



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

Lake Rerewhakaaitu School Board

23 July 2025 Meeting Minutes

ZOOM: <https://us02web.zoom.us/j/7145463433?pwd=aFVjYVAzdDVSZnkyVmZUkt5TXRJQT09>

Opened 7.25pm

1. Administration

Present Bianca Sterkenburg, Catherine Farrell, Mathew Armer, and Rick Whalley. Daniel Schutt arrived at 7.45pm

Apologies Nil

Not in attendance Natalie Gow last day employment 13th July 2025. MaryAnn Martin resigned 17 June 2025.

In Attendance Carla Williams, Megan O'Dea

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

Administration

Confirmation of minutes for June 2025.

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

Matters arising from previous Minutes

- o #5 window - not remedied, Bianca will get onto this.
- o #5 possible bathroom leak - seratone no longer adheres to the wall due to moisture. Has been inspected and it is not going through the internal wall to the bedroom. Approach a builder to quote what it is going to cost, replace and timeframe, so can make a plan. Tenant will need to have an option for showering while work is undertaken. Bianca will contact builder Cam Birch, Mathew will inspect under the house to check for damage in the next 2-3 days and report back.
- o Exterior clean for school houses - Natalie completed #25, Bianca will do #5.
- o #25 light - Not fixed as yet, need to follow up.
- o Board member specification list. Rick would like board members at school events, encouraging students to stay at school for Years 0-8, not 0-6. Advise not too much time spent with meetings. Board to share specifications for the community, what are we looking for, ideally different qualities and expertise.

Inwards Correspondence

Emails:

- RLC Notification of plan change 8. Board to review and submit submissions if necessary.
- MaryAnn Martin - resignation letter dated 17 June was sent to the board members only, Rick and Carla did not receive it. Query regarding notifying the community; co-opt; quorum. Rick advised the Board to check and follow NZSTA requirements for vacancy procedures.
- MOE Water 101 online training. Board members are welcome to participate. Advise if interested.
 - o **Moved:** Bianca
 - o **Seconded:** Catherine
 - o **Carried** All in favour

Strategic decisions

Approval of the following policies, with no changes:

- Operational policy 7. Child protection policy
- Operational policy 8. Reducing Student Distress and use of Physical Restraint Policy
- Operational policy 8.1 Anti bullying Policy
 - **Moved:** Catherine
 - **Seconded:** Bianca
 - **Carried** All in favour

Principals report

Rick read and discussed his Principals report. See report.

New DP Julieanne had excellent references, and will be a good fit for our school community. Starting in Term 4.

Graham McFadyen looking at our strategic focus for 2026-28. Speaking with children about what they think their good skills are for when they leave school. Good strategy to get some voice from a variety of parents, not coming directly from the Principal. Rick chose not to apply for the Kahui Ako Lead Principal role, the application requirements for the position were not relevant to the position. Rick will find out on the 15th Aug regarding his Sabbatical application. Attendance currently 67% - children are engaged about their attendance and get excited when they have 100% in their class. Many schools have been having high absences due to illnesses. We are reporting against the new curriculum, this is baseline data as the Ministry is yet to send out the new assessment tools. Picking up the gaps through structured literacy and numeracy. Explanation on how we teach, 85% repetition, 15% new learning. Structure of letters, words, sentences etc. Cultural Festival is at the end of August, Natalie is teaching via zoom for an hour on Mondays. She will be paid for 3 days for Kapahaka support (5 hours for zoom sessions and 2 days for Final practice and Cultural Festival). Speeches - 5th Sept, Cluster on the 9th Sept. Rick is in class on Mondays & Fridays, takes CRT release on Wednesdays. Cluster Winter Sports 17 Sep.

- **Moved:** Rick
- **Second:** Bianca
- **Carried** All in favour

Property report

School

MOE Water training- option for Board members to complete - aim to aid understanding and support for managing our school water system and testing.

7 Heat pumps installed and working well. Classrooms auto mode 7.30am - 5pm. Library and admin areas are manually switched off. Holes from pipes will be blocked off by Rick. The boiler has been disconnected from heating the classrooms, and will only heat the pool in future.

PTA Shack conversion to Home Economics room- getting quotes, last one arrived today. Run a wire to the shack. **Dan arrived at 7.45pm.** \$32k from MOE, expected cost to be around \$60k. MOE to approve before project commences.

