pedagogical potential of new educational technologies in the academic and corporate world.

The conference had 3 keynote speakers, over 170 papers and poster presentation workshops both f2f and online. I attended all three keynote presentations, the discussion group session with all three keynote speakers and 31 workshops during the three day conference.

Keynote speakers

1. Zachary A Pardos UC Berkley

Zachary Pardos is an Associate Professor of Education at UC Berkeley studying adaptive learning and AI.

Keynote: AI for Adaptive Tutoring and Transfer Student Success

2. Alejandra Martínez Monés University de Valladolid

Alejandra Martínez Monés is Associate Professor of Computer Science, specialising in Human-Computer Interaction, at the University of Valladolid, Spain

Keynote: Human Intelligence V Machine Intelligence

3. Birgit Lugrin. University Würzburg, Germany

Birgit Lugrin (birth name Birgit Endrass) is a professor of Media Informatics at the Julius-Maximilians- Universität Würzburg, Germany.

Keynote: Social Robots as a device in educational futures

⁴ <https://csedu.scitevents.org/>

The main talking points the conference were the applications and implications of ⁵Artificial Intelligence in education and the world. As well as the use of ⁶Learning analytics (LA) and ⁷Large Language Models (LLM).

Key points from the key speaker discussion group:

- European Union has said that there has to be some control over the computer-generated AI making decisions for humans
- What will become socially acceptable?
- Education needs to be socialized and needs to be human- AI opening opportunities to students rather than foreclosing opportunities
- Design for humanity- how do make the tools that will better society?
- What will education look like in 100 years? How will it influence our society? The fundamental structures that we use in learning will always be the same, but we still need the higher-level critical thinking skills we have.
- It is difficult to look into the future! Most people have some form of computer/ robotic device- vacuum cleaner, lawn mower etc. so in education we can use this to add additional ways to enhance learning not take over the teacher.
- Will we lose brain capacity (thinking, problem solving) by relying on AI and computers?
- It is up to society, policy makers, politician's to make the decisions about how far we go.
- Optimizing an app for engagement, we all know where that leads- (social media).
- Hybrid- Computer/Human education
- Eastern view (Hong Kong) -identify it as a critical time for humans- are you doing something good for humans?
- It tempts you to use it and before long you depend on it.
- Everyone should be thinking about the role of AI in education and social environments.
- It will be surrounding us everywhere.
- AI can learn and this may be very dangerous to us. As educators we are alert to this.

Findings

Attendance and engagement is a global concern and there are many countries using various technologies and programmes to engage and support students back to school. The use of virtual schools to support students welfare and engagement is varied in its application from country to country and its use of course materials with a teacher/mentor in an asynchronous approach or a more synchronous approach with online lessons provided by a teacher with supporting LMS or SMS.

⁵ <https://www.ibm.com/topics/artificial-intelligence>

⁶

⁷ <https://www.scrip.org/journal/paperinformation?paperid=120025#:~:text=The%20approach%20of%20learning%20Analytics,improve%20teaching%20and%20learning%20quality.>

⁷ <https://www.cloudflare.com/learning/ai/what-is-large-language-model/>

There was a significant shift that I have noticed in focus on student wellbeing and wrap around support for the engagement of students and to develop student centered programmes. Discussions also centered around not only assessing the learning but also assessing the engagement of students in a task to inform future learning tasks.

There is also support for a hybrid model that has students at a bricks and mortar school as well as attending a virtual school to allow student access to curriculum subjects that are not available at their school.

There are many digital tools, programmes and apps that support teaching and learning. The key is to target the tool or programme to the needs of the student. Having the student at the centre of the teaching and learning. By knowing your students' needs you can tailor the teaching/learning/assessment to ensure that the student is working within their capacity and challenged at their level. Thus providing an environment for challenge and success. Optimizing an app for engagement, we all know where that leads- (social media).

