



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

Lake Rerewhakaaitu School Board

17 June 2025 Meeting Minutes

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

Opened 7.14pm

1. Administration

Present Bianca Sterkenburg, Catherine Farrell, Natalie Gow, Rick Whalley and Mathew Armer via Zoom,

Apologies Daniel Schutt, MaryAnn Martin

In Attendance Carla Williams

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

Administration

Confirmation of minutes for 7 May 2025 Board Meeting

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

Matters arising from previous Minutes

- 5YA project plumber quote has been received and confirmed to proceed.
- 20' Container - Purchased, delivered and in situ.
- #5 Drain & window - Mathew confirmed the drain has been completed. Window yet to be sorted.
- #5 possible bathroom leak- This has not been completed.
- Ext clean for school houses - Bianca will complete #5, Natalie finishing #25.
- Arborist - Large tree removals. \$3.5K+GST per tree - One at each school house. The arborist will mulch, chop and leave it onsite for our use.

Motion to proceed and accept the Arborist quotation of \$3500+GST per tree. Job = 2 large trees in total.

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

- #5 & #25 ovens - Townley Electrical has inspected and tested both units.
 - #5 had no concerns and was working well.
 - #25 Natalie had degreased heavily and fan has begun working
 - #25 light have been ordered by the electrician and will be replaced with other work to be completed in the district. The board is to follow up with Townley Electrical if this is delayed further.
- Civil Defence & Community Time capsule - No helpers volunteered to date. Suggestion to advertise on local Facebook pages.

Inwards Correspondence

- Email:
 - Tenancy Services - Important information for Landlords and Property managers
 - Moved: Bianca
 - Seconded: Natalie
 - Carried All in favour

Strategic decisions

Motion to approve the following two policies, with the adjustment of wording from *Trustee* to *Board Member* throughout the documents;

- Governance Policy 4: Conflict of Interest, and

- Governance Policy 6: Staff Trustees role description policy

- **Moved:** Natalie
- **Seconded:** Bianca
- **Carried** All in favour

Principals report

Rick read and discussed his Principals report. See report.

We currently have 57 students, with 7 new students expected to start in the remainder of this year.

Rick is registered for a three day BSLA course in Cambridge next term, this allows coverage for the senior school, and supporting future staff in the Rakau class.

Rick is investigating into applying for the Kahui Ako Lead position, this role will be short term as the Kahui Ako is being disestablished at the end of the year.

Rick is looking to apply for Sabbatical leave of 10 or 20 weeks Term 1 - 2. Intending a focus on *Rural attendance in schools*. Successful applicants are paid for Sabbatical leave, MOE pays for an Acting Principal to cover Sabbatical leave. Catherine queried who is responsible for finding the Acting Principal replacement, Rick advised it is the board's role, and if none is found he would not take the sabbatical leave.

Motion for approval of Rick to apply for the Kahui Ako Lead Principal role, with the support from the board.

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

Motion for approval of Rick to apply for Sabbatical leave of 10 or 20 weeks in 2026, with support from the board.

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

Health and PE consultation will be sent out to be returned next term.

Explanation for BOT Mid year data reporting - see report. Due to the Writing structure changing, children are currently "in the pit". Attendance data. Teachers in the pit are learning a new curriculum. Ensuring that we have the tools to teach, we are well placed as a school.

Rakau/DP Vacancy. Job applicants 7 applied - 3 suitable to interview - 28th June interview date. Successful candidate to fit within our culture, to ensure the best outcome for our children, staff and school. Rakau class will be covered by Lynda Bullock 3 days/wk and Rick 2days/wk in the meantime. Mathew requested to view Resumes.

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

Property report

School

Heat pumps will be installed by Philip Smith Electrical in the upcoming holidays. MOE Funding has been received. Plumbing is scheduled to disconnect the radiators after installation of the heat pumps.

Quotes are being obtained for builders and appliances for the Home Economics room (previous dental clinic).

School Houses

#25 - Bianca will complete the final inspection. Natalie will move out by Wednesday 2nd July.

#5 - Window not yet completed, as previously advised in *Matters arising from previous minutes*.

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

Finances - April & May 2025 report

Term Deposits 1032 & 1033 - Due to roll over, reinvest for 12 months.

