



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

Lake Rerewhakaaitu School Board

29 July 2026 Meeting Minutes

ZOOM: <https://us02web.zoom.us/j/7145463433?pwd=aFVlYVAzdDVSZnkyVmIzUkt5TXRJOT09>

Opened 7.10pm

1. Administration

Present Catherine Farrell, Daniel Schutt (via Zoom), Jacinda Poland, Megan O'Dea, Vicki Arnott, Rick Whalley and Julieanne Bull

Apologies Bianca van Emmerik

In Attendance

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

Administration

Board Membership Update: Stevie Matters Arising from Previous Minutes

1. School Houses

- **Rent Arrears (#5):** Confirmation with Carla (*this has been paid*).
- **Inspection (#5):** completed last week, faulty light above the table, loose electrical plugs, under the lounge window there is a rotten board - Megan has talked to Cam Birch and he'll pop down to school and will provide a quote for this and fixing the roof. Jacinda is organising another quote for the roof.
- **Bathroom (#5):** Still ongoing
- **Roof & Moss Treatment:** School has been completed and Thomas can do #25

2. School Property

- **Gutter & downpipe:** This needs to be replaced and is on the list
- **Board member procedural requirement:** Awaiting PM advice from SBA

3. Groundskeeper position

- No one has applied for the position as yet. Position re-advertised.

4. Principal appraisal

- Rick has contacted Graeme McFadyen to start this process

5. PTA and Board Relationship

- Discussion around communication and making sure we touch base twice a year. Clarification around having a yearly meeting (second to last Board meeting of the year inline with draft budget and strategic plan) between the PTA and Board so that we are working together more effectively. Board Presiding Member and the PTA Chair to meet throughout the year. Catherine will discuss this with Bianca.
 - **Moved:** Catherine
 - **Seconded:** Megan
 - **Carried** All in favour

Inwards Correspondence

- Emails:
 - School Board Response - because Stevie is an elected member and minute the resignation, to let the SBA know the date. Bianca to contact SBA to go through the processes.

Stevie Simeon handed in her resignation at the last meeting.

Motion: The Board accepts Stevie's resignation as of 17 June 2026.

- **Moved:** Catherine
- **Seconded:** Jacinda
- **Carried** All in favour

Motion: to approve that the inwards correspondence be accepted.

- **Moved:** Catherine
- **Seconded:** Jacinda
- **Carried** All in favour

Strategic decisions

Review Principals performance - As above in Administration (4).

Motion to approve and accept the following policies;

1. [Operational policy 8](#). Reducing Student Distress and use of Physical Restraint Policy. With the amendments to replace all the " Rules 2023" dates to " Rules 2024".
2. [Operational policy 8.1](#) Anti bullying Policy. With no amendments required.

- **Moved:** Catherine
- **Seconded:** Megan
- **Carried** All in favour

Principals report

Julianne read and discussed her Principals report. See report.

- Principal Report
 - **Moved:** Julianne
 - **Seconded:** Megan
 - **Carried:** All in favour

Rick will apply tomorrow, Thursday 30th July, to the Ministry for a Staffing Roll change request due to our increasing roll. This will be advised as soon as this has been approved.

Property report

- Property Report
 - Heat pumps - servicing has been completed.
 - Admin quotes - discussed in matters arising.
 - #5 is booked for early September for the job to be started.
 - #5 plumber - leak in hot water cylinder pipe repaired.
 - **Moved:** Catherine
 - **Second:** Jacinda
 - **Carried** All in favour

Finances - June 2026 report

Julieanne tabled the Bank Staffing Reports, SUE Reports for pay periods 06, 07 & 08

Julieanne tabled the Creditors, Credit Card schedule, Financial reports for June 2026

Catherine moves the Creditors accounts for payment for June 2026 as true and correct,

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

Catherine moves the Credit Card Payments for June 2026 as true and correct,

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

Catherine moves the acceptance of the June 2026 Financial reports as a true and correct record of the financial position of the school.

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

Sabbatical

Rick shared his [Sabbatical PPT](#) work.

Identify Items for next agenda

- Responsive Culture
- [Operational policy 4-4.1](#) Financial policies
- Gifted and talented
- Update review 5YA/10YPP

End of minuted meeting at 8.50pm

Next meeting to be held in the LRS Staffroom 7.00 pm 9 Sep 2026

Signed:  Presiding Member Date: 09/09/2026

Next Meeting Date: 09 Sep, 21 Oct, 02 Dec 2026

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 2024 (updated 02/12/2024) and its amendments ("the 2024 Rules"), and
- recommending eligible non-teaching staff to the board for authorisation to use physical restraint according to requirements of the 2024 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 2024 Rules and the relevant guidelines.

Board

The board requires:

- compliance with the 2024 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 2024 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 2024 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.

