



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

## Lake Rerewhakaaitu School Board

### 5th September 2023 Meeting Minutes

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

Opened 7.07pm

#### 1. Administration

Present Bianca Sterkenburg, Catherine Dawson, Natalie Gow, Mathew Armer and Rick Whalley, MaryAnn Martin via zoom

Apologies Daniel Schutt

In Attendance Carla Williams

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

#### Administration

Confirmation of minutes for July 2023.

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

#### Inwards Correspondence

Emails received from Ministry;

- New reporting. 4 main things;
  - o Annual report (to be at least 3 years- ours is already)
  - o Community consultation showing. Next term parent evenings.
  - o Referenced to NELPs, already doing so, community - all published in office.
  - o The Board needs to ensure that within the Principals report, Board members, Te Tiriti te Waitangi, make a statement against each article, statement of compliance. Equal employment opportunity. Kiwisport funding, financial statements... all to go into the reports.
- Principals get \$6000+ part of Collective Agreement, for wellbeing and professional development. \$6k each year 2023 + 2024.
  - o **Moved:** Mathew
  - o **Seconded:** Bianca
  - o **Carried** All in favour

#### Strategic decisions

10YPP - done last meeting.

Discussion held re sharing intellectual property, copyright. Teachers produce any works at school, it belongs to the school. If affected by profit/making money.

**Motion:** To adopt the Operational Policy 5. Protection and sharing of intellectual property (Creative Commons Policy). No changes.

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

## Principals report

Rick read and discussed his Principals report. See report.

- Health curriculum consultation - Draft of reporting. Changing the way that we look at reading, writing and math. Arrow to show movement. Small comment, re where they are now, where to next. More informative for parents to see. Different reports for year groups - junior, middle, senior. Refers to blue progression books.
- Attendance - 87% 2023, 7% Justified, 6% unjustified. Term 3 84%, 7% medical. Still retaining stay at home if sick.
- Numeracy Wednesday staff meetings - Maths ok can do better. Looking at how we teach, plan, aim to have a well structured plan. Chunks missed over covid etc. Numpa - comes with planning sheets and assessments. Shows gaps. 75% STRAND, rest basic facts. Concepts for the whole week. eg. number lines. Working well, number concepts can be used in all STRANDS. Checked planning. Query - Are they missing the same areas in a class?- all different gaps, some same year. Not missed in teaching it, may have been that it didn't click for them, or make sense for them. Look in the mirror, what can we change for that child? Strategy and knowledge. Give knowledge, teach different strategies.
- Responsive Culture - Look at succession planning for the next meeting.
- Water leak - Tupu radiator - Plumber disconnected, will quote on repair/replacement or heat pump. Query heat in summer, better with deck cover. Rick will discuss it with the Ministry. Keep the furnace for the pool.
- Cobbling - awaiting end of calving and/or Rick's knee to improve to fix. Area coned off, no injuries to date.
  - **Moved:** Rick
  - **Second:** Mathew
  - **Carried** All in favour

## Property report

### School Houses

#25 Nat's house :

- Bathroom has been completed since the last meeting as well as the flooring in the kitchen.
- Keep in mind we will still need to paint the roof this coming summer.

#5 Halie's House :

- Gutters have been fixed and invoiced for \$419.75 for the job.
- Hand Basin in the bathroom broke on one of the cold mornings we had. I have had Gary in to look and quote to replace. Please see attached quote of \$2542.97 to remedy the situation .Open to suggestions if anyone else has another solution.
  - Mathew suggested putting a sink on top of the current cabinet, possibly \$150 to repair with piping etc. All. agreed.
  - Mathew went under the house to check for taps to separate the water supply. Concrete tank on top of the house, should be able to block off near the road, if not already there. The waste from the bath , copper s bend is corroded, and water runs out from under the bath. Replace with plastic piping. Mathew will sort.
- The big window in the lounge with the rot will need something done with it in the future. The sill is quite a way off the weatherboard. Could replace just the sill. Cut section out, and replace with similar.
  - **Moved:** Bianca
  - **Second:** Natalie
  - **Carried** All in favour

## Finances

Rick tables the Bank Staffing Reports, SUE Reports for pay periods 10,11 & 12







# Principals Report

## Date: 5 September 2023

**Roll:** 56      **Boys:** 58%      **Girls:** 42%      **Maori:** 46%

- Consultation on how we report to parents this term (Draft tabled at meeting)