Discussion held on Banking mandate update, decision to remove Natalie and wait until after board election for adding replacement.

Motion to remove Natalie Gow from banking signatory and authoriser.

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

Rick tables the Bank Staffing Reports, SUE Reports for pay periods 04, 05 & 06

Rick tabled the Creditors, Credit Card schedule, Financial reports for April & May 2025

Bianca moves the Creditors accounts for payment for April & May 2025 as true and correct,

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

Bianca moves the Credit Card Payments for April & May 2025 as true and correct,

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

Bianca moves the acceptance of the April & May 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

- Strategic Plan Review - will begin next term, after consultation with the community. Decision in Term 4 to finalise what we will be doing 2026 - 28.
- Parent reporting - trialling new way of reporting, good discussions with teachers, end of term teachers will be explaining to parents. Feedback will be collected in Term 3.
- Roll return 1 July - gives us our staffing provision for 2026.
- Board elections - Board member specifications - what are specifications that we want for our board members. involves. Between now and the next meeting, to create one at the next meeting. Beneficial having NZSTA coming to the first board meeting to educate new members.
 - o **Moved:** Bianca
 - o **Seconded:** Natalie
 - o **Carried.** All in favour

Identify Items for next agenda

- Learner Centred
- 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
- Mid Year report

End of minuted meeting at 8.11pm

Next meeting to be held in the LRS Staffroom 7.00 pm 23 July 2025

Signed: Bimmer Presiding Member Date: 23/07/2025

Next Meeting Date: 23 Jul, 10 Sep, 15 Oct, 03 Dec



Principal Report June 2025

Roll: 57 Boys: 32 Girls: 25 Maori: 36% European/NZ 61% Filipino:2%

- Staff are currently training for BSLA.
- I am seeking to apply for the Kahui Ako Lead principal role as this has become vacant due to Richelle leaving. This role is only until the end of the year as the Kahui Ako programme is closing.
- I am also seeking to apply for a sabbatical in 2026. I will explain this at the meeting.
- The Health and PE consultation 2 year cycle is attached below. If this is OK I will send out to the community
- Sustainable Partnerships is attached below.

The finalised ERO report has been received.

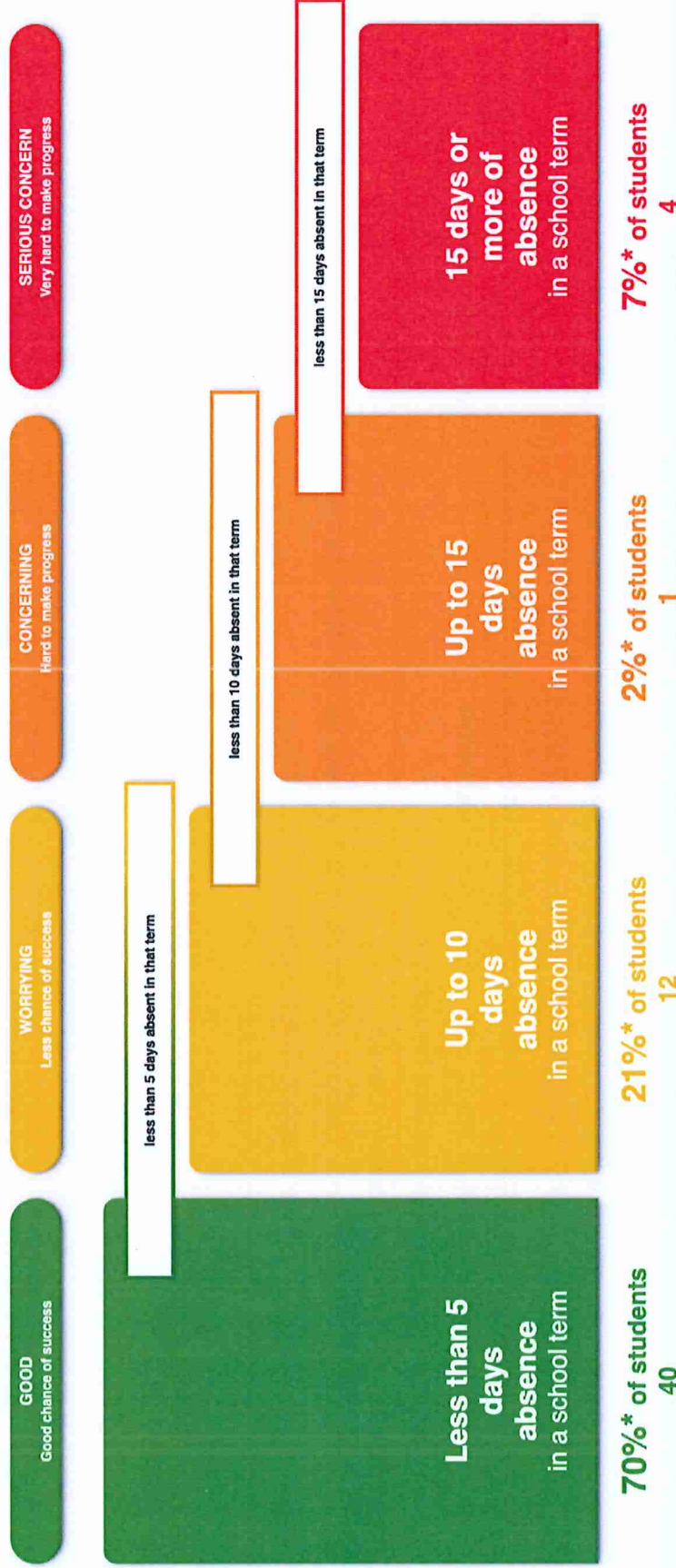
Targets: The targets are currently being evaluated by staff and will be presented at the meeting.