Passion projects continue each Friday, Term 3 projects: Kylie = Cooking, Vicki = gardening - designing water systems and planting, Rick = woodwork / carving. All students participate in all activities through rotations.

School Houses

Rental review due to query from new teacher.

Discussion held. Both school houses to retain the status quo of \$400/wk, teacher discount 25% = \$300/wk.

#25 Final Inspection completed.

The house requires a deep clean - ceilings, carpets, oven etc - possible couple of days work. The curtains need to be repaired and washed, blinds are a constant issue - falling off, recommend to remove and replace with curtains. Catherine and Bianca will do an assessment of the curtains. The gutters need to be cleaned. Decision held to approach Donna, if interested Bianca will go through with her to show what needs to be done. Possible a

couple of days. Bianca will sort new curtains. Bianca offered to help Donna. Mathew offered to help with ceilings.

#5 Due for house inspection

Catherine will join Bianca to complete the inspection.

Firewood.

The wood from the felled trees needs to be split. Query working bee. School greenhouse apart, building ramp up to the container also needs to be sorted. Everyone getting busy with calving, although we do have families that are not farming also, could ask for people to come when they can. Sell wood while wet \$100/cube, ideally during the working bee.

Working Bees to be held over 2-3 Sundays, Rick will put a list together and advertise.

Motion for the approval of the following decisions from discussions held;

1. Approach Donna to deep clean #25, Bianca to go through the property to outline the work required.
2. Purchase new curtains and replace blinds with curtains.
3. Retain rent for both school houses as per status quo. \$400/week, less teacher discount of 25% applicable as per contract requirements.
4. Sell Firewood (green) for \$100/cube.
 - o **Moved:** Bianca
 - o **Second:** Dan
 - o **Carried** All in favour

Finances - June 2025 report

Change in Creditors payments procedure. Education Services provided training in the holidays to Carla and Rick. Digital processing through Esker. Will change how Creditors are tabled, all accounts paid retain visibility through monthly reporting. Ideally need to set up the Presiding member to authorise (one up) Principal reimbursements, the link has a short timeframe so need to ensure the Presiding member is available to set it up.

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

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

Rick tabled the Creditors, Credit Card schedule, Financial reports for June 2025

Bianca moves the Creditors accounts for payment for June 2025 as true and correct,

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

Bianca moves the Credit Card Payments for June 2025 as true and correct,

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

Bianca moves the acceptance of the June 2025 Financial reports as a true and correct record of the financial position of the school.

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

Strategic discussions

Board Elections. Specifications to be sent out via newsletter and Facebook. Catherine will draft one up and send it out. The new Board takes office on 17th September. Beneficial for NZTA representative to attend the first new board meeting, members found this very beneficial.

The next board meeting will remain on Wednesday 10th Sept.

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

Identify Items for next agenda

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

End of minuted meeting at 8.25pm

Next meeting to be held in the LRS Staffroom 7.00 pm 10 September 2025

Signed: B. Emmert Presiding Member Date: 10/9/2025

Next Meeting Date: 10 Sep, 15 Oct, 03 Dec



Principal Report July 2025

Roll: 57 Boys: 32 Girls: 25 Maori: 40% European/NZ 58%

Filipino:2%

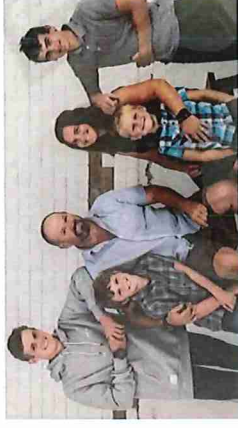
We have 7 more pupils registered to enrol before the end of 2025.

- Staff are currently training for BSLA and Numeracy PLD. I have a Literacy PLD course to attend in Cambridge from 4-6 August.
- I have put in an application for the sabbatical will know after August 15
- I decided not to apply for the Kahui Ako role.
- The heat pumps are installed and working brilliantly. The boiler has been modified to work only for the pool, all radiators have been removed from the classrooms.
- I am pleased to inform everyone that we have employed Julieanne Bull as our teacher and DP in Rakau.
- I have asked Graeme McFadyen, as part of our strategic direction focus, to interview 10 or so parents about their thoughts on the schools focus and strategic direction. If I have this before the meeting I will present it.
- Term Three curriculum focus is Te Ao Maori- Te Maramataka
 - The Cultural festival is to be held at Reporoa 22 August. I have employed Miss Gow to support us with our kapahaka. This will be via ZOOM each Monday afternoon. Miss Gow will also be present the day before and day of the cultural festival.