- The Health and PE statement

- Science review. Attached

- Gifted and Talented attached

- First aid training whole school ⇨

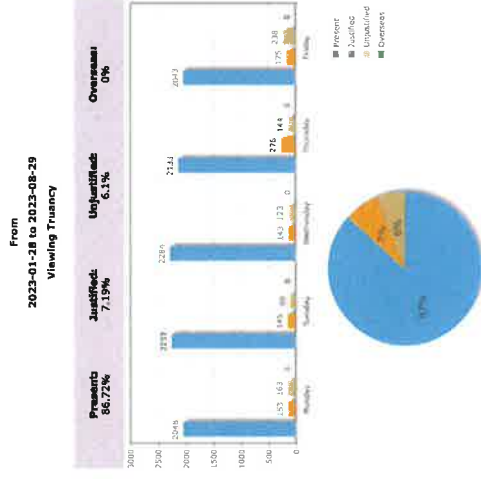
- This term:

- Book Fair 4-8 Sept
- Speeches 12/9
- Cluster Speeches 15 Sept
- Cluster winter sports 14/9
- Wearable Arts 20/9
- Kahui Ako TOD 22/9

### Attendance rates Term 3

- 87% Attendance over 2023
- 7% Justified
- 6% unjustified
- Term 3 is at 84% however we have seen an increase in flu again with 7 % away for medical reasons compared with 5% over 2023.

| Tuesday 5th September |        |                 |   |
|-----------------------|--------|-----------------|---|
| Time                  | Class  | Lesson          | Lesson                                  |
| 9:30am                | Rakau  | Year 5 - Year 8 | Emergency Responder - First Aider 90min |
| 11am                  |        | Break           |   |
| 11:30am               | Mahuri | Year 2 - Year 4 | Keeping Safe - Ready 60min              |
| 12:30pm               |        | Lunch           |   |
| 1:15pm                | Tupu   | NE - Year 2     | Keeping Safe - Smart 45min              |
| 3pm                   |        | School finishes |   |



## **Numeracy**

- We are currently reviewing our Maths programme and linking this to the curriculum refresh and how their purpose compares with ours.

## **Property**

There was a leak in the radiator in Tupu. Have got the Chemwash people in to dry and the ASAP plumber coming in to quote tomorrow (Friday). Will also get a quote for a heat pump. Will talk with the MOE about this.

## **Reporting for next term**

Next term we will be holding three parent evenings to explain our curriculum. There will be a literacy (reading/writing) night, numeracy (maths) night and an integrated curriculum night. These nights will be informative and showcase why and how we do things as well as how you can help at home. I will also explain the New Zealand Curriculum refresh that the whole country is going through at the moment.

Next term we have the Annual reporting to draft to send to the MOE.

There are four main areas that need to be included:

1. At least three years (although this one can be two years to coincide with the Board elections)
2. Community consultation shown
3. Reference to NELPs
4. Community ownership (published on website, copy on foyer of office etc)
5. Show template.

## **Annual report checklist**

Make sure that you can check off each of the items below before you submit the single original PDF file of your annual report to the Ministry.

1. Presiding member/principal's report [OPTIONAL]
2. List of all school board members [OPTIONAL]
3. Statement of variance
4. Evaluation of the school's students' progress and achievement
5. Report on how the school has given effect to Te Tiriti o Waitangi
6. Statement of compliance with employment policy
7. Other reports on special and contestable funding [MAY BE NECESSARY]
8. Statement of Kiwisport funding
9. Annual financial statements:

a. Statement of responsibility signed and dated.

b. Statement of comprehensive revenue and expense.

- c. Statement of changes in net assets/equity.
- d. Statement of financial position.
- e. Statement of cash flows.
- f. Notes to the financial statements.
- g. Independent auditor's report signed and dated.

