



# Lake Rerewhakaaitu School Board of Trustees

## 2nd August 2022 Meeting Minutes

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

Opened 7.07pm

### 1. Administration

Present Adelaide Edwards, Mark Pacey, Rodger Scott, Angela Robinson, Natalie Gow, MaryAnn Martin and Rick Whalley

Apologies Nil

In Attendance Carla Williams via Zoom

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

**2. Strategic decisions** Nil

### **3. Principals report**

Rick read his Principals report. See report.

Maori/Pacifica Report - See report.

PGC (Professional Growth Cycles) will be completed this Term, Lynda will relieve Teachers, so this can be conducted. Staff meetings Monday and Wednesday, with Wednesday being a focus for across school marking consistency and collaborative teaching practices.

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

### **Property report**

Rodger gave his report. School house #25 had the Hot water cylinder repaired, thermostat and wiring replaced. Boiler room fire on Thursday 28th July- Rick removed embers and has kept the area checked, no issues since. Admin building work awaiting balance of the autex to arrive to continue completion, then builders and electricians can complete work. Carpet requires extra funding of approx \$3000, this will allow new carpeted entrance instead of patched reused carpet. There are sufficient funds available to cover this. Well pump had been accidentally switched off during the holidays and subsequently burnt out, new pump to be installed - enquire as to getting it rewired so it will switch off before running dry.

- **Moved:** Rodger
- **Second:** Adelaide
- **Carried**

### **Strategic Plan**

Learner Centred. See report

### **Finances - June 2022 reports**

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

Rick tabled the Creditors, Credit Card schedule, Financial reports for June 2022

Mark moves the Creditors accounts for payment for June 2022 as true and correct,

- **Seconded:** Rodger
- **Carried.**

Mark moves the Credit Card Payments for June 2022 as true and correct,

- **Seconded:** Adelaide

- o **Carried.**

Mark moves the acceptance of the June 2022 Financial reports as a true and correct record of the financial position of the school.

- o **Seconded:** MaryAnn
- o **Carried.**

#### **4. Strategic discussions**

**Motion:** To accept the Operational Policy 8, Managing challenging behaviour and physical restraint policy as presented.

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

#### **5. Identify Items for next agenda**

MaryAnn queried about the possibility of a bilingual class. Will gather indications of interest and report back at the next board meeting.

Rick is unable to attend the planned board meeting on the 13th September, suggestion of 20th September. All agreed.

#### **6. Triennial Elections**

Confirmed that there are enough candidates for an election. Nominations close 12 noon Wednesday 3rd August.

#### **7. Administration**

Confirmation of minutes for June 2022

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

#### **Inwards Correspondence**

Change of Technology letter

#### **Public Excluded Business. Time: 7.36pm**

I move that the public be excluded from the following parts of the proceedings of this meeting, namely, agenda item: Student Issue PEB

This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by section 9 of the Official Information Act 1982, which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public are as follows: to protect privacy of natural persons.


Confirmation of PEB Minutes from the 28th June 2022 Meeting

- o **Moved** Mark
- o **Seconded** Angela
- o **Carried**

The public part of the meeting resumed at 7.38pm

**End of minuted meeting at 7.40pm**

**Next meeting 20th Sept 2022.**

Signed:  \_\_\_\_\_ **Presiding Member**

Date: 26/10/22

Next Meeting Dates: 20 Sep, 25 Oct & 06 Dec 2022



## PRINCIPAL'S REPORT TO THE BOT

2 August 2022

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

<b>Roll:</b> 63 Students: 26 Girls, 37 Boys, 30 Maori, 1 Japanese	<b>Alerts/Decisions for Board-</b>
<p><b><u>NAG 1: Curriculum</u></b></p> <ul style="list-style-type: none"> <li>● Maori and pacifica report at meeting</li> <li>● Term focus: Our Place- The significance of major land features - to Maori</li> </ul> <p>*How does that impact on the way we live in that space - what resources are available there (Dwellings, recreation etc).            *What is our and our places' local history?            *The stories that are created around our significant land features.</p> <p><b>Big Question:</b> Will knowing the history and stories of our place help us live better lives in this place?</p>	
<p><b><u>NAG 2: Planning &amp; Reporting</u></b>            Parent interviews and reports were held Week 1</p>	
<p><b><u>NAG 3: Personnel/Performance Management</u></b>            - All PGC's will be conducted this term</p>	
<p><b><u>NAG 4: Finance &amp; Property</u></b>            Work on the staff room and the LSC room (admin area) started in the school holidays. Carla and myself are working from the library while this is taking place.</p>	
<p><b><u>NAG 5: Health &amp; Safety</u></b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<p><b><u>NAG 7 Charter</u></b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<p><b><u>NAG 8 Analysis of Variance</u></b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<p><b><u>Kahui Ako update:</u></b></p>	