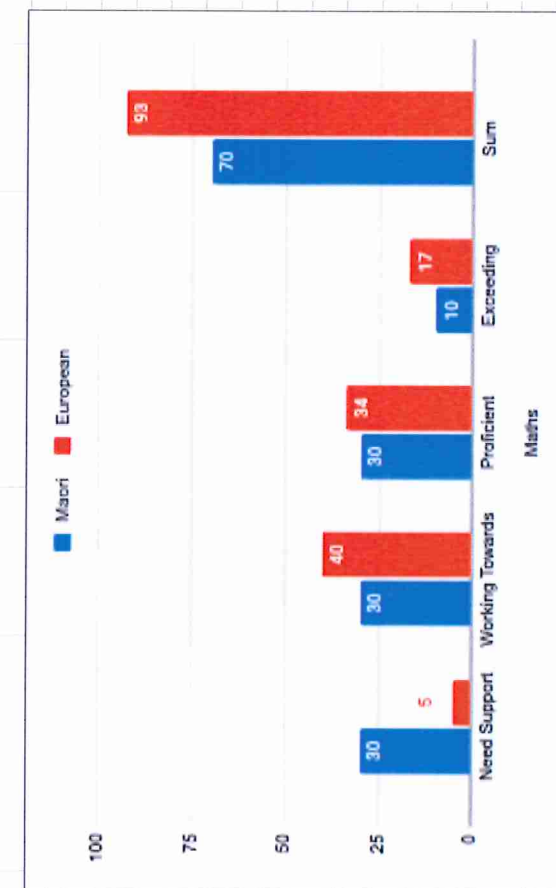
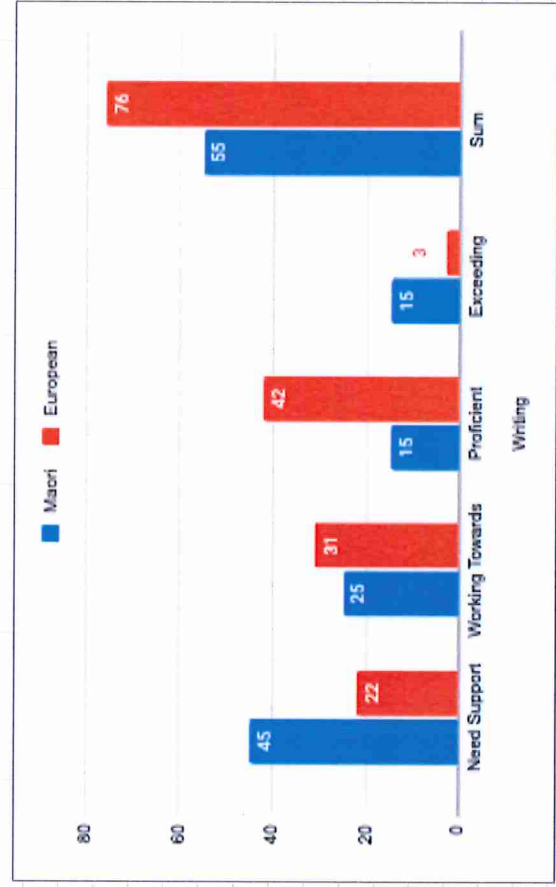
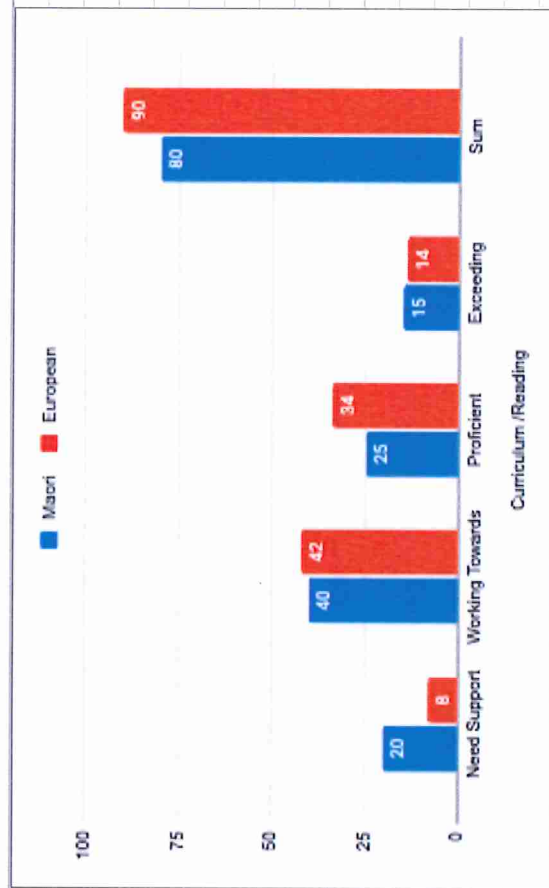
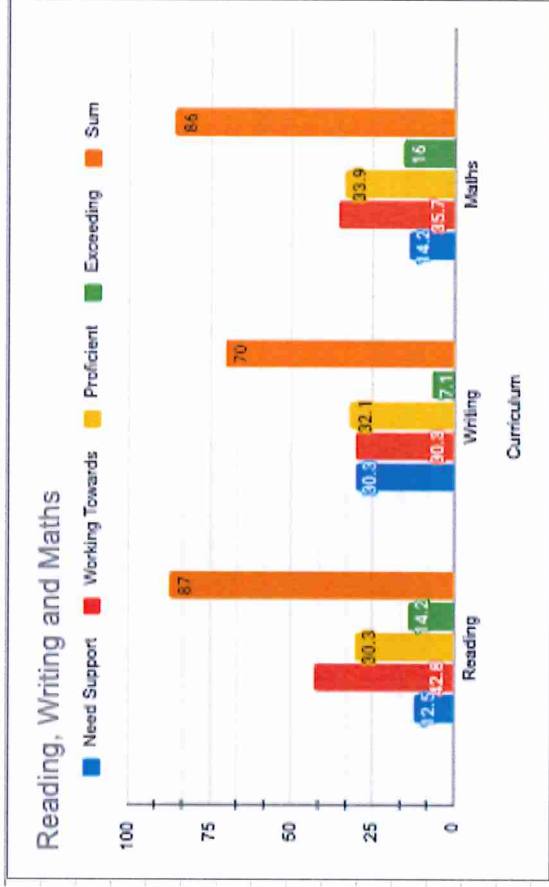
- Currently our Attendance Target is at 67% of students attending 90% of the time
- The charts below show our curriculum targets
- Our target students are: Reading 12%, Writing 30%, Maths 14%. See charts below. Will discuss this at the meeting