Can be viewed at:  
<https://www.education.govt.nz/school/schools-planning-and-reporting/school-annual-reports/#annual-report-checklist>

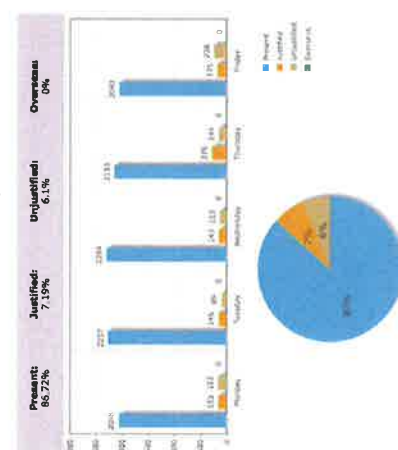
| OBJECTIVE 1: LEARNERS AT THE CENTRE  | In LRS we:   | Actions 29 March<br>25 July<br>5 Sept  |
|--|--|--|
| Priority 1:<br><br>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying | <ul style="list-style-type: none"> <li>• Students develop life long learning 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> </ul> | <p><b>Safe environment: 20 March 9:30am held an Earthquake drill.</b> This was done as we have had a few earthquakes in recent days and wanted to review our procedures and children's/teacher's knowledge of practice. Children and staff quickly used the stop-drop and hold method.</p> <p>Recommendations for future improvements: have a procedure for severe and minor earthquakes as not all earthquakes will require us to move outside after the shaking stops.</p> <p><b>21 Mar Fire drill:</b> We had discussed holding a fire drill during playtime as we have always held them during class time. We want to observe what our children would do if the alarms went off during play. When the alarm was sounded the children very quickly moved to the cricket pitch assembly area. It was wonderful to see the older children supporting our younger ones and telling them what was going on and taking them to the assembly area. Very</p> |

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|  |  | <ul style="list-style-type: none"> <li>Shared responsibility and reciprocal process between school and other agencies and organisations.</li> </ul> | <p>proud of our older students in this! Overall it was a very efficient process and we will continue to do the same.</p> <p>The playground is needing the bark completely removed and replaced. I am in the process of measuring up and getting quotes. I am also then going to source funding grants and talk with the PTA to fund the project.</p> <p>Current policies for child restraint and child safety reviewed.</p> <p>RTLB services used to source funding for targeted children</p> <p>Local curriculum topics Term 1 <b>Te ao maori</b></p> <p><b>Ko wai au</b></p> <p>The concept of whānau extends beyond parents and children to include grandparents, grandchildren, uncles, aunts, cousins, nieces, nephews, and others.</p> <p>Whakapapa is important. It defines a person and his or her links within the whānau and to other groups. It governs the relationships between them.</p> <p>Whakapapa is a much broader concept than the concept of a family tree. Through whakapapa, each person may belong to different groups: whānau, hapū, iwi, and waka.</p> <p>Term 2 <b>Environment</b></p> <p><i>What do plants need to survive?</i><br/>-Environmental<br/>-Sustainability</p> <p>Term 3 <b>Careers</b></p> <p>Everybody contributes in a variety of ways to accomplish community goals (How is every role important/How does every cog keep the wheel</p> |
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|                    |  |  | <p>spinning).</p> <p>Blue books being used for Learning goals and success criteria</p> <p>Life education Trust visit</p> <p>Tuakana Teina style teaching taking place in local curriculum studies. World of Wearable Arts focus. Practiced week 1-5 for the Cultural Festival held in Reporoa. Students using school song and school Haka- links to Ngati Rangitihī</p> <p>Fire drill scheduled for Thursday 31 August</p>  |
| <p>Priority 2:</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> <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>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>See term 2 assessment data report</p> <p>Local curriculum document</p> <p>Attend all Kahui Ako(KA) and cluster principal meetings</p> <p>KA teacher only days</p> <p>Participate in KA Professional Development</p> <p>Children attend Reporoa cluster events</p> <p>Curriculum programmes acknowledge Te Tiriti o Waitangi</p> <p>Local curriculum</p> <p>Curriculum refresh PLD</p> <p>Attend all Kahui Ako(KA) and cluster principal meetings</p> <p>KA teacher only days</p> <p>Participate in KA Professional Development</p> <p>Children attend Reporoa cluster events</p> <p>Curriculum programmes acknowledge Te Tiriti o Waitangi</p> |