Target 2 - See Everyday matters report **70% at 90%**

Stepped Attendance Response - STAR

Responding to all absences

The Government's target is for 80% of students to attend regularly, that is to attend school more than 90% of the time.



STRATEGIC AIM 1: LEARNER CENTRED

Achieved by:

1. Students develop life long learning skills
2. Develop student voice and agency
3. Developing collaborative teaching /learning practices
4. Enhance future focussed learning through the use of digital technologies
5. Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them

STRATEGIC AIM 2: RESPONSIVE CULTURE

Achieved by:

1. Maintain a positive school culture
2. Celebrate our cultural diversity
3. Increase attendance and engagement
4. Provide targeted, monitored programmes
5. Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways

STRATEGIC AIM 3: SUSTAINABLE PARTNERSHIPS

Achieved by:

1. Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community
2. Implement a localised curriculum through strengthening whanau engagement in learning and goal setting
3. Strengthen iwi connections through the iwi education plan
4. Shared responsibility and reciprocal process between school and other agencies and organisations
5. Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas

Sustainable Partnerships Achieved by:	Extending Phase 3	Ways to achieve this goal	Responsibility	End of year review
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	Parents /whanau and the wider community feel welcome, involved and engaged at Lake Rerewhakaaitu School	<ul style="list-style-type: none"> Holding Open Days Working with local iwi and clubs Pet Day PTA organised events 	Board Staff Whanau Community	<ul style="list-style-type: none"> Holding open days, working bees, matariki shared breakfast with the community invited and attending. Working with local iwi and clubs PTA organised events inviting the community held
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	Local curriculum document implemented and being used	<ul style="list-style-type: none"> See Curriculum Report See Schoolwide Curriculum Document 	Board Staff Whanau Community	<ul style="list-style-type: none"> Staff collaboratively planning topic studies and activities based on the LRS local curriculum Schoolwide Curriculum Document updates Govt Structured literacy and Numeracy training and decisions
Strengthen iwi connections through the iwi education plan	Sustain strong links and relationship with Ngati Rangitahi	<ul style="list-style-type: none"> Sustain relationships with local hapu: school lunches, environmental projects 	Board Staff Whanau Community	<ul style="list-style-type: none"> Continuing to develop relationships with local hapu: environmental projects Possum trapping and tree planting in partnership with DoC
Shared responsibility and reciprocal process between school and other agencies and organisations	Agencies used based on relevant assessment of student needs	<ul style="list-style-type: none"> Use outside agencies through the LSC and RTLB services to support students and teachers Pest control in gully in 	Board Staff Whanau Community	<ul style="list-style-type: none"> continuing to use outside agencies through the LSC and RTLB services to support students and teachers