Kia ora Koutou,



Ko Tongariro te maunga
Ko Rotoaira te awa
Ko Te Arawa te waka
Ko Ngati Towaharetoa te iwi
Ko Hikairo te hapu
Ko Otukau te marae
Ko Julieanne toku ingoa
Ko Thomas te tane
Ko Paul, Colin, Jack, Ryan te tamaiti

I am really excited and looking forward to starting in my new position at Lake Rerewhakaiahu School. I am currently the kaitiaki in a senior class (Year 8-9) at Kihikihi School. I am a 22 year old Maori boy. My oldest, Ryan, is boarding at Lindisfarne College, as a year 9 student. Jack is working in forestry. Colin is contracting and Paul, my oldest is on a big station in the middle of nowhere inland from Tokomaru Bay. I enjoy spending time with my family, being on the farm, reading, swimming, running and hiking and can't wait to explore these things around the Rotorua area.



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 individual's 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

LRS 2025 Annual Plan

Learner Centered

Learner Centred Achieved by:	Extending Phase 3 2025	Ways to achieve this goal	Responsibility	Report 1 Report 2
Students develop life long learning skills	Students are engaged in learning and know the learning process	- Focused on life long learning through the LRS local curriculum doc - Children are learning about the LRS inquiry process. - Continue to Implementing structure Literacy - Continue to Implementing structure Numeracy - Localised Curriculum implementation - Collaborative planning based on charter/annual plan/ LCD - Use of LRS Progression booklets - Develop LRS inquiry process	Staff	- MOE funded PD in Maths curriculum - Teachers incorporate, develop and refine the school inquiry / integrated learning structure integrating learning areas. Developing the 5Es as the LRS inquiry model - Planning based on the LRS Local Curriculum. Term 1 topic Our Place - Term 2 Sports and leisure Term 3 Te Ao Maori - Swimming programme again this year to make up for days missed in term 4 2024 - Students using new NAPs and LAPS that are in line with the curriculum refresh and structured literacy and numeracy to replace Bluebooks - Teachers developing new planning docs for teaching and learning to reflect the changes to the curriculum,