By automating routine duties and emphasizing human-centric teaching, the integration with AI can support administrative tasks and allow teachers more time for planning meaningful student engagement. We can create an environment where Ako can thrive, creating a richer learning experience.⁸

There is a rapid spread of Artificial Intelligence and its applications. This is a challenge to educators, firstly to keep pace with the technology, and secondly to apply this to effective teaching and learning. There is concern about where AI could lead and the negative or dark applications on a global basis. This needs to be watched carefully and it is up to society, policy makers, and politicians to make the decisions about how far we go.

1 Responsibilities of the principal policy

Outcome statement

Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.

Scoping

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The principal is responsible for the implementation of these policies including the charter/strategic plan.

The relationship between the board and principal is based on mutual respect, trust, integrity and support with both parties working to ensure no surprises.

Delegations

Authority and accountability for the day-to-day running of the school is delegated to the principal. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations to the chair, individual board members, committee chairs or committees of the board are in place.

The board chair/personnel committee has responsibility for the principal's performance review.

Expectations and limitations

The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful or imprudent or that violates the board's expressed values, its charter/strategic plan or commonly held professional ethic.

The responsibilities of the principal are set out in the board's operational policies and include the following:

- Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary/Secondary Principals.
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process.
- Act as the educational leader and day-to-day manager of the school within the law and in line with board policies.
- Develop, seek board approval for and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
- Use resources efficiently and effectively and preserve assets (financial and property).
- Operate within the board's approved annual budget.
- Give effect to good employer policies and practices through effective procedures, instructions or guidelines.
- Employ, deploy and terminate staff positions in line with board policy and legislative requirements.
- Communicate with the community on operational matters as and where appropriate.
- Refrain from unauthorised public statements about the official position of the board on social, political and/or educational issues that are or have the potential to be controversial.
- Keep the board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring below.
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.
- Appoint, on behalf of the board, the privacy officer and EEO officer.
- Ensure school procedures meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and Education Gazette.

- Ensure systems are developed and implemented to support the smooth running of the school in regards to surrender and retention of property and searches of students. Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines.

The principal is not restricted from using the expert knowledge of individual board members acting as community experts.

Procedures/supporting documentation

[Board's governance and management definitions](#)

Principal's job description

Principal's employment agreement including relevant Principal Professional Standards

Principal's performance agreement and review report

Annual implementation plan and budget

Personnel-related policy and [procedures](#) including appointments and performance management

Monitoring

The board will review the principal's performance in line with its policy on principal performance review.

Evidence gathered for the review will include principal reporting to the board in line with the board's annual workplan and that addresses all matters having real or potential legal considerations and risk for the school including significant trends, implications of board decisions, issues or risk to policy compliance or changes to the basis upon which the board's strategic aims have been developed.

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

- is timely, accurate and presents information in an understandable form that is not too complex or lengthy
- 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
- outlines financial income and expenditure and explains any variance against budget
- summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report
- identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time
- identifies the instances of physical restraint
- includes information of any actual or potential risks to health and safety
- specifies current roll numbers and explains any roll variance against year levels
- recommends changes in board policies when the need for them becomes known
- highlights areas of possible adverse publicity or community dissatisfaction
- addresses any other matter requested by the board within a reasonable, specified timeframe.

Legislative compliance

[Education Act 1989](#)

[Privacy Act 1993](#)

[Protected Disclosures Act 2000](#)

[Collective Employment Agreement for Principals](#)

Reviewed: May 2024

Next review: May 2026

LAKE REREWHAKAAITU SCHOOL ID: 1787 Failed Water Test Result Entered (Coliforms)

2 messages

TeamMOE@argest.com <TeamMOE@argest.com>

11 April 2024 at 12:05

To: office@lakerere.school.nz

Cc: water.services@education.govt.nz, TeamMOE@argest.com, Selina.Ericsson@education.govt.nz

Dear Principal and Board of Trustees,

Your school has submitted a failed water test for Coliform bacteria.

Test Date	Entered Date	Coliform Result	E. coli Result
09/04/2024	11/04/2024	Fail	Pass

The presence of Coliforms is an indication that bacteria are present in your water, including human disease-causing bacteria, although E. coli bacteria have not been identified.

