



8.39pm Preparing our students for the possibilities of tomorrow.  
*Kei te whakatakataka a matou akonga mo nga ahei a tona wa.*

## Lake Rerewhakaaitu School Board

### 11 December 2024 Meeting Minutes

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

Opened 7.02 pm

#### 1. Administration

Present Bianca Sterkenburg, Mathew Armer, Natalie Gow and Rick Whalley. Daniel Schutt via Zoom.

Apologies Catherine Farrell

Not In Attendance MaryAnn Martin

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

#### Administration

Confirmation of minutes for September 2024.

- o **Moved:** Mathew Armer
- o **Seconded:** Bianca Sterkenburg
- o **Carried** All in Favour

#### Inwards Correspondence

- Mail
  - Water testing
  - School Board election forms

- o **Moved:** Daniel Schutt
- o **Seconded:** Bianca Sterkenburg
- o **Carried** All in Favour

#### Strategic decisions

Review of strategic and annual plans

Motion to accept the 2025 Strategic and 2025 Annual Plans

- o **Moved:** Rick Whalley
- o **Seconded:** Mathew Armer
- o **Carried** All in Favour

#### Monitoring

Motion to accept the Governance policy 5. Presiding Member role description policy. No changes required.

- o **Moved:** Daniel Schutt
- o **Seconded:** Bianca Sterkenburg
- o **Carried** All in Favour

#### Principals report

Rick read and discussed his Principals report. See report.

Motion to accept the Principal Report as read.

- **Moved:** Rick Whalley
- **Second:** Mathew Armer
- **Carried** All in Favour

**Property report**

- Had to buy a new filter pump for the pool, now the heater pump is playing up - I have contacted the pool guy to come and fix it.
- The painting of the roofs is complete.
- Daniel is sourcing the timber for the playground - posts have been donated by PermaPine.

**Finance - October 2024 report**

Draft Budget tabled for discussion: at present \$50,000 over, these funds coming from savings brought forward.  
Budget to be passed at first meeting 2025

Roll over of term deposit 1027\$31,835.57 @ 4.75%pa maturity date 31 Dec 2025, interest to be reinvested at the end of the term.

Rick tabled the Bank Staffing Reports, SUE Reports for pay periods 16,17 and 18.

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

Bianca moved the Creditors accounts for payment for October 2024 as true and correct,

- **Seconded:** Mathew Armer
- **Carried.** All in Favour

Bianca moved the Credit Card Payments for October 2024 as true and correct,

- **Seconded:** Mathew Armer
- **Carried.** All in Favour

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

- **Seconded:** Mathew Armer
- **Carried.** All in Favour

**Strategic discussions**

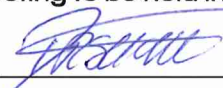
NIL

**Identify Items for next agenda**

- First meeting 7pm 11th February 2025
- Election of Presiding member
- Follow schedule from Board Work Plan 2025

**End of minuted meeting at 7.51pm**

**Next meeting to be held in the LRS Staffroom 7.00 pm**

Signed:  Presiding Member

Date: 25/2/25

Next Meeting Date: 7pm 11th February 2025

## 5. Presiding Member role description policy

### Outcome statement

The board is effectively led.

### Scoping

The Presiding Member is the leader of the board and works on behalf of the board with the principal on a day-to-day basis.

The Presiding Member establishes and nurtures a positive professional working relationship with the principal.

The Presiding Member represents the board of trustees to the broader community and works in partnership with the principal to safeguard the integrity of the board's processes.

The Presiding Member often represents the board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the board.

The Presiding Member presides over board meetings and ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are in the best interest of the school, its students and staff are reached.

### Delegations

The board delegates management of the relationship between the board and the principal to the Presiding Member.

### Expectations and limitations

The Presiding Member:

- is appointed by election at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board\*
- acts within board policy and delegations at all times and not independently of the board
- leads the board members and develops them as a cohesive and effective team
- welcomes new members, ensures that disclosure of any conflicts of interest is made and the code of behaviour is understood (and signed) and leads new trustee induction
- assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the trustee code of behaviour policy
- ensures the work of the board is completed
- sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues that, according to board policy, clearly belong to the board to decide
- effectively organises and presides over board meetings, ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987\* and any board protocols and policies
- ensures interactive participation by all board members
- represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person
- is the official signatory for the board, including for annual accounts\*
- is responsible for promoting effective communication between the board and wider community, including

communicating appropriate board decisions

- establishes and maintains a productive working relationship with the principal
- ensures the principal's performance agreement and review are completed on an annual basis
- ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
- ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.

