



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

## Lake Rerewhakaaitu School Board of Trustees

### 10th May 2022 Meeting Minutes

**ZOOM:** <https://us02web.zoom.us/j/7145463433?pwd=aFVjYVAzdDVSZnkyVmIzUkt5TXRJQT09>

Opened 7.03pm

#### 1. Administration

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

NTR

#### 3. Principals report:

Rick read his Principals report. See report.

- o **Moved:** Rick
- o **Second:** Angela
- o **Carried**

Query from a parent in regards to financial support for their child through an extension programme in which they've enrolled with at another school. Cost to parent \$750/per term. Discussion held. *Do we put in due to being their own choice and not via our RTLB referrals etc.* Agreed as this being of parents own choice for extension and not through referrals and funding applications through RTLB or MOE it would set a precedent to financially support all parents in outside of school education eg Kip McGrath etc. It was agreed to support the student via referral and reference for application to Rerewhakaaitu Young Persons Trust.

Discussion held in regards to Technology at Mokoia Intermediate, unanimously in favour to no longer attend Mokoia and to support the work through our school and/or Kahui Ako.

**Motion:** to no longer attend Technology at Mokoia Intermediate

- o **Moved:** Rick
- o **Second:** Mark
- o **Carried**

Discussion held in regards to IT purchases *previously approved*. Rick suggested purchasing an iPhone 13 to replace the old cellphone and in place of camera/video equipment as it is multi-use and more financially viable.

**Motion:** to purchase iPhone 13 to replace school cell phone, video/camera equipment.

- o **Moved:** Rick
- o **Second:** Angela
- o **Carried**

### Property report

McHale Builders have been successful in the tender for the LSC building project.

Hot water cylinder in staffroom to be replaced by an automatic hot water tap, also could install one to supply hot water in the PTA shack - agreeable.

Painting School - advice being sought for quotes, colours. Suggestions of not painting the decking surfaces due to long term fading/wear from foot traffic, bring in colours on posts etc.

School Houses- #5 painting and wallpapering complete.

Inspections are due to be completed shortly.

Council letter for rates rebate, to be signed and witnessed by Justice of Peace. Mark will organise.

### **Finances - March and April 2022 reports**

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

Rick tabled the Creditors, Credit Card schedule, Financial reports for March and April 2022

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

- o **Seconded:** Adelaide
- o **Carried.**

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

- o **Seconded:** Natalie
- o **Carried.**

Mark moves the acceptance of the March and April 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 Policy; Responsibilities of the Principal as presented.

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

### 6. Triennial Elections

All board members to be knowledgeable of upcoming election information and dates for the community. Electing Officer to be approved by 6th July. Query options; suggestion of Vicki Koopal as she resides in the community and is a Justice of the Peace. Declaration of Interest would be required.

### 7. Administration

#### • **Confirmation of minutes for April 2022**

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

**Next meeting 21st June 2022.**

**End of minuted meeting at 7.43pm**

Signed 

**Presiding Member**

Date: 28/06/2022

Next Meeting Dates: 21 Jun, 02 Aug, 13 Sep, 25 Oct & 06 Dec 2022



## PRINCIPAL'S REPORT TO THE BOT

10 May 2022

*Kei te whakatakataka a matou akonga mo nga ahei a tona wa*

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<b>Role:</b> 61 Students: 27 Girls, 34 Boys, 23 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>• This term the focus is on the environment. (see Local Curriculum Doc for details)</li> <li>• All target students have been prioritised for in-class support with the teacher aide</li> <li>• In liaison with RTLB, LSC and several other agencies for support and programmes with target students.</li> <li>• Winter Camp- 20th - 23rd June 2022 Findlay Park, Cambridge</li> </ul>	
<p><b><u>NAG 2: Planning &amp; Reporting</u></b> Annual Report tabled for approval. I will upload this to the School Data Portal after the meeting</p>	
<p><b><u>NAG 3: Personnel/Performance Management</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing Professional Growth Cycle meetings with staff</li> <li>• Employment of Anna McMillan as full time Teacher aide for Term 2 until Rora returns</li> </ul>	
<p><b><u>NAG 4: Finance &amp; Property</u></b> Looking at getting quotes for painting of the exterior school. Start to think about colour schemes Great to see the turf down and children enjoying it.</p>	
<p><b><u>NAG 5: Health &amp; Safety</u></b></p> <ul style="list-style-type: none"> <li>• All checks have been carried out and recorded. Argest online document has been updated</li> <li>• Have had ongoing issues with the fire alarm system. It has now been fixed properly. This has taken two years.</li> </ul>	
<p><b><u>NAG 7 Charter</u></b></p> <ul style="list-style-type: none"> <li>• NTR</li> </ul>	
<p><b><u>NAG 8 Analysis of Variance</u></b></p> <ul style="list-style-type: none"> <li>• NTR</li> </ul>	
<p><b><u>Kahui Ako update</u></b></p> <ul style="list-style-type: none"> <li>• Meeting next week</li> </ul>	

