



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

## Lake Rerewhakaaitu School Board

### 25th July 2023 Meeting Minutes

**ZOOM:** <https://us02web.zoom.us/j/7145463433?pwd=aFVjYVAzdDVSNkyVmlZUkt5TXRJQT09>

Opened 7.05pm

#### 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 June 2023

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

#### Inwards Correspondence

B-Safe Electrical testing report, Mclean & McMillan Hillary Camp funds thank you letters, Rotorua Council Building Warrant of Fitness / Fire system result - Fire alarm within two systems, alarm and fire - in process of simplifying to one system, query NuTech = 3 monthly monitoring.

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

#### Strategic decisions

Motion: To adopt the Operational Policy 7. Child Protection Policy

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

#### Principals report

Rick read and discussed his Principals report. See report.

- Pleased and fortunate to have our new teacher for Mahuri.
- Excellent feedback from our school sleepover.
- Painting ahead of schedule due to change in schedule, painters efficient and considerate.
- Year 7 & 8 retention. Discussion held. Some parents are actively calling, bullying families to send seniors to Reporoa College. Reducing numbers hurts our students by less funding from the Ministry and resources for our school and students. The Board needs to be active and promote our school in a positive manner. Reporoa College has surrounding schools that are to Year 6, whereas our local school is to Year 8. Look at hosting a parent meeting to obtain what our school community needs are.
- Vaping letter and flowchart presented, excellent response from Board. To be published in the newsletter.
- **Motion:** To approve the payment to WSP for the pole removal, as part of the LSC Project, \$3667.50+GST.
  - o **Moved:** Rick
  - o **Seconded:** Mathew
  - o **Carried** All in favour

- Whole Curriculum final report
  - Data update. Explanation of our current target and focus on an effective Math programme Years 0-8. What's working or not? Real life contexts, events, vision - why, what, how? Daniel Kim Systems mental model.
  - BSLA Testing has been completed, Lauren excelling in teaching this program, our school at the top of National BSLA program results. Enrolled BSLA for Mahuri teacher and two Teacher Aides.
    - **Moved:** Rick
    - **Second:** Bianca
    - **Carried** All in favour

## Property report

### School Houses

#25

- Bathroom work all complete. Bathroom & kitchen flooring completed. Gary's team has done a nice job. Shower pressure reduced by half due to change to low pressure cylinder (this was advised what should be installed). The roof was found to have popped nails and leaking, Gary has removed nails and re-screwed the roof of the house and garage. The 1st half has been paid and the next half is due, but we'll wait until it is completed and we have had a look. Gary has been great to deal with.
  - Rescrew of roof \$1920.44
  - Cost has been the 1st half \$18975.00
  - And last half due \$18975.00
  - As per quote, we agreed on \$37,950.
- DVS, Dan has emailed to book it in to get serviced.
- The roof will need a water blast, some rust kill and a repaint soon as well.

#5

- Gary fixed up some broken spouting and cleaned out the gutters while he was there.
- Gary will come back to us with an estimate to fix the window, but will be unsure until he opens it up.
  - **Moved:** Bianca
  - **Second:** Mathew
  - **Carried** All in favour

## Finances

Term deposits for painting plan set up. Need to update banking mandates & authorisers. Discussion held.

**Motion:** To update Banking Mandate, signatories and authorisers. Set up as per below;

- Authorisers & Signatories
  - Remove Mark Pacey and Rachel Haskew
  - Add Mathew Armer
- Banking Mandate to allow for any two signatories to open & close bank accounts, eg. Term Deposits.
  - **Moved:** Catherine
  - **Second:** Mary Ann
  - **Carried** All in favour

Education Services report received at a meeting with Hilary Christmas, they are really happy with finances and how they are managed. Putting money in the right places, bulk with learning resources. Excellent feedback.

