



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

## Lake Rerewhakaaitu School Board

### 25 February 2026 Meeting Minutes

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

Opened 7.07pm

#### 1. Administration

Present Bianca van Emmerik, Catherine Farrell, Daniel Schutt, Megan O'Dea, Vicki Arnott, and Julieanne Bull. Jacinda Poland arrived at 7.28pm. Stevie Simeon arrived at 7.44pm.

Apologies

In Attendance Carla Williams

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

#### Administration

Election of Presiding Member.

Julieanne called for nominations of Presiding Member.

Catherine nominated Bianca van Emmerik, Megan seconded.

Catherine called for any other nominations - Nil.

Due to no other members being nominated Bianca van Emmerik is duly elected Presiding Member for 2026.  
All in favour.

Confirmation of minutes for December 2025

Matters arising from previous minutes

- #5 Bathroom. Quote from Birch Built received, see attached. Discussion held. As per necessity, Catherine will seek a comparative quote and will email to all board members for a decision to be made prior to acceptance of the successful quote. Written approval required to proceed, therefore all board members email "reply to all" their responses.
- **Moved:** Daniel
- **Seconded:** Megan
- **Carried** All in favour

#### Inwards Correspondence

- Emails:
  - NZEI Notification of paid union meetings for worksite representatives
- Mail:
  - Novopay payroll letter - read and discussed. Agreed to sign acceptance
  - **Moved:** Bianca
  - **Seconded:** Catherine
  - **Carried** All in favour

Jacinda arrived 7.28pm

#### Strategic decisions

Approval of 2026 Budget. Addition to cover Tiger Turf maintenance as per previous October meeting.

Motion to approve the budget for 2026

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

**Motion:** To approve [Governance Policy 1](#). Board roles and responsibilities policy. Replacing wording in section 9 from "obviously" to "consistently".

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

### Principals report

*Stevie Simeon arrived at 7.44pm.*

Julieanne read and discussed her Principals report. See report.

Hillary Outdoors Camp coming up in June. Teachers will select two students from yr5-8. Depending on funding this could cost \$500/student. Discussion held regarding removing financial barriers for those who may not be able to afford to go but would benefit from the leadership camp. Seek funding first, otherwise the board will cover up to \$1000. Bianca will contact the Rerewhakaaitu Young Persons Trust to see when funding opens, note - parents need to apply directly (schools can not apply for this funding). Jacinda will contact the Domain committee regarding funding options.

**Motion:** To approve funding of up to \$1000 towards Hillary Outdoors Camp if there is a financial barrier for students to attend.

- o **Moved:** Bianca
- o **Second:** Megan
- o **Carried** All in favour

Beginning of year student year achievement will be reported at the next board meeting due to upcoming new assessments.

**Motion:** To accept the Principals report

- o **Moved:** Julieanne
- o **Second:** Bianca
- o **Carried** All in favour

### Property report

#### School

Pool pump, Tech room discussed within the Principal report.

#### School Houses

House inspections are due, Bianca and Catherine will complete prior to the next board meeting. Inspections to be completed every three months for insurance purposes.

Query roof cleans.

#25 Roof clean only required, in good condition, rescrewed in recent years.

#5 Roof to be checked by builders to see whether it needs replacing or sealing and repainting.

Within contacting builders for the bathroom quotes; Megan will contact Cam Birch and Catherine will contact Shane Atkinson, to check recommendations for #5 roof.

Jacinda will contact Hope regarding the roof cleaning of both school houses.

- o **Moved:** Bianca
- o **Second:** Stevie
- o **Carried** All in favour

### Finances - Month 2025 report

Julieanne tables the Bank Staffing Reports and SUE Reports for pay periods 19, 20, 21, 22, 23 & 24

Julieanne tabled the Creditors, Credit Card schedule, Financial reports for November and December (draft) 2025

Bianca moves the Creditors accounts for payment for November and December (draft) 2025 as true and correct,

- o **Seconded:** Daniel
- o **Carried.** All in favour

Bianca moves the Credit Card Payments for November and December (draft) 2025 as true and correct,

- o **Seconded:** Daniel
- o **Carried.** All in favour

Bianca moves the acceptance of the November and December (draft) 2025 Financial reports as a true and correct record of the financial position of the school.

- o **Seconded:** Daniel
- o **Carried.** All in favour

#### Strategic discussions

Annual Plan 2025 tabled. To be added to Draft financial statements to be approved at the next meeting.