Even Year Term 3 Our Place

<b>Big Question/Idea</b>	<p>The significance of major land features - to Maori                  *How does that impact on the way we live in that space - what resources are available there (Dwellings, recreation ect).                  *What is our and our places' local history?                  *The stories that are created around our significant land features.</p> <p><b>Big Question:</b> Will knowing the history and stories of our place help us live better lives in this place?</p>
<b>Local</b>	*Tarawera & Kākaramea
<b>National</b>	Significant Mauga around Aotearoa
<b>Global</b>	Ring of Fire
<b>Principles</b>	Students have every opportunity to develop a thirst for learning, a curiosity and passion about the world around them
<b>Values</b>	integrity, which involves being honest, responsible, accountable and ethical
<b>Key Competencies</b>	<p>Relating to others                  Eg. How do we respond and negotiate with others when we have different values and different goals and want different outcomes in and for shared places.</p>
<p><b>-Number/Algebra</b>  <b>-Geometry/Masurement</b>  <b>-Statistics</b></p>	<p><b>Geometry and Measurement</b>                  -Time                  -Position and orientation</p>
<p><b>-Listening</b>  <b>-Reading</b>  <b>-Viewing</b></p>	Literacy to focus on Atua- Narrative
<p><b>-Speaking</b>  <b>-Writing</b>  <b>-Presenting</b></p>	Narrative text.
<b>Science</b>	<p>Planet Earth and Beyond_ Volcanoes, tectonic plates  <a href="#">Building Science Concepts titles</a></p> <p>In our environment we have Mt. Tarawera (volcano)                  Lake Rerewhakaitu (water environment) and surrounding vegetation for plant and animal studies.                  Plenty of possibilities for Planet Earth and Beyond or Living World.</p>
<b>Technology</b>	3DO
<b>Social Science</b>	Level 1: Understand how places in New Zealand are significant for individuals and groups.

	<p>Level 2: Understand how places influence people and people influence places.  Level 3: Understand how people view and use places differently.  Level 4: Understand how exploration and innovation create opportunities and challenges for people, places and environments.  Level 5: Understand that people move between places and that this has consequences for the people and the places.</p> <p>Thermal power</p>
<p><b>Aotearoa New Zealand's Histories</b></p>	<p>Years 1–3: <b>Tūrangawaewae me te kaitiakitanga/ Place and Environment.</b> Tangata Whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae. Many of the names of geographical features, towns, buildings, streets, and places tell stories. Sometimes there is more than one story. What are the names of the features of the landscape in our area? Do some features have more than one name? If so, why and where do the names come from? How did Māori name marae, hapū, iwi and features of the landscape? How and why have some place names in Aotearoa New Zealand changed? Ref. pg6 Aotearoa New Zealand's Histories in the New Zealand Curriculum.</p> <p><a href="#">Rotorua Street names</a> (On He Pātaka Pūrākau/Te Arawa Stories). Lots of stories to access here.</p> <p>Years 4–6: <b>Tūrangawaewae me te kaitiakitanga/ Place and Environment.</b> People adapted their technologies and tools to the new environment of Aotearoa New Zealand. Ref. pg14 Aotearoa New Zealand's Histories in the New Zealand Curriculum. "What are the origin stories of mana whenua? What technologies and tools did Māori bring to Aotearoa New Zealand? What adaptations did early Māori make to enable them to survive and thrive in a new environment? How did these differ across Aotearoa New Zealand? How did mana whenua, early resource seekers and settlers impact on the natural environment? How did mana whenua engage with early newcomers?"</p>
<p><b>The Arts</b>  <b>-Dance</b>  <b>-Drama</b>  <b>-Art</b>  <b>-Music</b></p>	<p>Focus: Music and singing.</p> <p>Kapahaka</p> <p>Calendar art</p>

<b>Health</b>	Puberty Our body/Personal health and Hygiene
<b>-PE -Sport</b>	-Fitness Gym? Golf Winter games: rugby, soccer and basketball?
<b>Te reo Maori</b>	<u>Curriculum guidelines</u>  Place/Features names Time Whaea Adelaide Kawahaka

STRATEGIC AIM 1: <b>LEARNER CENTERED</b>			
<b>Achieved by:</b>	<b>Who</b>	<b>Outcome.</b>	<b>Evaluation. By the end of 2022</b>
<i>Students develop life long learning skills</i>	<b>Staff</b>	<b>Students are engaged in learning and know the learning process</b>	<ul style="list-style-type: none"> <li>● Term 1 focused on life long learning as a curriculum topic.</li> <li>● Children are learning LRS the inquiry process</li> <li>● Localised Curriculum</li> </ul>
<i>Develop student voice and agency</i>	<b>Staff</b>	<b>Students are using are able to have a say in why, what and how they learn</b>	<ul style="list-style-type: none"> <li>● PLD on student agency and voice</li> <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>
<i>Developing collaborative teaching /learning practices</i>	<b>Staff</b>	<b>Teachers are working collaboratively to plan teaching and learning experiences for all students</b>	<ul style="list-style-type: none"> <li>● PLD on collaborative teaching practices</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>
Enhance future focussed learning through the use of digital technologies.	<b>Staff</b>	<b>Students and teachers are using DTs to</b>	<ul style="list-style-type: none"> <li>● Several major purchases - 20 chrome books, 10 iPads</li> <li>● Students learning through the VLN primary</li> </ul>

		enhance the teaching/learning experiences	<p>school</p> <ul style="list-style-type: none"> <li>● Google classroom, Seesaw used in classes</li> <li>● Students taking virtual learning through the VLN Primary- extension maths and French.</li> </ul>
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	<b>Staff</b>	<b>Teaching and learning experiences</b> are dynamic and engage students in their passions in real life events.	<ul style="list-style-type: none"> <li>● A range of activities are utilised in teaching and learning experiences</li> <li>● COVID is a hindrance in getting children out of the classroom and/or getting people into school for added experiences.</li> </ul>