## STRATEGIC AIM 2:

**RESPONSIVE CULTURE**

<b>Achieved by:</b>	<b>Who</b>	<b>Outcome.</b>	<b>Evaluation. By the end of 2022</b>
Maintain a positive school culture.	<b>BOT Staff Whanau</b>	<b>School provides</b> an environment where ākonga, kaiako and whānau belong	<ul style="list-style-type: none"> <li>● Challenges with having to have vaccine mandates and masks and trying to get the community down to school.</li> <li>● Have been trying to keep business as usual to make the children and community feel some sort of normality with school</li> </ul>
Celebrate our cultural diversity.	<b>BOT Staff Whanau</b>	<b>Students will</b> experience theirs and others cultures in a positive environment	<ul style="list-style-type: none"> <li>●</li> </ul>
Increase attendance and engagement.	<b>BOT Staff Whanau</b>	<b>Students are</b> present and engaged in school activities.	<ul style="list-style-type: none"> <li>● Tiger Turf of netball court with games</li> <li>● Student agency in developing localised curriculum studies and activities.</li> </ul>
Provide targeted, monitored programmes.	<b>BOT Staff Agencies</b>	<b>Students show</b> accelerated progress through having their individual needs met.	<ul style="list-style-type: none"> <li>● Staff meetings to discuss target students needs and programmes</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</li> </ul>
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	<b>BOT Staff</b>	<b>Students know</b> who they are and build confidence ready to take on opportunities.	<ul style="list-style-type: none"> <li>●</li> </ul>



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# Lake Rerewhakaaitu School

## Curriculum Review

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## Introduction

Our local curriculum is **the way that you bring The New Zealand Curriculum to life at our school**. It should: be responsive to the needs, identity, language, culture, interests, strengths and aspirations of your learners and their families. have a clear focus on what supports the progress of all learners

The *New Zealand Curriculum* is a clear statement of what is deemed important in education. It takes as its starting point a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved and includes a clear set of principles on which to base curriculum decision making.



Our local curriculum is the way that we bring *The New Zealand Curriculum* to life at our school. It is: responsive to the needs, identity, language, culture, interests, strengths and aspirations of your learners and their families

- a clear focus on what supports the progress of all learners

- Integrated with Te Tiriti o Waitangi into classroom learning

- helping learners engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners.

## Link to our Strategic Aims

Our Local Curriculum is directly linked to our Charter and strategic aims.

## **STRATEGIC AIM 1: LEARNER CENTRED**

Achieved by:

1. Students *develop life long learning skills*
2. Develop student voice and agency
3. Developing collaborative teaching /learning practices
4. Enhance future focussed learning through the use of digital technologies.
5. Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,

## **STRATEGIC AIM 2: RESPONSIVE CULTURE**

Achieved by:

1. Maintain a positive school culture.
2. Celebrate our cultural diversity.
3. Increase attendance and engagement.
4. Provide targeted, monitored programmes.
5. Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways

## **STRATEGIC AIM 3: SUSTAINABLE PARTNERSHIPS**

Achieved by:

1. Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community
2. Implement a localised curriculum through strengthening whanaū engagement in learning and goal setting.
3. Strengthen iwi connections through the iwi education plan.
4. Shared responsibility and reciprocal process between school and other agencies and organisations.
5. Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.

## **What have we done so far**

The journey started in 2019 with full staff PLD in Designing Localised Curriculum. At the beginning of 2020 there was significant change at Lake Rerewhakaaitu School. We have worked with our Kahui Ako to develop our self-reflection skills and gather knowledge through the various PLD providers. The leadership team has used this to support the gathering of community, student and whanau voice. Students were surveyed by the leadership team for their thoughts and ideas about what they wanted to learn, how they wanted to learn, what was important to them and what they saw as important to our community.