\* Legislative  
requirement

## Procedures/supporting documentation

Governance policies

Governance process and procedures

Operational Policies

## Monitoring

*BOT Work Plan*

## Legislative compliance

[Education Act 1989 Schedule 6](#)

[Local Government Official Information and Meetings Act 1987](#)

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Reviewed: Dec 2024

Next review: Dec 2026

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# Principals Report. Date: December 2024

Roll: 61 Boys: 34 Girls: 27  
 2025 - Start year with 58 Students

Maori: 31% European/NZ 67% Filipino:1%

## Targets and Curriculum.

### Explanation of targets at meeting:

Maths	B	At	Above	Total At/Ab
WS	21	43	36	79
Boys	42	38	19	57
Girls	23	48	29	77
Maori	29	35	36	71
Year				
1	0	100	0	100
2	0	55	45	100
3	0	33	66	100
4	50	10	40	50
5	16	67	17	84
6	28	43	29	72
7	0	0	100	100
8	50	50	0	50

Reading	B	At	Above	Total At/Ab
WS	21	34	45	79
Boys	15	38	46	84
Girls	28	24	48	72
Maori	11	41	47	88
Year				
1	0	67	33	100
2	33	22	45	67
3	11	33	56	89
4	30	40	30	70
5	16	33	51	84
6	28	15	57	72
7	0	0	100	100
8	0	50	50	100

Writing	B	At	Above	Total At/Ab
WS	27	50	23	73
Boys	33	50	17	67
Girls	20	50	30	80
Maori	35	47	18	65
Year				
1		33	67	100
2	11	67	22	89
3	11	55	34	89
4	57	29	14	43
5	60	40	0	40
6	28	29	43	72
7		100		100
8		100		100

Maths %	Progress	P	AP
Whole school	LP	6	33
Boys		3	31
Girls		8	35
Maori		5	26

Reading %	Progress	P	AP
Whole school	LP	4	39
Boys		4	44
Girls		4	33
Maori		6	25

Writing %	Progress	P	AP
Whole school	LP	12	41
Boys		8	44
Girls		17	39
Maori		5	61

Child	Reading	CURRIC	Writing	CURRIC	Maths	CURRIC	ATTEND %	MISSED approx
S1	18.4	@	X		X		93.22	4 WEEKS
S2	12	<1	X		X		90.56	4 WEEKS
S3	18.4	@	X		X		91.15	4 WEEKS
S4	18.4	1YR	16.2	@	13.2	<1	92.33	4 WEEKS
S5	23.4	@	13	@	13	@	93.81	4 WEEKS
S6	31.2	@	12	@	7.8	<1	97.64	2 WEEKS
S7	15.6	1YR	12	@	X		90.6	4 WEEKS
S8	15.6	@	5.2	<1	X		79.35	8 WEEKS
S9	13	<1	12	1	X		83.78	8 WEEKS
S10	26	@	12	<1	X		78.47	8 WEEKS
S11*	NRD	-	NRD	-	NRD	-	45.43	6.5 MONTHS
S12	15.6	@	15.6	@	X		83.4	8 WEEKS
S13	28.6	WELL ABOVE	13	Well Above	X		91.74	4WEEKS
S14*	15.1	>1	12	>1	X		50.4	6 MONTHS
S15*	26	>1	15.6	>1	12	>1	54.28	6 MONTHS
	13 made acc Pro				7 Now at CL			
	1 Pro				4   year or less			
	1 no reliable data				2 more than 1 year			
	1 well above							

### Absenteeism

4 x 10 week terms = 40 weeks per year

% Present	Weeks Present	Weeks Absent	In their school Life	Years of school missed
90	36 weeks	4 weeks	48 weeks	1.2 years
80	32 weeks	8 weeks	96 weeks	2.4 years
70	28 weeks	12 weeks	144 weeks	3.6 years
60	24 weeks	16 weeks	192 weeks	4.8 years
50	20 weeks	20 weeks	240 weeks	6 years