# LRS Māori and Pasifika Update



## Our Charter

### New Zealand's cultural diversity

Children, from every culture, deserve the best education possible. We will reflect NZ's increasingly multicultural society through providing students with a range of opportunities to celebrate their own cultural identity and the diversity of other cultures.

### Maori and pasifika

#### **The unique position of the Māori culture**

We understand, value and appreciate the values of Te Tiriti o Waitangi. We aim to uphold the articles of Te Tiriti o Waitangi, Kawanatanga, Rangatiratanga and Oritetanga. Some of the ways we achieve these are through te reo and tikanga being integrated in classrooms and through cultural experiences such as: hangi, Marae visits, attendance at the Cluster Kapahaka Festival, to ensure that all children have the opportunity to experience Maori culture, protocol and language both in and out of the class. We aim for te reo Maori to be taught more formally as a language from years 0 to 8.

### The current situation

28 Identify as maori - 44% of whole school  
Boys 17  
Girls 13

### Priority Learners

Students who have been identified as achieving more than one year below expected curriculum level.

### Target 2022

All priority learners who are achieving more than one year below expected curriculum levels at the start of the year will demonstrate accelerated progress by the end of 2022



## Accelerated learning

What is accelerated learning?

- Accelerated learning is the student's learning progress showing a noticeably faster, upward movement than might otherwise have been expected by the trend of their own past learning.
- Accelerated learning is learning at a rate faster than classmates progressing at expected rates in order to catch them up.
- Accelerated learning is learning at a rapid rate that brings the student achievement level to that consistent with, or beyond, a set of benchmarks or standards (NZ Curriculum Reading and Writing Standards).
- Accelerated learning is an intervention that is in addition to effective classroom teaching in reading, writing and maths.
- Long term, accelerated learning is about "How do we develop effective intervention practices that sustain student acceleration and ensure intervention coherence at a school-wide level?"

Teachers will track individual students' progress at least every four weeks in spelling, basic facts, maths, reading and writing to show progress, expected progress and/or accelerated progress. Data will be used for discussions and to develop support programmes, provide support, and target PD to accelerate academic progress for students.

Achievement is reported through written reports and parents are invited to meet with their child's teacher(s), following this reporting.

## Support Programmes

All children learn at different rates and some will need extra help along the way. Teachers identify children who may need support in some aspect of their learning and there are a range of informal and formal target-teaching programmes and support services available for students who need them, e.g., Yolanda Soryl, Early Words, Talk to Learn, in-class reading or writing support, teacher-aide support etc.

Children with more specific learning or behavioural needs may be supported through services such as the Cluster LSC (Learning Support Coordinator), RTLB (Resource Teachers for Learning and Behaviour), Child Mental Health Services, or other external agencies - all in consultation with parents.

## Approached to Accelerating Learning at LRS

Approach	Evaluation
Identify Priority Learners and their specific learning needs.	
Individualise teaching and learning plans are develop[ed] for each priority learner	
Students progress is monitored and tracked at regular and ongoing intervals throughout the year	
Schoolwide protocols are developed, reflectlecting expected practice for teaching and learning in Reading, wiring and math.	
Teaching and learning is underpinned growth mindset practices	
Teacher professional development to ensure learner agency is develop and implemented consistently across the school	
Students receive specific, frequent and positive feedback	
Teacher inquire into their own practice and and share their learning	
Parents/whanau/caregivers are informed and report to regularly about their child's progress and achievement	
Parents/whanau/caregivers engage in supporting their child's learning at home	
External support(eg; RTL, MOE.LSC) is accessed and utilised as required	
Leadership team to monitor progress of learners	

schoolwide: providing support, professional learning and ongoing mentoring of teachers as necessary	
Board of Trustees decision making focuses on improving students outcomes and monitoring progress towards achieving the strategic goals of the school	

## Achievement

These results are based on 22 students as 6 have not yet finished one calendar year at school.

### Across the curriculum

**4%** not progressing at expected levels

**18%** progressing at expected levels

**77%** progressing at accelerated levels

**95.5%** progressing at expected or accelerated levels

### What is making the difference:

A change in thinking about targets. Rather than focusing on curriculum levels and having fail or pass rates we now focus on the accelerated improvements in achievement no matter where the student is positioned within the curriculum. This allows the students to celebrate their success in achievement rather than their failure to reach curriculum levels.

Since the beginning of the year we have been focusing on accelerating achievement levels in all of our students. This has focused the teachers on the each individual student and where they are within the curriculum. The continued use of the progress booklets is starting to see teachers and students having a better understanding of what accelerated progress is