Develop student voice and agency	Students are able to have a say in why, what and how they learn	- Children choose topics through the localised curriculum, why, what and how to learn - Students using Progress Booklets to determine where they are at and next steps to learning	Staff	Planning learning experiences based on student voice and agency Student agency and inquiry based learning programme to develop a stronger sense of each individual's identity. Students taking ownership of their learning and pro-actively engaging Staff and children being introduced to news NAPs and LAPS to show next steps and take ownership of learning. Booklets updated at end of each term - 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. - Passion projects
Developing collaborative teaching /learning practices	Teachers are working collaboratively to plan teaching and learning experiences for all students	- PLD through Kahui Ako - Senior and Junior Teacher planning together - TA working in and across classes - Localised curriculum planning as teams - Understanding new Govt initiatives in Literacy and numeracy - Using the new curriculum refresh	Staff	- Teacher-only days held before school started using LC to plan engaging programmes and learning opportunities for the students based on the ideas and thoughts of the students. This also was a time for teachers to develop the new areas in the curriculum for planning , assessment and reporting Teachers planning a range of rich learning experiences for students to explore their interests, develop their strengths and discover new capabilities Teachers working with LSC and RTLB Teacher only day term 2 to focus on Maths curriculum and developing the assessment of Literacy and Numeracy
Enhance future focussed learning through the use of digital technologies	Students and teachers are using DTs to create and enhance the	- Students learning through the VLN Primary School - Google classroom, Seesaw used in classes	Staff	Actively using: Google docs, SeeSaw, chrome books, ipads and apps for learning. Students enrolled in Kotui Ako - Virtual learning network Aotearoa

teaching/learning experiences	Students enrolled in Kofui Ako VLNP classes		- o Digital technology, Japanese, French, German, and the rural group • Passion projects: Passion projects are delivered through the Technology curriculum. Topics have been: cooking, gardening, carving, the arts • - Term 1 Our place within Aotearoa - o Understanding our geographical area (Science - volcanoes, earthquakes/ fault lines, rocks, soil, etc). - o Significant events within our area local, national and global. - Term 2 Sports and Leisure - o Intrinsic motivation - o To strive for personal growth by embracing challenges and continuously improving yourself. - o activities are undertaken for enjoyment and relaxation, ranging from organized competitive sports to informal recreation and hobbies, with a focus on personal well-being and social interaction. • Term 3- Te Ao Maori- Maramataka - o Influence of the weather and the seasons, influence of the moon and the sun, - o Sustainability, - o Our connection to the nature and environment, - o Stars and navigation, - o taking care of overharvesting, not giving back to the land.
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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 relevant and engage students in their interests in real life experiences that expands their views of local, national and global events	• A range of activities are utilised in teaching and learning experiences • Getting children out of the classroom and/or getting people into school for added experiences	Staff	• Providing students with opportunities to engage in hands-on activities, through the implementation of the Local Curriculum. Trip to Waimangu Volcanic Valley • Cluster and outside agency programmes: Swimming, RATs, KA Leaders . • School and Cluster Swimming
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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](#)

Identification and reporting of child abuse and neglect

- Four categories of abuse (emotional, physical, sexual and neglect) - [Definitions](#) and [Indicators](#) attached

- 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

Reviewed: Jul 2023	Next review: Jul 2025
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8 Reducing Student Distress And Use Of Physical Restraint Policy

Outcome statement

This board is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity.

Except as authorised under this policy, no staff member may use any form of physical restraint on our students.

Our principal, teachers, and board-authorised staff members can only physically restrain a student as a last resort, where:

- the use of physical restraint is necessary to prevent imminent harm to the student or another person,
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and
- the physical restraint is reasonable and proportionate to the circumstances.

Delegations

The board delegates to the principal responsibility for:

- developing and implementing procedures and practices to prevent, plan for, and respond to student distress that meet the requirements of the Education (Physical Restraint) Rules 2023 and its amendments ("the 2023 Rules"), and
- recommending eligible non-teaching staff to the board for authorisation to use physical restraint according to requirements of the 2023 Rules.

Only the board can authorise non-teaching staff members to use physical restraint.

Expectations

All staff subject to this policy are trained to confidently apply prevention and de-escalation strategies, limiting the need to restrain a student physically according to the 2023 Rules and the relevant guidelines.