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

Rick tabled the Creditors, Credit Card schedule, Financial reports for May & June 2023

Mathew moves the Creditors accounts for payment for May & June 2023 as true and correct,

- **Seconded:** Mary Ann
- **Carried.** All in favour

Mathew moves the Credit Card Payments for May & June 2023 as true and correct,

- o **Seconded:** Mary Ann
- o **Carried.** All in favour

Mathew moves the acceptance of the May & June 2023 Financial reports as a true and correct record of the financial position of the school.

- o **Seconded:** Mary Ann
- o **Carried.** All in favour

**Public Excluded Business Time: 8.17 pm**

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

- o **Moved** Rick
- o **Seconded** Mathew
- o **Carried** All in favour

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 June 2023 Meeting

- o **Moved** Rick
- o **Seconded** Catherine
- o **Carried** All in favour


**The public part of the meeting resumed at 8.19pm**

**Identify Items for next agenda**

- Operational policy 5. Protection and sharing of intellectual property (Creative Commons Policy)
- Curriculum - Science
- Update review 5YA/10YPP
- Health curriculum consultation

**End of minuted meeting at 8.23pm**

**Next meeting to be held in the LRS Staffroom      7.00 pm      5th September 2023**

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

Date: 5/9/23

Next Meeting Dates: 5 Sep, 17 Oct & 28 Nov 2023





# Principals Report

## Date: 25 July 2023

**Roll:** 55      **Boys:** 58%      **Girls:** 42%      **Maori:** 46%

- We are excited to have employed Jasmine Trumper as our permanent year 2-4 Teacher in Mahuri. Jasmine sent out a blurb to parents that read:

*Kia ora,*

*My name is Jasmine Trumper and I'm the new teacher in Mahuri. I'm really excited about becoming part of the Lake Rerewhakaaitu team and can't wait to have lots of learning adventures with the tamariki. I am moving over from Ngakuru School, and I am looking forward to meeting all the children and their families. I live on a dairy farm in Waitapu with my husband Darrell and our two sons Cruz and Ryder. Please come in and say 'Hello' the next time you are in school, I would love to introduce myself in person.*

- At the end of term 2 we held our whole school sleepover which was a great success. 97% of the children attended the evening activities and 90% of the children stayed for the sleepover. The next morning we had our matariki breakfast.
- The school is presently being painted. This was not scheduled until September, however the painters had a job canceled and were able to fit us in earlier.
- The July roll return has been sent into the MOE. Year 7 & 8 retention
- This term:
  - Interviews 25/7
  - Kapahaka 18/8
  - Passion projects
  - Science roadshow - 14th Aug
  - Fell Cup - 1st Aug Y3-8
  - Tough Guy & Girl - 25/8
  - Book Fair 4-8 Sept
  - Speeches 12/9
  - Cluster winter sports 14/9
  - Wearable Arts 20/9
  - Kahui Ako TOD 22/9
- We will be consulting on how we report to parents this term. (See attached)

- The Health and PE statement will be presented at the next meeting as scheduled.
- RPA is looking at standardising the way we approach Vaping in schools. See attached the procedure for what is proposed, the letter home and the info sheet to go home with parents. (See attached)
- This term the Wednesday staff meetings will focus on our Numeracy programme and how we effectively plan-prepare-teach-assess-review our Numeracy
- Attending the NZPF conference in September
- Roger Allsopp report:

Good day, Ricky

We recently received the CCC for the removal of the red pole on the deck at the school, which signals the end of the whole LSC project, finally! Now that our time involvement is complete, I wish to present the costs of the variation to the project for finalisation prior to closing of the project. The project was complicated despite the seemingly simple outcome and involved our Structural Engineer, Caleb Milson, Technician/draftsman Quang Pham and myself co-ordinating the additional process/work.

The time taken is as follows:

Roger, PM, 2 hours at \$ 230/hr charge out rate = \$ 460.00

Caleb, Structural design and certification for BC/Producer statements, etc., 10 hours at \$ 230/hr charge out rate = \$ 2 300.00

Quang, Technical draftsman, BC drawing and RI's, 5.5 hours at \$ 165/hr charge out rate = \$ 907.50

**Total cost excl. GST = \$ 3 667.50.**

This is available from the contingency in the project funding.