## LRS 2024 Annual Plan Review

Learner Centred Achieved by:	NELPs	Engaging Phase 2	Ways to achieve this goal	End of year review
Students develop life long learning skills	1, 7	Students are supported through 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 Our Place- Rood names in Rerewhakaiti and surrounds, Term 2 Cultures, Term 3 Resilience</li> <li>● Swimming programme</li> <li>● Students using Blue books for next steps to learning</li> <li>● Teachers developing: learning goals - success criteria and learning target</li> </ul>
Develop student voice and agency	2,3,4,5, 6,7	Students are supported to have a say in why, what and how they learn	<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</li> </ul>	<ul style="list-style-type: none"> <li>● Planning learning experiences based on student voice and agency</li> <li>● Student agency and inquiry based learning programme to develop a stronger sense of each individual's identity.</li> <li>● Students taking ownership of their learning and pro-actively engaging</li> <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</li> </ul>



			and next steps to learning	and next steps with others, with support from progression booklets. <ul style="list-style-type: none"> <li>Passion projects</li> </ul>
Developing collaborative teaching /learning practices	1,2,3,4	Teachers are supporting collaborative teaching and learning experiences for all students	<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> <li>Teacher employed as Target teacher to support our target students</li> <li>TODs planning local curriculum subjects</li> <li>Education Evaluations PLD Assessment for learning</li> </ul>
Enhance future focussed learning through the use of digital technologies	2,7	<b>Students and teachers are</b> supporting the use of DTs to enhance the teaching/learning experiences	<ul style="list-style-type: none"> <li>Students learning through the VLN primary school</li> <li>Google classroom, Seesaw used in classes</li> </ul>	<ul style="list-style-type: none"> <li>Actively using: Google docs, SeeSaw, chrome books, ipads and apps for learning.</li> <li>Students enrolled in Kotui Ako - Virtual learning network Aotearoa</li> <li>Passion projects -</li> <li>Term 1 Our Place</li> <li>Term 2 Cultures</li> <li>Term 3 Resilience</li> <li>Term 4 Our Past our Future</li> </ul>
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	1,2,3,4,5,6,7	<b>Teaching and learning experiences are</b> dynamic and engage students in their interests in real life events (local, national and global)	<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>Providing students with opportunities to engage in hands on activities, through Kahui Ako A4L Professional development and face to face facilitators</li> <li>Implementation of the Local Curriculum</li> <li>Cluster and outside agency programmes: swimming, RATs, KA Leaders (GRIP).</li> <li>School and cluster swimming</li> <li>Class trip to Wingspan</li> </ul>

Responsive Culture Achieved by:	NELP	Engaging Phase 2	Ways to achieve this goal	Actions
Maintain a positive school culture	1,2,3,5	School implements an environment where ākonga, kaiako and whānau belong	<ul style="list-style-type: none"> <li>Open Days</li> <li>Target attendance and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Invited to cultural workshops</li> <li>Invited to weekly assemblies</li> <li>All teachers at bus and walking lines at end of day to talk with whānau</li> </ul>
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	<ul style="list-style-type: none"> <li>Cultures focus</li> <li>Cultural Festival</li> </ul>	<ul style="list-style-type: none"> <li>Local curriculum topics</li> <li>Cultural Festival at end of term 3</li> <li>Languages on Friday</li> <li>Welcome in different languages</li> </ul>
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	<ul style="list-style-type: none"> <li>Student agency in developing localised curriculum studies and activities.</li> <li>Activity days</li> </ul>	<ul style="list-style-type: none"> <li>Our target of 75% attending 90% is coming along Currently 60% at 90% with 84% attendance overall</li> <li>Student agency in developing localised curriculum studies and activities.</li> <li>Passion projects</li> <li>Activity days for parents and students</li> <li>Curriculum evening to inform on how we measure progress</li> </ul>
Provide targeted, monitored programmes	2,3,6,7	Identify, develop and implement systems and processes that support accelerated learning	<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>RTL B referrals</li> <li>LSC working as SENCO</li> <li>Teachers and Teacher Aides</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings to discuss target students needs and programmes</li> <li>Target teacher- CAPs held term 1/2/3 with parents, CAPs for term 2 have populated and parent interviews held in term 3</li> <li>Teacher aides to work with target students</li> <li>RTL B referrals</li> <li>LSC working as SENCO</li> <li>Teachers and Teacher aides</li> </ul>