Board

The board requires:

- compliance with the 2023 Rules, and
- an evidence-based assurance from their principal that this policy is being followed.

Principal

The principal shall ensure:

- the implementation and compliance of this policy, including the completion of best practice training by all staff who are authorised to use physical restraint,
- operational compliance with the Education and Training Act 2020 and the 2023 Rules,
- all physical restraint incidents are immediately reported at the next board meeting,
- the board is informed of all relevant information (risks, trends, and impacts), and
- all non-teaching staff who may use physical restraint on a student have been authorised by the board.

Monitoring

The principal shall report to the board:

- on compliance, or the actions being taken to ensure compliance with this policy, the legislation, and the 2023 Rules on reducing student distress and use of physical restraint, and
- at every board meeting, all incidents, matters, or risks relating to this policy, ensuring that the non-identification and privacy of individual students is maintained.

The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at the governance level to support reducing such incidents.

Definitions	As defined in the Education and Training Act 2020: Physical restraint is using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will. Harm means harm to the health, safety, or well-being of the student or another person, including any significant emotional distress suffered by the student or the other person. Authorised staff member means an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Act.
Legislation	Education and Training Act 2020 (Sections 99-101) Education (Physical Restraint) Rules 2023 Health and Safety at Work Act 2015
This policy is to be read in conjunction with the boards:	• Health and safety policy • Child protection policy • Privacy policy • Emergency procedures • Reporting and monitoring policy and procedures • Concerns and complaints process
Procedures/supporting documentation	The Ministry of Education's Physical Restraint Guidelines Appendix 1 of the Rules Procedures/practices that cover: • the authorisation process • reducing and de-escalating student distress • training and support for staff • notifying and reporting on instances of physical restraint • monitoring the use of physical restraint See Procedures Handbook
Review Schedule	Annually
Last reviewed	Jul 2024 Next review Jul 2025

8.1 Anti Bullying Policy

Lake Rerewhakaaitu School aims to create a safe physical and emotional environment and takes all reasonable steps to eliminate bullying within our school community. Our approach to bullying is in keeping with the primary board objectives outlined in the Education and Training Act 2020 (s.127).

Bullying is deliberate and harmful behaviour that is repeated, or continues over a period of time. It may include, but not limited to:

verbal bullying (e.g. name-calling, teasing, mocking, threatening)

physical bullying (e.g. hitting, kicking, stalking, taking belongings)

social bullying (e.g. social exclusion, spreading rumours, damaging relationships) discrimination based on ethnicity or race, gender, sex and variations of sex characteristics, sexuality, religion and beliefs, health status, disability, age, etc.

Bullying can occur at school, outside school, and/or online.

Bullying prevention

To help prevent bullying at Lake Rerewhakaaitu School, we work to: create a safe and inclusive school environment, recognise diversity and avoid cultural bias, eliminate racism, discrimination, and stigma promote safe and responsible digital technology use.

Bullying response

Although bullying can be subtle and hard to recognise, all members of the school community have a responsibility to take action against bullying.

Lake Rerewhakaaitu School staff are trained to recognise bullying within and outside the classroom and intervene appropriately. Students are informed of what to do if they are being bullied or witness bullying.

Parents/Caregivers, whānau, and any others who are concerned about bullying should discuss their concerns with a teacher or the principal. Concerned parents/caregivers and whānau should not approach other students or parents.

Lake Rerewhakaaitu School deals with incidents of student bullying through our school behaviour management plan and/or Responding to Digital Incidents policy.

If a member of staff or a parent/caregiver experiences or is involved in school-related bullying, we follow the school harassment or raising concerns procedures, as appropriate.

In some extreme cases of bullying, the police may need to be involved.