Could you please confirm the Board's agreement to this in writing asap so I can add these costs to the final OUC figures.

Many thanks in advance

Roger Allsopp

OBJECTIVE 1: LEARNERS AT THE CENTRE	In LRS we:	Actions 29 March 25 July
<p>Priority 1:</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<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> </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</p>

		<ul style="list-style-type: none"> <li>• Developing a stronger sense of each individual's 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> <li>• Shared responsibility and reciprocal process between school and other agencies and organisations.</li> </ul>	<p>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 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>
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<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>		<p><b>Term 2 Environment</b></p> <p><i>What do plants need to survive?</i></p> <p>-Environmental -Sustainability</p> <p><b>Term 3 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 spinning).</p> <p>Blue books being used for Learning goals and success criteria</p> <p>Life education Trust visit</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> </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>School PI day and sleepover</p>



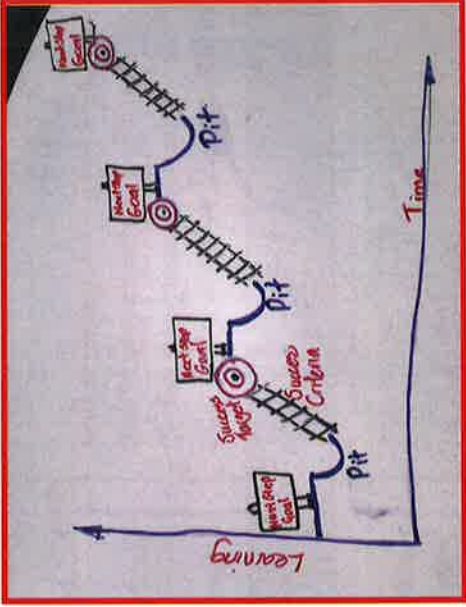
		<ul style="list-style-type: none"> <li>Strengthen iwi connections through the iwi education plan.</li> <li>Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.</li> </ul>	
<b>OBJECTIVE 2: BARRIER-FREE ACCESS</b>			
Priority 3:	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	<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).</p> <p>See Term 1 and 2 target reports</p> <p>See local curriculum planning</p> <p>School fun run, Try-Athlon, Pink shirt day, Red heart day.</p> <p>Target 1: Students Accelerated learning: Reading 7/7 students Writing 13/14 students Math 5/5 students</p> <p>Target 2: Term 1 2023 Attendance rate 2023 85.7% (57 students) Term 1 2023 Current student Attendance 87.5% (53 students) Term 2 2023 Current student Attendance 88% (52 students) Term 2 2023: 64% of students attended 90% of above, 19% of students attended between 80-90%, 15% of students attended below 80%.</p>

<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>Mrs Arnott is making good progress with our children in the target group (Will report on this at the meeting).</p> <p>Funding being sought from a range of outside agencies to support students: ORRs, RTLB, Speech therapist, hearing teachers.</p> <p>TODs- planning collaboratively schoolwide topics</p> <p>Staff meetings- Monday: what's on top support for teachers. Wednesday- focus on school wide needs and PLD</p> <p>Local curriculum planning</p>
<p><b>OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP</b></p>			
<p>Priority 5:</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.</p> <p>Local Curriculum topics: Terms 1-3</p>
<p>Priority 6:</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> </ul>	<p>Kahui Ako PD in assessment for learning is continuing throughout the year.</p> <p>We are now holding staff meetings on Mondays for general school processes and practice and another</p>