Coliform bacteria will most likely be due to organic, animal or soil contamination of your water supply. While you do not need to stop drinking the water, we ask you to investigate possible causes of contamination and work through the following checklist of maintenance tasks:

- Check and clean roofs and gutters where there is obvious organic material and/or animal or bird faeces
- Check for contamination at bore heads including ensuring stock are excluded
- Flush water storage tanks where these have not been cleaned for several years
- Ensure filters and UV disinfection units have been recently serviced including replacement of cartridges and UV lamps etc.
- Check for leaks in the network and cracks in water storage tanks

Once you have completed your investigation and undertaken any necessary cleaning, flushing, maintenance or repairs we ask you to continue to watch for coliforms in future test results, as its continued presence indicates a risk of disease-causing organisms being present in your water supply.

If you require further information about your school's responsibilities for supplying drinking water please contact your school's Property Advisor, or refer to the Ministry of Education webpage at:

<http://www.education.govt.nz/school/property/state-schools/day-to-day-management/drinking-water-quality/self-supplying-schools>

Thank you for your cooperation.

Regards



Building & Compliance Management
0800 ARGEST www.argest.com
NZ's first ISO 9001 for Building Warrant of Fitness

Carla Williams <office@lakerere.school.nz>

11 April 2024 at 12:18

To: Rick Whalley <principal@lakerere.school.nz>, Presiding Member <botpm@lakerere.school.nz>

[Quoted text hidden]



Tiger Turf Maintenance Service Report

Client Name Lake Rerewhakaaitu School
Org Code 8173
Address 9 Ash Pit Road

Rotorua Bay Of Plenty
Bay Of Plenty

Service Date 18 April 2024
Service Request # 31415
Completed By Kevin

2nd of 3 Complimentary Grooms

Moss and weeds under tree. Lots of tree debris over turf.

HELPFUL TIGER TIPS; Lack of use is a major contributor to sporadic moss infestations; foot traffic keeps growth under control so it is important to ensure your surface is maintained regularly even if you are not using it.

Work Completed (Y=Yes, N=No)

Excess Debris Removed	Y	Seams Assessed	Y	Sand Levels Adjusted	Y
Surface Sprayed	Y	Surface Swept/Blown	Y	Fencing Assessed	N
Nets					

Status of Surface as at Service Date

Condition	Good
Moss/Weeds/Grass	Yes. Client to spray any weed/grass growth in between Tiger Turf visits
Drainage/Seepage	No
Split Seams/Lines	No
Tree/Root Invasion	No
Animal Waste	No
Overhanging Vegetation	Yes. Please keep vegetation trimmed back and remove debris often
Posts/Net/Accessories	Yes
Baseline Pile Height	12
Sideline Pile Height	12
Fence	None

General Comments

Service Completed; Surface cleaned, swept and sprayed for moss, lichen & algae growth.

REMINDER; TigerTurf chemicals will not control weeds or grass and we encourage our customers to implement a spraying program/ regime to keep growth under control. Roundup or a similar product is safe to use, taking care to follow manufacturers guidelines.



4 Neilson Street, Onehunga
Auckland 1061,
PO Box 28 348
Remuera, Auckland 1541

Tel +64 9 634 4134
Fax +64 9 636 7975
Freephone 0800 804 134
www.tigerturf.com



TAX INVOICE

Lake Rerewhakaaitu School 9 Ash Pit Road Rotorua Bay Of Plenty 3073	Invoice Date:	20 April 2024
	Order No:	
	Tax Invoice No:	143551
	GST No:	47-497-787
	Customer No:	8173

Qty	Item No	Description	Price	Extended Price
		Created from Service Request '31415' - Bay Of Plenty, Rotorua		
1.00	TTM2024	TigerTurf Maintenance 2024	\$880.00	\$880.
		Groom		
-1.00	COMP	Complimentary Groom	\$880.00	-\$880.
		RE: MP2335; 2nd complimentary groom as per contract		
For Product Only Sales Terms & Conditions - refer https://tigerturf.com/nz/terms-conditions/				
Please be advised - payment by credit card will incur a 1.5% surcharg				

Due 7 days from date of invoice

Unpaid accounts will incur late fees and collection costs

Payment may be made into our bank account:

Account Name: Tigerturf NZ Limited
Address: 384 Neilson Street, Onehunga Auckland
Account Number: 30-2904-0355495-61

Please quote your customer number as reference.
Email: k.bauer@tigerturf.com

Sale Amount	\$0.
G.S.T	\$0.
Total Amount	\$0.