**Motion:** To approve the Principal PGC - Final Professional Leadership Report received from Graeme McFadyen

- o **Moved:** Bianca
- o **Second:** Stevie
- o **Carried** All in favour

#### Identify Items for next agenda

- Learner Centred
- [Governance policy 2](#) -Trustee code of behaviour, [Governance policy 3](#) -Remuneration and expenses policy
- Special education needs
- HR Tool checklist 1
- Accounts to auditor
- Rental review

#### Public Excluded Business. Time: 8.30pm

I move that the public be excluded from the following parts of the proceedings of this meeting, to protect the privacy of the natural person/s.

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.

- o **Moved** Julieanne
- o **Seconded** Daniel
- o **Carried** All in favour

#### **The public part of the meeting resumed at 8.44pm**

Daniel welcomed Julieanne to the Principal role. Let us know if you need support.

Board meetings set for the year. Retaining 7pm Wednesdays, Weeks 2 & 8, *except Term 1- week 3 & 7 - to allow for documents to be ready and for short term.* See below dates

25 Mar, 29 Apr, 10 Jun, 29 Jul, 09 Sep, 21 Oct, 02 Dec 2026

#### **End of minuted meeting at 8.51pm**

Next meeting to be held in the LRS Staffroom 7.00 pm 25 March 2026

Signed:  Presiding Member Date: 25/03/2026

Next Meeting Date: 25 Mar, 29 Apr, 10 Jun, 29 Jul, 09 Sep, 21 Oct, 02 Dec 2026



# 1. Board roles and responsibilities policy

## Outcome statement

The board is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.

## Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The board sets the strategic direction for the school and governs via its policies, which it entrusts to the principal to implement.

## Delegations

Accountability rests with the whole board, with no individual trustee or committee having decision-making authority unless it has been delegated and documented.

## Expectations and limitations

Board actions		Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1	The board leads the annual / strategic plan review process.
	1.2	The board sets/reviews the strategic aims by December.
	1.3	The board approves the annual plan and targets and ensures the strategic plan is submitted to the Ministry of Education by 1 March each year.
	1.4	Regular board meetings include a report on progress towards achieving strategic aims.
	1.5	The strategic plan is the basis for all board decision making.
2. Monitors and evaluates student progress and achievement.	2.1	The board approves an annual review schedule covering curriculum and student progress and achievement reports.
	2.2	Reports are received at each regular board meeting from the principal on progress against the annual plan, highlighting risk/success.
	2.3	Information reported to the board is thoughtfully discussed, critiqued and challenged.
	2.4	Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities.
3. Appoints, assesses the performance of and supports the principal.	3.1	Principal's performance management system is in place and implemented.
4. Approves the budget and monitors financial management of the school.	4.1	Budget is approved by the first meeting each year.
	4.2	Satisfactory performance of financial management against budget is in evidence.
5. Effectively manages risk.	5.1	The board has an effective governance model in place.
	5.2	The board remains briefed on internal/external risk environments and takes action where necessary.
	5.3	The board identifies trouble spots in statements of audit and takes action if necessary.
	5.4	The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action.
6. Ensures compliance with legal requirements.	6.1	New members read and understand the governance framework including policies, the school strategic plan, board induction pack and requirements and

	6.2	expectations of board members New and continuing members are kept aware of any changes in legal and reporting requirements for the school.
	6.3	The board seeks appropriate advice when necessary
	6.4	Accurate minutes of all board meetings are approved by the board and signed by the chair.
	6.5	Individual staff/student matters are always discussed in public-excluded session.
	6.6	Board meetings have a quorum.
7. Ensures trustees attend board meetings and take an active role.	7.1	Board meetings are effectively run.
	7.2	Trustees attend board meetings having read board papers and reports and are ready to discuss them.
	7.3	Attendance at 80% of meetings (minimum).
	7.4	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer <a href="#">Education Act 1989 s104 (1) (c)</a> )
8. Approves major policies and programme initiatives.	8.1	The board approves programme initiatives as per policies.
	8.2	The board monitors implementation of programme initiatives.
9. Fulfills the intent of Te Tiriti o Waitangi by valuing and reflecting New Zealand's dual cultural heritage.	9.1	The Te Tiriti o Waitangi is consistently considered in board decisions.
	9.2	The board, principal and staff are culturally responsive and inclusive.
10. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	10.1	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).
	10.2	The board ensures there are personnel policies in place and they are adhered to (code of behaviour).
	10.3	The board ensures there is ongoing monitoring and review of all personnel policies.
11. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures.	11.1	Successful resolution of any disputes and conflicts referred is achieved.
12. Represents the school in a positive, professional manner.	12.1	Code of behaviour is adhered to.
13. Oversees, conserves and enhances the resource base.	13.1	Property/resources meet the needs of the student achievement aims.
14. Effectively hands over governance to new board/trustees at election time.	14.1	New trustees are provided with induction and a copy of the board's governance manual.
	14.2	New trustees are fully briefed and able to govern following attendance at an orientation programme.
	14.3	Appropriate delegations are in place as per <a href="#">Schedule 6 (17)</a> of the Education Act.
	14.4	Board and trustees participate in appropriate ongoing professional development.