		<ul style="list-style-type: none"> <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>staff meeting on Wednesdays to discuss our target children and how we can support them and ourselves to see them make accelerated progress.</p> <p>Assessment for Learning PLD  NZ Curriculum refresh PLD  Aotearoa Histories PLD</p>
<b>OBJECTIVE 4: FUTURE OF LEARNING AND WORK</b>			
<p>Priority 7:</p>	<p>Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> <li>• Students develop life long learning skills.</li> <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>Continuing to work with DOC and Ngati Rangitihiti on the pest eradication programme.</p> <p>Term 3 Careers Local Curriculum study  Visits to Owhata Forest Nursery and Benny Bee</p>

## LRS 2023 Annual Plan

<b>Learner Centred Achieved by:</b>	<b>Emerging Phase 1</b>	<b>Ways to achieve this goal</b>	<b>Review 29 March 2023 25 July</b>
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<p>Students develop life long learning skills</p>	<p><b>Students are</b> introduced to 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>• 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 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>
<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 Progression booklets to determine where they are at and</li> </ul>	 <ul style="list-style-type: none"> <li>• <b>Planning</b> learning experiences based on student voice and agency</li> <li>• <b>Student</b> agency and inquiry based learning programme (te wai au) to develop a stronger sense of each individual's identity.</li> <li>• <b>Students</b> taking ownership of their learning and pro-actively engaging</li> <li>• <b>Staff</b> and children use progression booklets to</li> </ul>

			next steps to learning	<ul style="list-style-type: none"> <li>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> </ul>
Developing collaborative teaching /learning practices	Teachers are introducing collaborative planning teaching and learning experiences for all student	<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>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> </ul>	
Enhance future focussed learning through the use of digital technologies	Students and teachers are introducing 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 - Coding, movie making, and gaming</li> </ul>	
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	Teaching and learning experiences 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>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 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> </ul>	

			<ul style="list-style-type: none"><li>• Class trips to the Owhata Forestry Nursery and Benny Bee</li><li>• Life Education Trust- Nutrition and our bodies</li></ul>
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# 7 Child protection policy

## Outcome statement

Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

## Scoping

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the [Oranga Tamariki Act 1989](#), any person in our school/kura who believes that any child or young person has been or is likely to be harmed (whether physically, emotionally or sexually), ill treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local Police.

## Delegations

Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

## Expectations and limitations

The principal must:

- develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- comply with relevant legislative requirements and responsibilities
- make this policy available on the school's internet site or available on request
- ensure that every contract or funding arrangement that the school enters into requires the adoption of child protection policies where required
- ensure the interests and protection of the child are paramount in all circumstances
- recognise the rights of family/whānau to participate in the decision making about their children
- ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
- support all staff to work in accordance with this policy to work with partner agencies and organisations to ensure child protection procedures are understood and implemented
- promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
- consult, discuss and share relevant information with the board or designated person in line with our commitment to confidentiality and information-sharing protocols in a timely way regarding any concerns about an individual child
- seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise
- make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
- ensure that this policy forms part of the initial staff induction programme for each staff member.

## Procedures/supporting documentation

### [Procedure Handbook](#)

#### Definitions

#### Identification and reporting of child abuse and neglect

- Four categories of abuse (emotional, physical, sexual and neglect)
- How to respond to suspected abuse or neglect
- How to respond to disclosures made by a child
- Recording a disclosure
- Reporting suspected child abuse and neglect
- Confidentiality, information sharing and recording
- Safety checking – safety checklist
- Staff capability and professional development
- Safe at work practices
- Physical contact with children
- Working one on one with children
- Transporting children
- Overnight stays/camps
- Social media and technology (internet protection, photo storage)
- Parent help
- Visitors on site
- External contractors
- Socialising with children
- Gifts and rewards
- Intimate care – toileting

#### Reducing student distress and use of physical restraint policy (Policy 8)

## Monitoring

Refer to [Procedure Handbook](#)

## Legislative compliance

<http://www.education.govt.nz/>

Vulnerable Children Act 2014

Oranga Tamariki Ministry for Children – further information and sample child protection templates

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Reviewed: Jul 2023

Next review: Jul 2025

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