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| <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> <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>Our target of 90% attendance is coming along (long way to go yet) but we are currently on 83% attendance. 8.37% Justified, 9.67% unjustified absences. (full report at meeting).<br/> See Term 1 and 2 target reports<br/> See local curriculum planning<br/> School fun run, Try-Athlon, Pink shirt day, Red heart day.<br/> Target 1:<br/> Students Accelerated learning:<br/> Reading 7/7 students<br/> Writing 13/14 students<br/> Math 5/5 students<br/> Target 2:<br/> Term 1 2023 Attendance rate 2023 85.7% (57 students)<br/> Term 1 2023 Current student Attendance 87.5% (53 students)<br/> Term 2 2023 Current student Attendance 88% (52 students)<br/> Term 2 2023: 64% of students attended 90% of above, 19% of students attended between 80-90%, 15% of students attended below 80%.<br/> <b>Term 3</b></p> |
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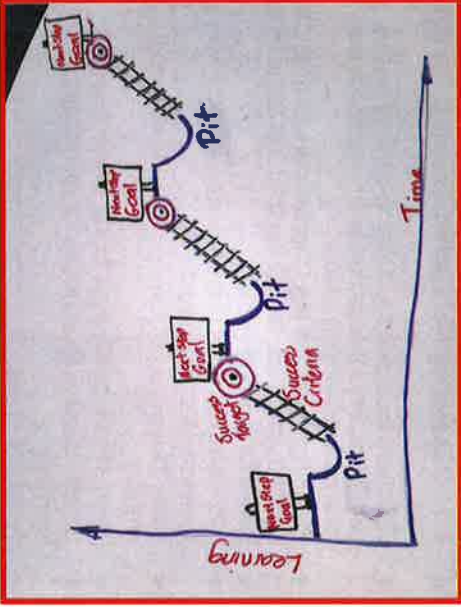
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| <p>Priority 4:</p>   | <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> | <ul style="list-style-type: none"> <li>• Develop student voice and agency</li> <li>• Developing collaborative teaching /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>From 2022-01-28 to 2023-06-29 Viewing Truancy</p>  <p>Mrs Arnott is making good progress with our children in the target group (Will report on this at the meeting).<br/> Funding being sought from a range of outside agencies to support students: ORRs, RTLB, Speech therapist, hearing teachers.<br/> <b>TODs- planning collaboratively schoolwide topics</b><br/> <b>Staff meetings- Monday: what's on top support for teachers. Wednesday- focus on school wide needs and PLD</b><br/> <b>Local curriculum planning</b><br/> As above<br/> Cultural Festival participation</p> |
| <p><b>OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP</b></p> |   |   |  |

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| <p><b>Priority 5:</b></p>                              | <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</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 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>   | <p>We have continued with our topic studies as well as having Whaea Adelaide taking te reo me nga tikanga Māori sessions on Friday mornings.<br/><b>Local Curriculum topics: Terms 1-3</b><br/>As above</p>   |
| <p><b>Priority 6:</b></p>                              | <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</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 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.<br/>We are now 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.<br/><b>Assessment for Learning PLD</b><br/><b>NZ Curriculum refresh PLD</b><br/><b>Aotearoa Histories PLD</b><br/>As above</p> |
| <p><b>OBJECTIVE 4: FUTURE OF LEARNING AND WORK</b></p> |   |   |   |
| <p><b>Priority 7:</b></p>                              | <p>Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge</p>                | <ul style="list-style-type: none"> <li>• Students develop life long learning skills.</li> </ul>   | <p>Continuing to work with DOC and Ngati Rangitihiri on the pest eradication programme.<br/><b>Term 3 Careers Local Curriculum study</b></p>  |

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|  | and pathways to succeed in work | <ul style="list-style-type: none"> <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> <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> | <p>Visits to <b>Owhata Forest Nursery and Benny Bee</b></p> <p>Careers focus term 3</p> <p>Children developing CV and applying for jobs, job interviews.</p> |
|--|---------------------------------|---|--|

## LRS 2023 Annual Plan

|  |  |  |   |
|--|--|--|---|
| <b>Learner Centred</b><br>Achieved by:     | <b>Emerging</b><br>Phase 1                             | <b>Ways to achieve this goal</b>   | <b>Review 29 March 2023</b><br><b>25 July</b>   |
| Students develop life long learning skills | <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> | <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 study Te ao Māori</li> <li>Swimming programme</li> <li>LRS Learning Goal structure developed and implemented for Term 3</li> <li>Term 2 local curriculum focus environmental studies</li> <li>Term 3 local curriculum focus Wearable Arts</li> <li>Students using Blue books for next steps to learning</li> <li>Teachers developing: learning goals - success criteria and learning target</li> </ul> |