Developing a stronger sense of each individual's 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	<ul style="list-style-type: none"> <li>Term 4 - <b>Cultures</b> focus for Local Curriculum studies</li> <li>Term 3 - <b>Our Place</b> focus for Local Curriculum studies</li> </ul>	<ul style="list-style-type: none"> <li>Karakia 4 times a day (Karakia timatanga Karakia kai, Karakia whakamutunga).</li> <li>Opportunities to practice and present mihi and whakapapa</li> <li>Culture of 'our children, not my class'- Children are accepting of others and their quirks and differences.</li> </ul>
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<b>Sustainable Partnerships</b> Achieved by:	<b>NELP</b>	<b>Engaging</b> Phase 2	<b>Ways to achieve this goal</b>	<b>Actions</b>
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	2,3	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved and engaged at Lake Rerewhakaaitu school	<ul style="list-style-type: none"> <li>Holding open days</li> <li>Working with local iwi and clubs</li> <li>Pet Day</li> <li>PTA organised events</li> </ul>	<ul style="list-style-type: none"> <li>Holding open days</li> <li>Working with local iwi and clubs</li> <li>PTA organised events</li> </ul>
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	1, 2, 3	Review Local curriculum document	<ul style="list-style-type: none"> <li>See curriculum report</li> <li>See Schoolwide Curriculum Document</li> </ul>	<ul style="list-style-type: none"> <li>Staff collaboratively planning topic studies and activities based on the LRS local curriculum</li> <li>Schoolwide Curriculum Document updates</li> <li>Govt Structured literacy and Numeracy training and decisions</li> </ul>

Strengthen iwi connections through the iwi education plan	1,2,3,4,5	Building on strong links and relationship with Ngati Rangitahi	<ul style="list-style-type: none"> <li>develop relationships with local hapu: school lunches, environmental projects</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to develop relationships with local hapu: school lunches, environmental projects</li> <li>Possum trapping and tree planting in partnership with Doc and Onuku</li> </ul>
Shared responsibility and reciprocal process between school and other agencies and organisations	1,3,6	Agencies used based on relevant assessment of student needs	<ul style="list-style-type: none"> <li>use outside agencies through the LSC and RTLB services to support students and teachers</li> <li>Pest control in Gully in partnership with Onuku, DOC and LRS students</li> </ul>	<ul style="list-style-type: none"> <li>continuing to use outside agencies through the LSC and RTLB services to support students and teachers</li> <li>Pest control in the gully in partnership with Onuku, DOC and LRS students</li> </ul>
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.	2, 6	Build professional relationships and resources across school	<ul style="list-style-type: none"> <li>Attending KA meetings and keeping up with relevant documents</li> <li>Teacher only days</li> <li>PLD- Assessment for Learning</li> </ul>	<ul style="list-style-type: none"> <li>Attending KA meetings and keeping up with relevant documents</li> <li>Teacher only days</li> <li>PLD- Assessment for Learning</li> <li>Attend and organise cluster events</li> </ul>

# Strategic Section 2023-25

Preparing the students of today for the possibilities of tomorrow.

Kei te whakatakataka nga tamariki o tenei wa mo nga ahei a tona wa.

## LRS Strategic Aims



1. **L**earner Centered
2. **R**esponsive Culture
3. **S**ustainable Relationships



## 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 whanau 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





# 3 Year Strategic Plan

Learner Centred Achieved by:	NELP	Emerging Phase 1 2023	Engaging Phase 2 2024	Extending Phase 3 2025
Students develop life long learning skills	1,7	Students are introduced to the learning process	Students are supported through the learning process	Students are engaged in learning and know the learning process
Develop student voice and agency	2,3,4,5,6,7	Students are encouraged to have a say in why, what and how they learn	Students are supported to have a say in why, what and how they learn	Students are able to have a say in why, what and how they learn
Developing collaborative teaching /learning practices	1,2,3,4	Teachers are introducing collaborative planning teaching and learning experiences for all student	Teachers are supporting collaborative teaching and learning experiences for all students	Teachers are working collaboratively to plan teaching and learning experiences for all students
Enhance future focussed learning through the use of digital technologies	2,7	Students and teachers are introducing DTs to enhance the teaching/learning experiences	Students and teachers are supporting the use of DTs to enhance the teaching/learning experiences	Students and teachers are using DTs to create and enhance the teaching/learning experiences
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	1,2,3,4,5,6,7	Teaching and learning experiences are dynamic and engage students in their passions in real life events	Teaching and learning experiences are dynamic and engage students in their interests in real life events (local, national and global)	Teaching and learning experiences are relevant and engage students in their interests in real life experiences that expands their views of local, national and global events