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: Jul 2026

Next review: Jul 2027



Principal Report July 2026

Roll: 78 Boys: 46 Girls: 33 Maori: 49% European/NZ: 46% Filipino: 4%

Attendance as at:

53% of students are attending 90% or higher of the time

- ❖ Property - awaiting quote for office window, entry way and corner of the building. The planned Programmed cleaning of the school happened in the last week of term. So they have cleaned the school roof that was an issue.
- ❖ We haven't had any applications for the Groundskeeper position as yet
- ❖ Our roll has increased again this term - currently Tupu has 15 students, Mahuri has 31 students and Rākau has 33 on roll
- ❖ Thank you for giving me the opportunity to step into the role as Acting Principal, I have learned a lot about a Principal's role, extended my knowledge in the financial component of it and cemented my beliefs around the importance of community and relationships, as this job isn't done in isolation.

SABBATICAL RESEARCH REPORT (2026)

Re-Engaging Rural Learners

Attendance, Engagement, and Policy Dynamics in Primary Schools
(2018–2026)

Ricky Whalley | Principal
Lake Rerewhakaaitu School

Theoretical Framework & Concepts

Distinguishing physical presence from cognitive investment within rural educational ecosystems.

Attendance vs. Engagement

- **Physical Attendance:** Defined as literal presence on school grounds or official remote participation (MoE 2024). Essential as a baseline metric.
- **Cognitive & Emotional Engagement:** Active mental investment, self-regulation, curiosity, and emotional connection to learning (Fredricks et al.).
- **The "Bums on Seats" Fallacy:** Prioritizing compliance over pedagogical quality risks transactional education.
- **Cognitive Absence:** Forcing distressed learners into unsuitable settings induces daydreaming and disengagement, harming long-term growth.



Ecological Systems in Education



Microsystem

Classroom Environment: Relational trust between teacher and student, culturally responsive practices, and peer dynamics.



Mesosystem & Exosystem

Home & Community: Family-school alignment, agricultural calving cycles, local labor demands, and transport routes.



Macrosystem

National Policy: Ministry mandates, Equity Index (EQI) scores, national curricula, and post-pandemic societal shifts.

Policy & Systemic Friction

Central Mandates & Political Focus

Strict Metrics & Targets: Central policy emphasizes core literacy/maths and mandatory 80% regular attendance targets (Stanford, 2024).

Bureaucratic Critique: Framing low attendance as systemic failure to be corrected via strict compliance and centralized oversight.

Sector Reality & Community Needs

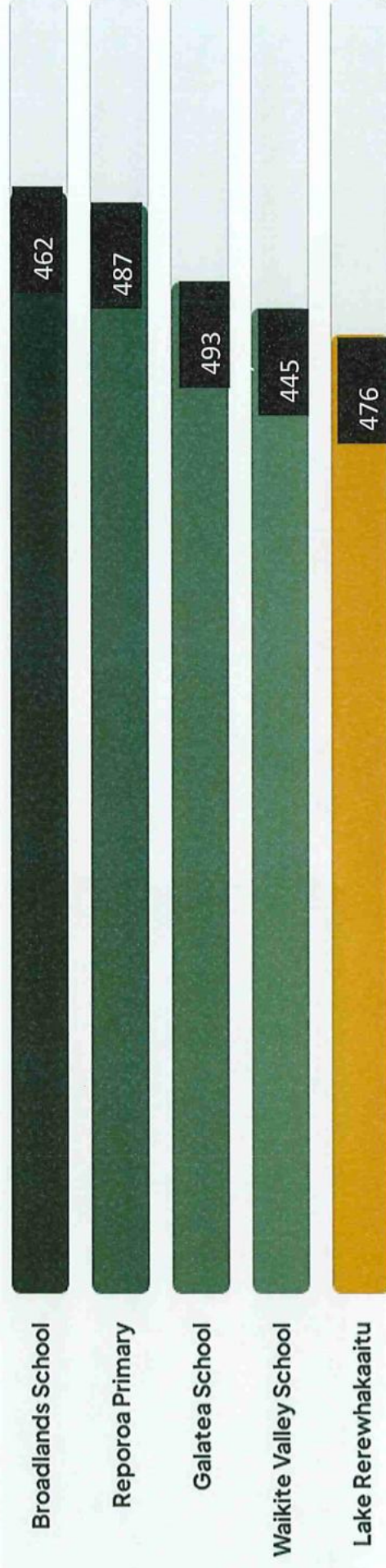
Root-Cause Focus: Principals (Te Akatea, NZEI) highlight poverty, mental health, and neurodivergence over punitive tracking.

Cultural & Governance Concerns: Policy friction surrounding Te Tiriti obligations and \$30M cuts to Te Ahu o te Reo funding.