Related topics

Behaviour Management

Harassment

Raising Concerns

Responding to Digital Incidents

Digital Technology and Online Safety

Inclusive Education

Student Wellbeing and Safety

Education and Training Act 2020

Harmful Digital Communications Act 2015

Privacy Act 2020

Human Rights Act 1993

Resources

New Zealand Police | Ngā Pirihimana o Aotearoa: Kia Kaha

KiVa: Bullying Prevention in Aotearoa

TKI | Te Kete Ipurangi: Prevent Bullying and Promoting positive behaviour

Bullying-Free NZ: Schools (also see Bullying assessment matrix)

Human Rights Commission | Te Kāhui Tika Tangata: Bullying prevention and response: A guide for schools

Netsafe: Online Bullying Help for Young People and Incident Support

NZHEA | Ako Hauora Aotearoa: Mental health education and hauora

Reviewed: Apr 2025

Next review: Jul 2025

Plan Change 8

1 message

RotoruaLC <Policy.Planning@rotorualc.nz>
Reply-To: RotoruaLC <Policy.Planning@rotorualc.nz>
To: office@lakerere.school.nz

22 July 2025 at 03:18

Doc ID: 21392936

21 July 2025

Lake Rerewhakaaitu School Board Of Trustees
9 ASH PIT ROAD
RD 3
ROTORUA 3073



Civic Centre
1061 Haupapa Street
DX Box JX10503
Rotorua 3046
New Zealand
☎ +64 7 348 4199
✉ info@rotorualc.nz
🌐 rotorualakescouncil.nz

Dear Lake Rerewhakaaitu School Board Of Trustees,

Notification of Plan Change 8 (Natural Hazards) to the Rotorua District Plan – Rural 2 and 3 Zones

We are writing to let you know about Proposed Plan Change 8 (Natural Hazards) to the Rotorua District Plan and to provide a copy of the public notice outlining the opportunity to make submissions on this plan change.

Plan Change 8 (Natural Hazards) has been proposed by Rotorua Lakes Council to improve how natural hazard risks from flooding, wildfire, land stability, active faults, and geothermal hazards are managed across the district. This includes the proposal to retain and strengthen requirements to provide firefighting water supplies for new buildings and new activities in the Rural 2 and Rural 3 Zones.

You are receiving this letter because our records show you are a ratepayer or property owner of the following properties in the Rural 2 Zone or Rural 3 Zone:

9 Ash Pit Road Rerewhakaaitu Rotorua 3073, 9 Ash Pit Road Rerewhakaaitu Rotorua 3073, 25 Ash Pit Road Rerewhakaaitu Rotorua 3073

Further information about Plan Change 8, including a summary of the plan change and the full Plan Change 8 proposal and evaluation (Section 32 Report), are available on the Plan Change 8 webpage: rlc.net.nz/PlanChange8.

If you would like to make a submission on any aspect of Plan Change 8, the process for making a submission is set out within the public notice attached to this letter.

Submissions close: 8 September 2025.

If you have any questions, please email the Council's planning team by email at:
policy.planning@rotorualc.nz.

Yours faithfully,

Rotorua Lakes Council Policy Planning Team



Public Notice.pdf
254K

Proposed Plan Change 8 – Natural Hazards

Clause 5 of Schedule 1, Resource Management Act 1991

Rotorua Lakes Council (“Council”) has prepared Plan Change 8 (Natural Hazards) to the Rotorua District Plan (“Plan Change 8”).

Plan Change 8 reviews the strategic objectives and policies for natural hazards and changes the rules relating to how the District Plan manages specific natural hazards – flooding, wildfire, fault rupture, land stability (slope stability, liquefaction and soft soils) and geothermal hazards –for the whole district, including in the Lakes A Zone.

Information on Plan Change 8, including a full copy and evaluation of the proposal (Section 32 Report), information on the submission process, and timeframes can be found at:

- Rotorua Lakes Council’s webpage for Plan Change 8: [Participate | Whakapuakina mai - Rotorua Lakes Council](#)
- Customer Service, Rotorua Lakes Council, 1061 Haupapa Street
- Rotorua Library - 1238 Pukuatua Street, Rotorua

Should you have any questions on Plan Change 8, please email Policy.planning@rotorualc.nz

Making a submission

Anyone, including Council itself, may make a submission on Plan Change 8. However, if the person could gain an advantage in trade competition through the submission, then the person may do so only if the person is directly affected by an effect of Plan Change 8 that adversely affects the environment and does not relate to trade competition or the effects of trade competition.

You may make a submission by:

- Sending a written submission to Private Bag 3029, Rotorua Mail Centre, Rotorua 3046
- Using the electronic form on the Council website, [Participate | Whakapuakina mai - Rotorua Lakes Council](#)
- Emailing a submission to policy.planning@rotorualc.nz, or
- Lodging your submission in person at the Council office at 1061 Haupapa Street.

Submission forms are available to download at [Participate | Whakapuakina mai - Rotorua Lakes Council](#) or can be collected from the Council office. Submissions must state whether or not you wish to be heard in support of your submission and clearly state the relief you seek.