Balance Due (NZD)	\$0.
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Carla Williams <office@lakerere.school.nz>

Paid union meetings notification

2 messages

NZEI Te Riu Roa <nzei@nzei.org.nz>
Reply-To: nzei@nzei.org.nz
To: office@lakerere.school.nz

16 May 2024 at 07:05



Tēnā koutou

This letter is formal notification in accordance with section 26 of the Employment Relations Act (2000).

Paid union meetings for all NZEI Te Riu Roa members who work in roles covered by the collective agreements set out below are scheduled to run from 10 June to 28 June 2024.

If you are receiving this email and are not the principal, please make sure this email is passed on to your principal and school board. This is the formal employer notification of paid union meetings as required under legislation.

Notification: Paid union meetings are being held between 10 June to 28 June for support staff members of NZEI Te Riu Roa covered by the following collective agreements:

- Support Staff in Schools Collective Agreement 20 December 2022 -19 December 2024
- Kaiārahi i te Reo and Therapists' Collective Agreement 20 December 2022 -19 December 2024

The full schedule of meetings can be found at the link below.

[View the full schedule of meetings here](#)

Employment Relations Act

Under section 26 of the Employment Relations Act (ERA) 2000, paid union meetings are an entitlement for all union members. This section states:

26 Union meetings

(1) An employer must allow every union member employed by the employer to attend—
(a) at least 1 union meeting (of a maximum of 2 hours' duration) in the calendar year 2000; and
(b) at least 2 union meetings (each of a maximum of 2 hours' duration) in each calendar year after the calendar year 2000.

(2) The union must give the employer at least 14 days' notice of the date and time of any union meeting to which subsection (1) applies.

(3) The union must make such arrangements with the employer as may be necessary to ensure that the employer's business is maintained during any union meeting to which subsection (1) applies, including, where appropriate, an arrangement for sufficient union members to remain available during the meeting to enable the employer's operations to continue.

(4) Work must resume as soon as practicable after the meeting, but the employer is not obliged to pay any union member for a period longer than 2 hours in respect of any meeting.

(5) An employer must allow a union member employed by the employer to attend a union meeting under subsection (1) on ordinary pay to the extent that the employee would otherwise be working for the employer during the meeting.

(6) For the purposes of subsection (5), the union must—
(a) supply to the employer a list of members who attended the union meeting; and
(b) advise the employer of the duration of the meeting.

(7) Every employer who fails to allow a union member to attend a union meeting in accordance with this section is liable to a penalty imposed by the Authority.

This letter serves as formal notification in accordance with section 26 (2) of the ERA 2000. To meet the requirements of section 26 (6) (a), the list of members attending the meetings from your school can be supplied by your worksite representative, where this is specifically requested by you.

Your support to facilitate the attendance of all NZEI Te Riu Roa members covered by these collective agreements would be greatly appreciated.

Ngā mihi nui,

Stephanie Mills, Korimako Tangiata | National Secretary, NZEI Te Riu Roa.

Authorised by Stephanie Mills,
Korimako Tangata National Secretary,
79 Boulcott Street, Wellington.

You are receiving this email as an Employer of a school with staff covered by the Support
Staff Collective Agreement or the Kaitiaki i te Rau and Therapists' Collective Agreement.

[Unsubscribe](#) | [Manage preferences](#)



Carla Williams <office@lakerere.school.nz> 16 May 2024 at 09:49
To: Rick Whalley <principal@lakerere.school.nz>, Presiding Member <boipm@lakerere.school.nz>, Daniel Schutt
<dschutt@lakerere.school.nz>

Carla Williams
Finance & Administration



07 3666 814
9 Ash Pit Road, RD3, Rotorua 3073
<https://www.lakerere.school.nz>



[Quoted text hidden]