## Procedures/supporting documentation

*Annual Plan*

*Annual Budget*

*Appointments*

*Concerns and complaints*

*Governance and Operational Policies*

*Process and Procedures doc*

*Professional Growth Cycle*

*School Assessment booklets*

*Schoolwide Doc*

*Strategic Plan*

*Trustee Register*

## Monitoring

*Annual Audit- William Buck*

*Asset Register*

*BOT Work Plan*

*Edservices monthly reports*

*5YA/10Ypp*

## Legislative compliance

[Education Act 1989](#)

[Employment Relations Act 2000](#)

[State Sector Act 1989](#)

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Reviewed: Feb 2026

Next review: Feb 2028

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# Principal Report February 2026

Roll: 63    Boys: 36    Girls: 27    Maori: 46%    European/NZ: 51%    Filipino: 3%

Attendance as at 20 February: We are currently sitting at 70% of students at 90% attendance or above.

- We have had a good start to the year with 5 families arriving on the first day of term
- I have started the PGC process with Graeme supporting my role as an acting principal
- We have employed a fixed term Cleaner due to medical leave and family commitments
- The pool pump is to be replaced due to plumbing issues, bills will be received for the costs of electrician and plumber for this
- Work has started on the PTA shack/ Technology building- power has been trenched from main admin building
- Annual Plan and targets - below, one of our focuses this term is on whānau engagement, we hosted a "Meet the Teacher" event and hope that by continuing to open communication avenues we can increase this area of development, in this we hope to foster strong reciprocal relationship between home and school to support the learning of ākonga
- Hillary Outdoors leadership camp for 20 students across the cluster \$500 per student can be paid half by whanau and half by board Monday 1st June for the week (4 nights) One teacher for the whole group One teacher aide (Y5-8)
- The new SMART assessment tool is being explored currently, MOE have provided a quick webinar about this, reporting twice a year - term 2 & 4. This year is still a trial year, so teachers will need to wait 6 weeks for any reports to be available for review. We will have raw data but no official data until term 3. There is also a new Phonics Checklist assessment that Vicki has been doing professional development around.
- New teaching standards are being implemented this year, so we are doing professional development around this in staff meetings so we are all aware of the changes
- RTLB are in school every week now, supporting kaiako with student's learning and behaviour needs
- I will provide students achievement and progress information at the next meeting, once kaiako have completed their round of assessment for the beginning of the year.



**RICK WHALLEY**  
**Principal, Lake Rerewhakaaitu School**  
**RECORD OF LEADERSHIP SUMMARY**  
*December 2025*

## Professional Leadership

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### **PROFESSIONAL SCHOOL-WIDE AND INTERNATIONAL PROFESSIONAL LEADERSHIP**

➤ In April and May 2024 Rick was granted Professional Learning leave from his Principal role by his Board. He was able to spend a month in Europe exploring an absolute passion of his which is the application of Digital Learning in a variety of contexts to better engage our Tamariki with their Learning experiences whether that be in the school context or in other modes. I believe that this very broad scope Personal Professional Learning discovery journey captures such a lot about Rick's depth of commitment and absolute passion about the responsibility of School Leaders to provide the very best opportunities for our young people. In my eyes he deserves the very highest commendation for his initiative and courage to pursue this exciting pathway as it demonstrates a very high level of Senior Educational Leadership. I would hope that he would be able to share his discoveries to wider forums and I would be very happy to assist with this. In his own words here is a brief summary of the major themes of this project:

- 1 Artificial Intelligence in Education
- 2 Information Technologies Supporting Learning
- 3 Learning/Teaching Methodologies and Assessment
- 4 Social Context and Learning Environments
- 5 Ubiquitous Learning.

In the following modes:

- Talking with school leaders and DfE personal
- Talking with policy analysts in England and Ireland.
- Attending the CSEDU, the International Conference on Computer Supported Education, which is a yearly meeting place for presenting and discussing new educational tools and environments, best practices and case studies on innovative technology-based learning strategies, and institutional policies on computer supported education including open and distance education.
- This professional development and wellbeing project is to realise the Professional Coaching and Wellbeing Support Funding provided for the purpose of ensuring primary principals' leadership development and wellbeing.