<b>Responsive Culture</b> Achieved by:	<b>NELP</b>	<b>Emerging</b> Phase 1	<b>Engaging</b> Phase 2	<b>Extending</b> Phase 3
Maintain a positive school culture	1,2,3,5	School develops an environment where ākonga, kaiako and whānau belong	School implements an environment where ākonga, kaiako and whānau belong	School provides an environment where ākonga, kaiako and whānau belong and thrive
Celebrate our cultural diversity	1,2,3,4,5	Students will recognise and explore theirs and others cultures in a positive environment	Students will develop an awareness and appreciation of theirs and others cultures in a positive environment	Students will be immersed in theirs and others cultures in a positive environment
Increase attendance and engagement	1,2,3,4,5,6,7	Students, whanau, staff and the community are investigating ways to form positive partnerships to ensure that students are present, participating and progressing	Developing and fostering a positive partnership between students, staff, whanau and the community to ensure that students are present, participating and progressing	Students are present, participating and progressing in all school activities
Provide targeted, monitored programmes	2,3,6,7	Identify, develop and implement systems and processes that support accelerated learning	Identify, develop and implement systems and processes that support accelerated learning	Identify, develop and implement systems and processes that support accelerated learning
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	1,2,3,4,5,6,7	Students develop a sense of who they are and are beginning to build confidence in themselves	Students know who they are and build confidence ready to take on opportunities	Students know who they are and are confident to take on a wider range of opportunities



Sustainable Partnerships Achieved by:	NELP	Emerging Phase 1	Engaging Phase 2	Extending Phase 3
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	2,3	Re-establish parents/whanau and the wider community involvement and engagement at Lake Rewhakaaitu School	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved and engaged at Lake Rewhakaaitu School	Parents /whanau and the wider community feel welcome, involved and engaged at Lake Rewhakaaitu School
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	1, 2, 3	Local curriculum document implemented and being used	Review Local curriculum document	Local curriculum document implemented and being used
Strengthen iwi connections through the iwi education plan	1,2,3,4,5	Developing relationships and links with Ngati Rangitahi	Building on strong links and relationship with Ngati Rangitahi	Sustain strong links and relationship with Ngati Rangitahi
Shared responsibility and reciprocal process between school and other agencies and organisations	1,3,6	Agencies used based on relevant assessment of student needs	Agencies used based on relevant assessment of student needs	Agencies used based on relevant assessment of student needs
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas	2, 6	Build professional relationships and resources across school	Build professional relationships and resources across school	Build professional relationships and resources across school



# LRS 2025 Annual Plan

Learner Centred Achieved by:	Extending Phase 3 2025	Ways to achieve this goal	Responsibility	End of year review
Students develop life long learning skills	<p><b>Students are engaged</b> in learning and know the learning process</p>	<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>● Continue to Implementing structure Literacy</li> <li>● Continue to Implementing structure Numeracy</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>	Staff	<ul style="list-style-type: none"> <li>●</li> </ul>
Develop student voice and agency	<p><b>Students are able to</b> have a say in why, what and how they learn</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>	Staff	<ul style="list-style-type: none"> <li>●</li> </ul>





<p>Developing collaborative teaching /learning practices</p>	<p><b>Teachers are</b> working collaboratively to plan teaching and learning experiences for all students</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> <li>● Understanding new Govt initiatives in Literacy and numeracy</li> <li>● Using the new curriculum refresh</li> </ul>	<p>Staff</p>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p>Enhance future focussed learning through the use of digital technologies</p>	<p><b>Students and teachers</b> are using DTs to create and 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> <li>● Students enrolled in Kotui Ako VLNP classes</li> </ul>	<p>Staff</p>	<ul style="list-style-type: none"> <li>●</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> relevant and engage students in their interests in real life experiences that expands their views of local, national and global events</p>	<ul style="list-style-type: none"> <li>● A range of activities are utilised in teaching and learning experiences</li> <li>● Getting children out of the classroom and/or getting people into school for added experiences</li> </ul>	<p>Staff</p>	<ul style="list-style-type: none"> <li>●</li> </ul>



Responsive Culture Achieved by:	Extending Phase 3	Ways to achieve this goal	Responsibility	End of year review
Maintain a positive school culture	School provides an environment where ākonga, kaiako and whānau belong and thrive	<ul style="list-style-type: none"> <li>Open Days</li> <li>Target attendance and engagement</li> <li>Supporting PTA driven events</li> </ul>	Board Staff Whanau	<ul style="list-style-type: none"> <li></li> </ul>
Celebrate our cultural diversity	Students will be immersed in theirs and others cultures in a positive environment	<ul style="list-style-type: none"> <li>Cultures focus</li> <li>Cultural Festival</li> </ul>	Board Staff Whanau	<ul style="list-style-type: none"> <li></li> </ul>
Increase attendance and engagement	Students are present, participating and progressing in all school activities	<ul style="list-style-type: none"> <li>Student agency in developing localised curriculum studies and activities.</li> <li>Activity days</li> </ul>	Board Staff Whanau	<ul style="list-style-type: none"> <li></li> </ul>
Provide targeted, monitored programmes	Identify, develop and implement systems and processes that support accelerated learning	<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>RTL B referrals</li> <li>LSC working as SENCO</li> <li>Teachers and Teacher Aides</li> </ul>	Board Staff Agencies	<ul style="list-style-type: none"> <li></li> </ul>
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	Students know who they are and are confident to take on a wider range of opportunities	<ul style="list-style-type: none"> <li>Term 4 -</li> <li>Term 3 -</li> <li>Term 2 -</li> <li>Term 1 -</li> </ul>	Board Staff	<ul style="list-style-type: none"> <li></li> </ul>