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| <p>Develop student voice and agency</p>                      | <p><b>Students are</b> encouraged to have a say in why, what and how they learn (mediated)</p>                  | <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> | <p>As above</p> <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 (te wai au) 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: coding, cooking, movie making, gaming</li> <li>As above</li> </ul> |
| <p>Developing collaborative teaching /learning practices</p> | <p><b>Teachers are</b> introducing collaborative planning teaching and learning experiences for all student</p> | <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>                    | <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> </ul>   |

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| <p>Enhance future focussed learning through the use of digital technologies</p>  | <p><b>Students and teachers are</b> introducing DTs to enhance the teaching/learning experiences</p>                  | <ul style="list-style-type: none"> <li>Students learning through the VLN primary school</li> <li>Google classroom, Seesaw used in classes</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher employed as Target teacher to support our target students</li> <li>TODs planning local curriculum subjects</li> <li>Kahui Ako TOD 24th April</li> <li>Education Evaluations PLD Assessment for learning</li> <li>Junior teacher participating in BSLA course - sharing PLD with rest of staff</li> <li>Middle Teacher now participating in BSLA</li> <li>Two Teacher Aides participating in BSLA</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><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>  | <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 - Coding, movie making, and gaming</li> <li>Term 3 Careers focus</li> <li>As above</li> </ul>   |
|  |   | <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 coming into the school and working with teachers and students</li> <li>Implementation of the Local Curriculum</li> <li>Cluster and outside agency programmes: swimming, RATs, KA Leaders.</li> <li>School and cluster cross country</li> <li>Sport BOP Tryathlon race</li> <li>Class trips to the Ohwata Forestry Nursery and Benny Bee</li> <li>Life Education Trust- Nutrition and our bodies</li> <li>As above</li> <li>Careers education</li> </ul> |  |

## Strategic Aim Responsive Culture

| Responsive Culture Achieved by:    | NELP    | Emerging Phase 1  | Actions<br>May 2023<br>Sept 2023   |
|------------------------------------|---------|---|--|
| Maintain a positive school culture | 1,2,3,5 | School develops an environment where ākonga, kaiako and whānau belong | <p>With COVID not having such an impact so far in 2023 we have been able to have open days and events that encourage our community to come along to our school:</p> <ul style="list-style-type: none"> <li>➤ 14/15 Jan PTA Fishing Comp</li> <li>➤ 20 Feb Meet and Greet</li> <li>➤ 11 Mar PTA Ultra Marathon</li> <li>➤ 9 Mar Swimming Sports</li> <li>➤ 24 Mar Little Heart Day</li> <li>➤ 1 April Working Bee</li> <li>➤ 6 April Shared lunch</li> </ul> <p>We've also been fortunate to have our students attend events outside of school:</p> <ul style="list-style-type: none"> <li>➤ 15 Mar Cluster Swimming</li> <li>➤ 21 Mar RATS Duathlon</li> <li>➤ 5 Apr CBOP Swimming</li> </ul> <p>September 2023</p> <ul style="list-style-type: none"> <li>➤ 9 May Fell cup</li> <li>➤ 10 May Weetbix TRYathlon</li> <li>➤ 11 May Forestry nursery trip</li> <li>➤ 24 May Fun Run</li> <li>➤ 31 May Cluster Cross Country</li> <li>➤ 5-9 June Hillary Camp</li> <li>➤ 17 June PTA Amazing race</li> <li>➤ 9 Aug Disco</li> <li>➤ 11 August Wacky Hair Day. Shave for a Cure . \$1000 raised</li> <li>➤ 14 Aug Science Roadshow</li> <li>➤ 18 Aug Cultural Festival</li> <li>➤ 4-8 Sept Scholastic Book Fair</li> </ul> |