### **CONSULTANT'S COMMENTS**

➤ This Professional Growth Cycle Record of Leadership is designed to capture the dedicated and community connected Professional Leadership that Rick has provided for the community of Lake Rerewhakaaitu School in the midst of unheralded outside factors that have impacted upon all schools in Aotearoa and their communities. These factors include community socio-economic influences which sit alongside the ever constant Curriculum refresh challenges and associated uncertainties. This Record is designed to be an acknowledgement of Rick's purposeful and very experienced School Leadership practice which is closely aligned to the Board's Strategic Directions and Objectives for the Kura. But perhaps even more worthy of the highest commendation is his **unwavering awareness and commitment to caring for and maintaining the Hauora and Wellbeing of his highly supportive Staff and Tamariki**. Over recent days I have come across the following quote which I believe captures much about the style and impact of Rick's Professional Leadership in 2025: ***"Leadership is not about perfection. It is more about connection, reflection, and relentless forward momentum"***.

- The above statement succinctly encapsulates the essence of Leadership that Rick has delivered over the course of 2025 for Lake Rerewhakaaitu School. I have observed throughout this year that Rick's Leadership is characterised by great **Clarity and Purpose** in all its complex layers. Rick's extremely thoughtful and full Self Reflections throughout this Record also reflect his experienced awareness of what it is to be the Tumuaki of a diverse and vibrant rural New Zealand School Community. In summary, and to his credit, he has provided very **high quality and hopeful Leadership** which has been clearly underpinned by his strong personal values and unshakeable respect for his Tamariki, Staff and Community. He is recognised by his colleagues in the Kahui Ako as a Leadership pillar, and evidence of this is his guidance for Beginning Teachers from several schools. The fact that he has been granted a two Term Sabbatical next year is further evidence of the respect that he is held in within the Education Sector.
- The Feedback comments from Rick's Staff and Community shine a strong light on the **exceptional School Leadership** capability that Rick has continued to display in 2025. **He deserves the highest commendation for his personal and professional School and Community Leadership.**
- Staff, Board and Parent Feedback comments regarding the **School Culture** were also very positive and affirming and these feedback comments are also indicators of Rick's impactful personal values and style being interwoven into the fabric of the School.
- Staff and Community Feedback regarding the **high calibre of Classroom Teaching** that Rick is leading with his Staff at Lake Rerewhakaaitu is very worthy of celebration. This is again a huge credit to Rick and his deep Pedagogical knowledge and understanding.
- Over the course of the Professional Cycle of Growth since February 2025, Rick and I have had ongoing enjoyable and valuable Korero and interactions, both Kanohi ki te Kanohi and by Zoom or telephone. Some of his responses and reflections from these professional conversations provide a real insight into key elements of the layers of his leadership and some details of dedicated service to the Lake Rerewhakaaitu School community:
  - Right from the outset I sensed that Ricky has a focus on improving patterns of children to link the school very closely to its community. [Consultant – March]
  - I have a very good system in place for tracking the learning progressions of the children. These tracking interventions and systems were developed with my staff. They have not been imposed on our teachers. [March]
  - I believe that I have very nice and natural connections with every child and that I take an interest in their learning. Our staff take great pride in developing fantastic learning in all our classrooms. [March].
  - Looking very hard at building upgrades. We are actually very well off with our buildings and rooms. Meeting room is very well used. [March]
  - I am enjoying the Beginning Teachers' programme for new teachers who are in our cluster group. There are five teachers involved in this. [March]
  - One of the key features of our community projects is community members are very keen to be involved improving the environment for our children especially with providing wood and labour. I think that is one of the many great characteristics of our local school. [March]
  - I believe that our children are very happy in the school. I am pleased to say parents bring children from the local Forest town of Kaingaroa even though there is a school there. Recently it has been very encouraging to see our teachers joining in with the children at our recent swimming sports. [April]
  - We have had two days professional learning development and we have been down in the learning pit as a staff. Our focus has mainly been on BSLA. [May]
  - Have had a recent visit from ERO and did a very thorough action plan for our School and our Board are very happy with that. [May]
  - Patterns are tracking upwards with 75% of the children meeting the 90% Attendance Target. We are also trying to increase attendance with Class Rewards in our weekly assemblies. [May]