Community evenings have been held to gather community/parent voice and ideas. There have been informal community voice gathering at school events e.g. Calf Club, Swimming Sports, Athletics Days etc, where the community had the opportunity to anonymously place their contributions of ideas in boxes placed around the school.

The BOT have been involved in the process at all stages and meetings have had times allocated to discuss the Local Curriculum Design, Cultural Capabilities and Assessment for Learning.

Through the BOT Māori representatives and our commitment to the Articles of Te Tiriti o Waitangi we have gathered the voice of local Māori and the māori community. These thoughts and ideas have then been interwoven into our latest Charter 2021-2023

We have also applied MAC Kaihoe PLD in Te Tiriti, Measurable Gains Framework and Whanau Mai Te Reo reading.

### **PLD to help design and implement:**

1. School Charter 2021-2023
- 2 Consultation with students, parents and whanau, and community
- 3 PLD- Janet McCarroll- Localised curriculum design
- 4 Sue Winters-Peer Coaching- Kahui Ako
5. MAC- Measurable Gains Framework, Tiriti PLD,
6. MAC- Reading: Whanau Mai te reo
7. 18 Month Contract with CORE Education In local curriculum development.
8. Kahui Ako PLD with Teachers and Teacher Aides, and Principal PD.

### **Outcomes for Kaiako and Leaders**

6 months we would like to see kaiako starting to plan learning that is guided by:

- an understanding of pedagogy in Ka Hikitia and Tataiako
- ākonga & whanau feedback about their aspirations and interests



- collaborative teacher inquiry/peer coaching
- collaborative teaching strategies
- a shared planning framework which has coherence through the school.

At 12 months we would hope to see:

- kaiako and leaders develop a local curriculum that provides rich learning opportunities.
- significant shifts in kaiako planning for learning so kaiako are able to give specific examples of learning in authentic contexts and use data to reflect on the impact on target ākonga
- a Local Curriculum framework for Lake Rerewhakaaitu School that has a coherent pathway for all learners which is dynamic; teams use their learning from 2021 to inform more comprehensive planning for 2022
- Strengthened partnerships with the community
- a working knowledge and understanding of how we honour Te Tiriti o Waitangi.

We will measure these aspects through:

- collaborative teacher inquiries/peer coaching which support kaiako to build and share knowledge about teacher practice.
- ongoing kaiako, kaiawhina, ākonga and community voice through hui and/or surveys which will be used to review and refine the school's strategic priorities and the local curriculum plan.
- teacher evidence which is captured through a school wide Professional Growth Cycle.
- integration of the Articles of Te Tiriti o Waitangi in teacher planning

The aim is to develop students to have more of a connection to their learning.

Through student and whanau voice and achievement we should see how this is benefiting student learning from one area of the school to the next.

- Students to have more of a connection to their learning
- Learning to be more relevant to students
- Relationships and connections to help with student achievement
- Students have more confidence in who they are

Change like this will not be fully realised within one year. However, by the end of 12 months, we would like to see the following:

- Changes in our curriculum so that it responds to the needs, identity, language, culture and interests of our ākonga and their whānau.
- The beginnings of a coherent pathway for learning that enables ākonga to have more connection with their learning, to build ownership for their learning and develop greater confidence in who they are.

- Development of leader and teacher understanding, practice and capability around authentic contexts for learning

Ka Hikitia (revised 2020) states that Māori will be successful when learners are engaged and achieving excellent outcomes and that Māori whanau and hapū are actively involved. Our journey is to attain these aspirations.

Teacher evidence of ākongā progress will be captured through a school wide Professional Growth Cycle. The on flow of building leadership and teacher capability will be evident in classroom practice, strengthened relationships with akonga and whanau and an increase in student achievement.

Collaborative inquiry/Peer coaching will support the development of rich learning experiences in authentic contexts to accelerate learner progress.

We will gather middle leader and kaiako voice during the 12 months to capture their initial understandings, how it has impacted on their classroom practice and how it has affected and will continue to affect their planning for the future.

This is the overarching focus for our kura supported by MAC, Te Kahui Ako o Reporoa and facilitators and will be achieved through:

- 4 TOD in a 12 month cycle.
- Dedicated staff meetings once a term. Team hui.
- Professional Growth Cycle.
- In-school COL leaders and SLT will continue to meet for at least one day per term as a group solely dedicated to the development and implementation of our localised curriculum.
- Weekly staff meetings, team meetings, monthly BOT meetings, Leadership meetings with a regular focus on Localised Curriculum.
- BoT committed to professional development around ToW outside of regular monthly meetings
- A budget will be presented to BoT to cover external facilitators, Koha for guests, purchase of resources for use in the classroom and purchases to build school resources.