STAR Framework Escalation

Threshold	Classification	Required School Actions
0-4 Days Absent	R _ε Regular (≥90%)	Positive reinforcement, regular home communication, SMS tracking.
5-9 Days Absent	I _{rr} Irregular (80-89%)	Automated SMS nudges to caregivers, teacher check-in, barrier check.
10-14 Days Absent	M _i Moderate (70-79%)	Formal written letter, mandatory Attendance Plan meeting, barrier support.
15+ Days Absent	C _l Chronic (<70%)	Multi-agency referral (Attendance Service/Social Work), intensive casework.

Rural Primary Cluster EQI



Schooling Equity Index (EQI): Scale ranges from lower barrier (344) to higher barrier (569). Higher EQI reflects greater socio-economic headwinds faced by the local community.

Small School Scale Vulnerability

20%

Attendance Shift Per Child

Statistical Vulnerability in Rural Rolls

In a rural primary school with 50 students, a single chronically absent child alters the school's overall regular attendance metric by 2 percentage points.

While small schools benefit from high relational trust and agile early interventions, standardized national targets disproportionately penalize small rural rolls facing complex individual family circumstances.

4-Tier Operational Model

Tailored Rural Escalation

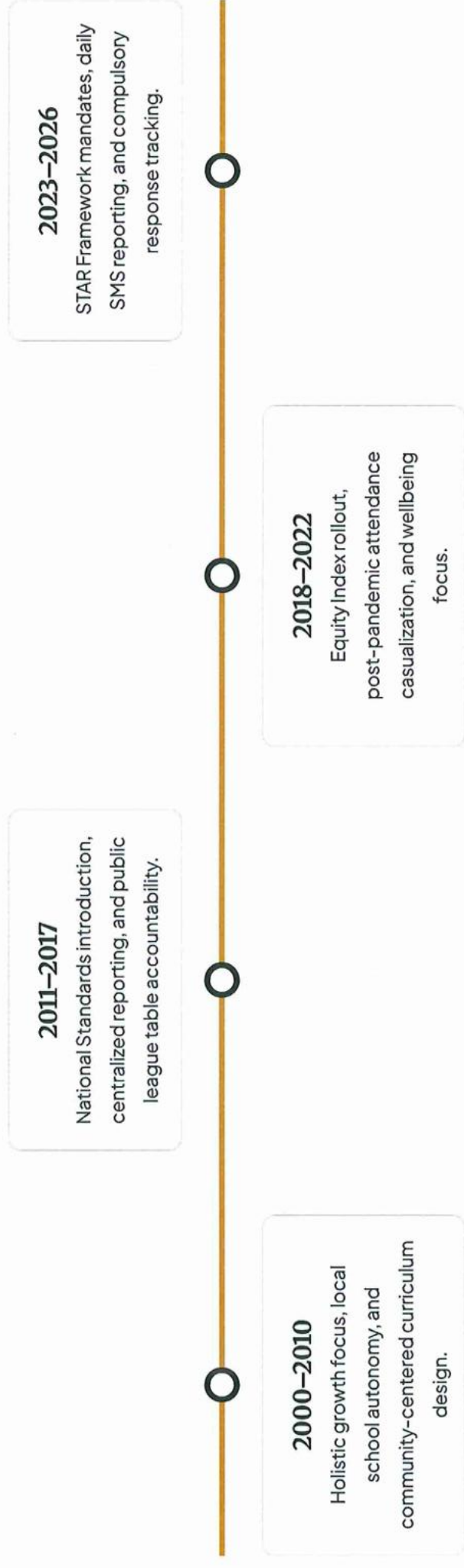
Tier 1 (Universal $\geq 90\%$): Positive school culture, newsletter recognition, assembly celebrations.

Tier 2 (Targeted 80–89%): Day 5 SMS nudges, informal teacher check-ins, principal welfare calls.

Tier 3 (Serious 70–79%): Formal meeting request, co-designed Attendance Support Plan, transport adjustments.

Tier 4 (Intensive $< 70\%$): Multi-agency collaboration, Attendance Service, Te Kura options.

Policy Evolution (2000–2026)



Alternative Education Models

Te Aho o Te Kura Pounamu

State Distance Provider: Offers tailored distance learning modules for students meeting Ministry exemption criteria.

Targeted Supports: Designed for severe medical issues, extreme geographic isolation, or acute psychological anxiety.

Virtual Learning Networks (VLN)

Hybrid Cluster Model: Students remain enrolled at their local rural school while participating in online classes.

Expanded Access: Broadens curriculum offerings across rural school networks without sacrificing local community connection.

Questions & Discussion

Thank you for your engagement and commitment to rural learners.

Ricky Whalley • Principal, Lake Rerewhakaaitu School

Image Sources



<https://theeducationhub.org.nz/wp-content/uploads/2021/01/4.-Active-student-and-teacher-engagement-scaled.jpg>

Source: theeducationhub.org.nz



<https://images.stockcake.com/public/6/f/2/6f2249a2-6ae4-412b-89db-5c08eef3adb0/vintage-bus-journey-stockcake.jpg>

Source: stockcake.com

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