- We are also having our 70th birthday celebrations community function next week. That will be a very memorable occasion for our school community. [May]
- I have been carrying on with rewarding classes which have the best patterns of attendance. [May]
- Another recent highlight has continued to be the recommendations from ERO and my other personal highlight is being able to get our staff to work together relatively and to have faith in the systems that we have all set up as a group. I have been busy, also I have been in classrooms often. [May]
- I really like being a school leader in the rural context and believe that that is my tribe. One of my main ideas is that I let my staff get on and do their job. Our 70th birthday celebrations with the aforesaid lunch went well and our children had an absolute ball with that event. [May]
- We have also recently hosted our cluster cross country event. That also went really well. [May]
- We are also planning our whole school sleepover on site at the school. We have lots of games at that event and also we are having Matariki celebrations with a Hangi and also breakfast for the children. We are also making Matariki kites - trying to make great memories for our children from the event. [May]
- I will be attending the Principals' Conference this year in Christchurch. [May]
- I believe that my leadership experience in my earlier life in the Army has been very significant in my successful school leadership. [May]
- Recently I have participated in a three-day course on The Code as I believe that because I am doing three days of teaching per week that I needed to be better informed about The Code. That was a very positive experience for me and I am sure helped the perceptions of my staff regarding my leadership. [August ]

## Staff and Student Relationship Management

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### CONSULTANT'S COMMENTS

- Staff members, Presiding Member and Parents have provided very affirming comments through the feedback conversations and surveys regarding the wonderful connecting relationships that Rick has built with his School Community. He is always **bright, positive, personable, warm hearted, proactive, collegial and approachable** with everyone he comes into contact with. With staff Rick is well respected and liked for his personal qualities which are strongly underpinned by a subtle and at other times not so subtle sense of humour. Feedback comments are wonderfully affirming of Rick's naturalness in building connections with his colleagues, community and Tamariki. Rick has a deep understanding that his **staff are the beating heart of his school** and he strives to ensure that they enjoy being part of a supportive School and Community Whānau.
- With his staff, **Rick is well respected** and admired for his personal qualities, and for his experienced approach to leadership and teaching and learning. **His relationships are based on widespread credibility, and trust which are connected to his educational expertise and always treating others with respect.** Staff, children and community comments were extremely affirming of **Rick's innate gifts of connecting with his people.**
- One of the many Leadership attributes that Rick brings to the school as Principal is his **natural ability to both relate and be fully involved and integrated** with his local community. I believe that this innate ability is a prime factor in helping to make the school the special place that it is. The Staff and Community Feedback comments fully endorsed this.

## Consultant's General Comments regarding the Professional Growth Cycle process with Rick

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### COMMENDATIONS

- Rick has had another outstanding year of **selfless service** as Principal of Lake Rerewhakaaitu School. I would like to personally acknowledge his commitment to his Tamariki, his Staff and his Community. As captured throughout this Record, Rick has maintained an **unrelenting focus on the learning progressions of the children, along with his reciprocal and kind hearted leadership of his Staff**. Each of these factors should be celebrated as they are real signs of his absolutely **exemplary Leadership** and of his **personal dedication** to his community.
- The staff and Board feedback comments captured so many of the **Leadership attributes and personal qualities** that Rick has portrayed throughout 2025. It is my hope that these have been captured in this Record.
- It has been a very enjoyable and rewarding privilege to work alongside such a gifted, committed and wonderful Educator and Principal as Rick. His dedication to Lake Rerewhakaaitu School and his aroha for the tamariki and staff shine out like a beacon in the local community. The samples of Staff, Board and Community Feedback that are interwoven through this Record provide wonderful endorsement of the **high quality Leadership that Rick is providing for the school and its community**.

### CONCLUSION

- My comments and observations sit firmly in a distant second place behind your very perceptive and meaningful Self Reflections coupled with your School Leadership achievements. I wish you the very best for your well deserved summer break after another challenging year and hope that you enjoy much quality time with your whānau and friends. I would also like to wish you a very rewarding and enjoyable Sabbatical in 2026.

### DEVELOPMENTAL SUGGESTIONS

- I acknowledge that Rick will be having a Leadership break for two terms in 2026, but I would like to encourage him to consider my two humble **developmental suggestions** at some future point:
- A professional reading option could be the following resource which is based around applying the concept of Whakapapa to the culture of an organisation like a School: **"Belonging"** by **Owen Eastwood**.
- I would like to encourage Rick to **visit Thorndon Primary School in Wellington** in 2026 if at all possible. It may be of benefit to visit and to experience a different school context that is being led by an experienced and innovative Principal. I would be able to broker such a visit if it is at all practical.

### PERSONAL DEVELOPMENTAL SUGGESTIONS NOMINATED BY RICK:

#### **What areas of your Leadership do you think you could improve?**

- Shine spotlight on others.
- Communication (always a work-on).

*Report compiled by*  
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