Sustainable Partnerships Achieved by:	Extending Phase 3	Ways to achieve this goal	Responsibility	End of year review
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	Parents /whanau and the wider community feel welcome, involved and engaged at Lake Rerewhakaaitu School	<ul style="list-style-type: none"> <li>• Holding Open Days</li> <li>• Working with local iwi and clubs</li> <li>• Pet Day</li> <li>• PTA organised events</li> </ul>	Board Staff Whanau Community	<ul style="list-style-type: none"> <li>•</li> </ul>
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	Local curriculum document implemented and being used	<ul style="list-style-type: none"> <li>• See Curriculum Report</li> <li>• See Schoolwide Curriculum Document</li> </ul>	Board Staff Whanau Community	<ul style="list-style-type: none"> <li>•</li> </ul>
Strengthen iwi connections through the iwi education plan	Sustain strong links and relationship with Ngati Rangitihia	<ul style="list-style-type: none"> <li>• Sustain relationships with local hapu: school lunches, environmental projects</li> </ul>	Board Staff Whanau Community	<ul style="list-style-type: none"> <li>•</li> </ul>
Shared responsibility and reciprocal process between school and other agencies and organisations	Agencies used based on relevant assessment of student needs	<ul style="list-style-type: none"> <li>• Use outside agencies through the LSC and RTLB services to support students and teachers</li> <li>• Pest control in gully in partnership with Onuku, DOC and LRS students</li> <li>• Continue Lunches with Waimangu cafe</li> </ul>	Board Staff Whanau Community	<ul style="list-style-type: none"> <li>•</li> </ul>
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.	Build professional relationships and resources across school	<ul style="list-style-type: none"> <li>• Attending KA meetings and keeping up with relevant documents</li> <li>• Teacher only days</li> <li>• PLD- Assessment for Learning</li> </ul>	Board Staff School Community	<ul style="list-style-type: none"> <li>•</li> </ul>



## Investigating and understanding NELPs

### OBJECTIVE 1: LEARNERS AT THE CENTRE

Priority 1:

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

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

### OBJECTIVE 2: BARRIER-FREE ACCESS

Priority 3:

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4:

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

### 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

Priority 6:

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

### 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

### OBJECTIVE 5: WORLD-CLASS INCLUSIVE PUBLIC EDUCATION

Priority 8:

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)





## Priority Learners

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

## Targets 2025

### 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 2025

### Target 2

To improve attendance and engagement to 75% of students attending 90% or higher.

# Approached to Accelerating Learning at LRS

Approach	Evaluation
Identify Priority Learners and their specific learning needs	
Individualise teaching and learning plans are developed for each priority learner	
Students progress is monitored and tracked at regular and ongoing intervals throughout the year	
Schoolwide protocols are developed, reflecting expected practice for teaching and learning in reading, writing and maths	
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 share their learning	
Parents/whanau/caregivers are informed and reported to regularly about their child's progress and achievement	



Parents/whanau/caregivers engage in supporting their child's learning at home	
External support (eg; RTLB, 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 decisions focus on improving students outcomes and monitoring progress towards achieving the strategic goals of the school	

## Approach to Engagement and Attendance

Approach	Evaluation
Identify students who have less than 95% attendance	
Focus in LRS aims Responsive culture	
Liaise with MOE, LSC, RTLB and truancy officer. <a href="https://assets.education.govt.nz/public/Education-and-Training-Act-2020/AttendanceMatters-updated-legislation.pdf">https://assets.education.govt.nz/public/Education-and-Training-Act-2020/AttendanceMatters-updated-legislation.pdf</a>	
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	
PLD with Te Kahui ako o Reporoa in attendance and engagement	
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	
Multiple ways of engaging whanau/family, iwi, and the wider community in school activities	