Where to next				
Action	Time	Responsibility	Outcome	Evaluation
Development of a more focused planning and assessment document for Technology, Social Studies and Science.	Term 4 2022	Whole staff		
Adjust assessment plan in schoolwide document 2023-2025,	Term 4 2022	Whole staff		
Adjust teacher assessment reporting for accelerated progress	Term 3 2022	Whole staff		
Review and adjust planing documents to allow ease of access and collaborative teaching.	Term 3 2022	Whole staff		
Staff and students to continue to develop understanding of use of progress booklets that	ongoing	Whole staff		

provides feedback to improve learning and teaching				
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### Supporting documents

- Schoolwide curriculum document 2022-2023
- LRS Progress Booklets
- LRS Charter
- LRS Strategic Aims
- New Zealand Curriculum Document
- LRS Policies and Procedures

<b>Key Competencies</b>	Relating to others, participating & contributing, thinking and managing self.
-Number/Algebra -Geometry/Measurement -Statistics	Statistics - surveys, graphing, carrying out the inquiry cycle, investigating data, creating surveys.
-Listening -Reading -Viewing	<ul style="list-style-type: none"> <li>● Writing explanations, opinions, points of view, presenting work and speaking in front of peers.</li> <li>● Goal setting</li> </ul>
-Speaking -Writing -Presenting	<ul style="list-style-type: none"> <li>● Junior School - Explanation and Recounts</li> <li>● Senior School - (W1 - W5) Persuasive and (W6 - W10)Explanation Writing - This is children dependent.</li> </ul>
<b>Science</b>	Fertilisation, worm farms, greenhouse gasses, water cycle Living world
<b>Technology</b>	<ul style="list-style-type: none"> <li>● Gardens</li> <li>● Green houses</li> <li>● Mara Kai</li> </ul>
<b>Social Science</b>	<b>Social Studies NZC</b> - Understand how people make decisions about access to and use of resources.
<b>The Arts</b> -Dance -Drama -Art -Music	Drama, Music and Dance - Production skills - Acting, places, lines, expression and role playing, dancing.
<b>Health</b>	Keeping ourselves safe
-PE -Sport	Fell Cup - Netball and Rugby Fun Run Cluster cross country
<b>Te reo Maori</b>	Cultural Tikanga - Harakeke, protocols and customs

### What has been going well

- Whole school planning for integrated curriculum term by term
- Staff and students are fully aware of the curriculum focus areas each term
- Student have agencies and voice
- Students are taking responsibility for their own learning
- Students know where they are and where they need to go next in their academic work..
- Staff and students are now more engaged in the leaning
- Easy for new staff to plan and assess, and be aware of the expectation of LRS

## Lake Rerewhakaaitu Local Curriculum

Term 1	Term 2	Term 3	Term 4
Te Ao Maori	Careers	Sports & Leisure	Our Place
Term 1	Term 2	Term 3	Term 4
Lifelong Learning	Environment	Our Past / Our Future	Cultures

Example of planning:

Even Year Term 2 Environment	
<b>Big Question/Idea</b>	Sustainability: Tikanaga around understanding natural resources What is a resource? What or how do we affect our Resources? Being a Kaitiaki of Resources
<b>Local</b>	Using the gully/what is the environment around us/the lake. Exploring our immediate environment. Forestry Waimangu Ngati Rangitahi - Kaitiaki Tours - Planting Trees What do farms need in order to be sustainable? Scrap buckets - What can be composted? Worm buckets? Chicken food? How can us as a school be more sustainable?
<b>National</b>	Department of Conservation Fish and Game New Zealand - Lake Rerewhakaaitu Fishing Competition.
<b>Global</b>	Pollution effects on our world - Masks, Rubbish, our oceans, single use plastics, how they have made islands out of bottles - sustainable floating islands, what effects do these islands have? What sustainable environment plans are happening throughout the world?
<b>Principles</b>	Students gain a deeper understanding of the environment around them, developing a political conscience of the Aotearoa and the effect that they can have. Unpacking our understanding of natural resources (What does DoC do to protect our environment, what do we do to ensure our resources flourish with hunting, fishing etc).
<b>Values</b>	<b>Innovation, inquiry, and curiosity</b> , by thinking critically, creatively, and reflectively.

# 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

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Reviewed: May 2022

Next review: May 2024

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