Submissions close on 8 September 2025.

Process once submissions are received:

The process for public participation in the consideration of Plan Change 8 is as follows:

- After the closing date for submissions, the Council must prepare a summary of decisions requested by submitters and give public notice of the availability of this summary and where the summary and submissions can be viewed.
- There will be an opportunity for the following persons to make a further submission in support of, or in opposition to, the submissions already made:
 - any person representing a relevant aspect of the public interest;
 - any person who has an interest in the proposal greater than the general public has; and
 - the Council itself.
- If a person making a submission asks to be heard in support of his or her submission, a hearing must be held.
- Council must give its decision on the provisions and matters raised in the submissions (including its reasons for accepting or rejecting submissions) and give public notice of its decision within 2 years of notifying Plan Change 8 and serve it on every person who made a submission at the same time.
- Any person who has made a submission has the right to appeal against the decision on the proposal to the Environment Court if,—
 - in relation to a provision or matter that is the subject of the appeal, the person referred to the provision or matter in the person’s submission on Plan Change 8; and
 - the appeal does not seek the withdrawal of Plan Change 8 as a whole.



Carla Williams <office@lakerere.school.nz>

Fwd: Lake Rerewhakaaitu BOT

1 message

Bianca Sterkenburg <bsterkenburg@lakerere.school.nz>

23 July 2025 at 18:59

To: Carla Williams <office@lakerere.school.nz>, ricky whalley <rickyw@lakerere.school.nz>

----- Forwarded message -----

From: **Mary ann Martin** <mowhare@hotmail.com>

Date: Tue, 17 Jun 2025, 8:23 pm

Subject: Lake Rerewhakaaitu BOT

To: Bianca Sterkenburg <bsterkenburg@lakerere.school.nz>, Daniel Schutt <dschutt@lakerere.school.nz>, Mathew Armer <normarmer@yahoo.com>, Catherine Farrell <catherined@lakerere.school.nz>

Kia Ora Presiding Member and Board members,

Tried zooming in tonight but it wasn't happening.

So I hope you all get this email instead just letting you all know that I am stepping down from Lake Rerewhakaaitu Board as of tonight being Tuesday 17th June 2025 @ 8:20 pm.

All the best for you all as well as Lake Rerewhakaaitu School.

Nga mihi

Mary Ann Martin

School Drinking Water 101 - Online Training Module

2 messages

Water Services <water.services@education.govt.nz>
To: Water Services <water.services@education.govt.nz>

1 July 2025 at 12:12

Kia ora koutou,

As a school that supplies its own water, the Ministry's Water Services team is here to support you. We acknowledge the role of water supplier is a major addition to the many other roles and responsibilities tumuaki | principals and Board members have.

Free online training

To help with this, and to help keep your school water safe and healthy, we are pleased to offer you free access to an online training course developed by Water New Zealand with our assistance. The course is designed for individuals (i.e., it cannot be taken as a group). It will help anyone involved with operating your school water supply.

About the course

Objectives:

- Understanding why effective **treatment** of raw water for drinking is necessary
- Understanding the **roles** of your school, the Ministry and the water regulator Taumata Arowai
- Understanding **basic maintenance** to keep your water supply safe

Modules include:

- understanding your water source
 - elements of water treatment
 - your obligations as a supplier
 - effective maintenance
 - how to sample your water
 - how to read a lab report
-
- Please take your time to understand the content within each section
 - You may pause and resume where you left the training as time allows

In the first instance, we encourage tumuaki | principals and caretakers, or a nominated water supply responsible person within the school to complete the online course. We also encourage other interested staff or Board members to take the course. Enrolment instructions are below (and attached as a one-page guide).

We are confident the information in the course will be of value to you. If you have any questions or feedback, please contact the team at water.services@education.govt.nz.

Ngā mihi nui,

The Water Services team.

[education.govt.nz](https://www.education.govt.nz)

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes



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School Drinking Water 101 online training instructions.pdf
126K

Carla Williams <office@lakerere.school.nz>
To: Rick Whalley <principal@lakerere.school.nz>

22 July 2025 at 14:39

Carla Williams
Finance & Administration



07 3666 814
9 Ash Pit Road, RD3, Rotorua 3073
<https://www.lakerere.school.nz>

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

[Quoted text hidden]



School Drinking Water 101 online training instructions.pdf
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