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|--|---------------|--|--|
| Celebrate our cultural diversity   | 1,2,3,4,5     | <b>Students will recognise and explore their and others cultures in a positive environment</b>   | <ul style="list-style-type: none"> <li>• Term 1 topic focus- Ko wai au</li> <li>• Cultural Festival at end of term 2</li> <li>• World of Wearable Arts careers focus</li> </ul>  |
| Increase attendance and engagement   | 1,2,3,4,5,6,7 | <b>Students, whanau, staff and the community are investigating ways to form positive partnerships to ensure that students are present, participating and progressing</b> | <ul style="list-style-type: none"> <li>• Our target of 90% attendance is coming along (long way to go yet) but we are currently on 83% attendance. 8.37% Justified, 9.67% unjustified absences. (full report at meeting).</li> <li>• Student agency in developing localised curriculum studies and activities.</li> <li>• Implementation of passion projects for term 2-4: Movie Making, Coding, Gaming, Cooking.</li> <li>• Activity days for parents and students</li> <li>• Term 3 87% overall</li> </ul> |
| Provide targeted, monitored programmes   | 2,3,6,7       | <b>Identify, develop and implement systems and processes that support accelerated learning</b>   | <ul style="list-style-type: none"> <li>• Staff meetings to discuss target students needs and programmes</li> <li>• Target teacher- CAPs held term 1 with parents, CAPs for term 2 have populated and parent interviews will be held in the next two weeks</li> <li>• Teacher aides to work with target students</li> <li>• RTLB referrals</li> <li>• LSC working as SENCO</li> <li>• Teachers and Teacher aides Participating in BSL</li> <li>• As above</li> </ul>  |
| Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways | 1,2,3,4,5,6,7 | <b>Students develop a sense of who they are and are beginning to build confidence in themselves</b>  | <ul style="list-style-type: none"> <li>• Term 4 - Sports and Leisure</li> <li>• Term 3 - Careers- World of Wearable Arts careers focus</li> <li>• Term 2 - Environment</li> <li>• Term 1 - Te ao maori</li> </ul>  |

# Science Review Summary Statement

The full review will be available at the Board meeting

## Summary

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. Our Local curriculum has many opportunities for the teaching of science in real life contexts and staff collaborate in planning sessions that cater for a cross curricular approach to teaching and learning. The teachers make good use of the resources available, however there is opportunity to make better use of what we have through review and planning after each inquiry unit. The house of science kits are a valuable resource that the school brings in from outside which include at least 5 hands-on experiments, they cater for Year 0-8 students, are easy to use – everything a teacher needs is in the kit, they include all consumables, bi-lingual student instructions and teacher manual, and are fully aligned to the NZ curriculum. Students also attend the annual science roadshow that provides experts showing science concepts and experiments as well as hands-on activities that the students can explore. It was noted that the assessment of science at present is lacking and we need to develop our assessment and reporting systems for the nature of science to show and acknowledge the progress of students within the science curriculum. This will be done by the end of 2023 ready to trial in 2024.

## 5 Protection and sharing of intellectual property (Creative Commons) policy

### Outcome statement

The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.

### Scoping

The New Zealand Copyright Act 1994 Section 21 (2) recognises the copyright ownership rights of board of trustees of works produced by their employees in the course of their employment.

By licensing its copyright, the board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the board.

### Delegations/responsibility

The board delegates to the principal the responsibility to:

- apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees owns copyright
- transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
- ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school.

### Limitations and expectations

The board:

- does not make any claim over the ownership of copyright works produced by students – the copyright to these works remains with the creator
- recognises that this policy only applies to copyright works and not to any other forms of intellectual property
- recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees remains the property of that employee – where this is unclear, the process for dispute resolution outlined below shall apply.

### Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance, the dispute should be documented and presented to the school principal.
2. If the dispute is still not resolved, the documentation should be presented to the board chair.
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken.

Steps 1 and 2 should be replaced with the school's dispute resolution process, where appropriate.

### Definitions

**Creative Commons Aotearoa:** The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work.

**Teaching materials:** Copyright works produced by employees of the school for the purposes of teaching.

## Associated legislation

The New Zealand Copyright Act 1994

## Associated procedures

[Complaints](#)

## Monitoring

Any matters or risks in relation to this policy shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified. The board shall monitor the protection and sharing of intellectual property in order to identify any risks or issues that require governance action.

*Renew licences annually*

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|--------------------|------------------------|
| Reviewed: Sep 2023 | Next review: Sept 2025 |
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