		<p>partnership with Onuku, DOC and LRS students</p> <ul style="list-style-type: none"> Continue Lunches with Waimangu cafe 		
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.	Build professional relationships and resources across school	<ul style="list-style-type: none"> Attending KA meetings and keeping up with relevant documents Teacher only days PLD- Assessment for Learning 	<p>Board Staff School Community</p>	<ul style="list-style-type: none"> Attending KA meetings and keeping up with relevant documents Teacher only days PLD- BSLA, Numeracy Attend and organise cluster events

Community Consultation Health and Physical Education Curriculum

2025 -2027



Introduction

At least once every two years, Boards are required to produce a written statement about how the school will implement Health Education under the requirements of the Education and Training Act 2020 (Section 91). The Education and Training Act states:

(91) Board of State school must consult about delivery of health curriculum

(1) The board of a State school must, at least once every 2 years, after consulting the school community, adopt a statement on the delivery of the health curriculum.

(2) The purpose of the consultation is to—

(a) inform the school community about the content of the health curriculum; and

(b) ascertain the wishes of the school community regarding the way in which the health curriculum should be implemented given the views, beliefs, and customs of the members of that community; and

(c) determine, in broad terms, the health education needs of the students at the school.

(3) The board may adopt any method of consultation that it thinks fit to best achieve the purpose, but it may not adopt a statement on the delivery of the health curriculum until it has—

(a) prepared the statement in draft; and

(b) given members of the school community an adequate opportunity to comment on the draft statement; and

© considered any comments received.

(4) In this section,—

school community means,—

(a) for a State integrated school, the parents of students enrolled at the school, and the school's proprietors;

(b) for any other State school, the parents of students enrolled at the school;

© in every case, any other person who the board considers is part of the school community for the purpose of this section statement on the delivery of the health curriculum means a written statement of how the school intends to implement the health education components of the relevant national curriculum statements.¹

What is health and physical education about?

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

- **Hauora**— a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- **Attitudes and values** — a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The **socio-ecological perspective** — a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- **Health promotion** — a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action

¹ Retrieved June 2025: <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS171475.html>

We teach this through 4 strands and 7 key learning areas as laid out in the NZ Curriculum

The four strands are:

- **Personal health and physical development**, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development.
- **Movement concepts and motor skills**, in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity.
- **Relationships with other people**, in which students develop understanding, skills, and attitudes that enhance their interactions and relationships with others.
- **Healthy communities and environments**, in which students contribute to healthy communities and environments by taking responsible and critical action.

The seven key areas of learning are:

- mental health
- sexuality education
- food and nutrition
- body care and physical safety
- physical activity
- sport studies

Our delivery of the Health Curriculum includes having speakers and experts in to deliver parts of the curriculum (eg. Life Education, Go4It instructors, Health Nurses for puberty talks, Keeping Ourselves Safe – Community Constable) and integration of the topics and activities throughout the year.

Sport Based Teaching and Learning Programme ~ Yearly Overview

Strands: Personal Health & Physical Development & Movement Concepts and Motor Skills

	Fitness	Sport Context / Skills Based Learning		
Term 1	Regular Fitness Routines: Skipping Walking Aerobics Kiwi dex Games	Aquatics Confidence, stroke development, water safety, floating, breathing, streamlining	Small Ball Skills Striking, fielding, catching, throwing for distance, direction, forehand, backhand (tennis, softball, longball. T Ball, padder tennis, badminton)	Leg it
Term 2	Relay Distance Running Te Reo Kori These can be used as warm up activities	Cross Country Large Ball skills Throwing, catching, direction, passing, distance, individual / pair activities, team skills, shooting, bouncing.	Large / Small Ball Skills Kicking, ball control, hand eye coordination, trapping, running, dribbling, hitting. (hockey, soccer, netball, basketball, rippa rugby)	Pass It
Term 3		Large Ball skills Throwing, catching, direction, passing, distance, individual / pair activities, team skills, shooting, bouncing. (e.g. soccer, netball, ripper rugby) Plus volleyball and hockey		Kick It Move It
Term 4		Run / Jump / Throw Running, jumping, sprints, long distance, throwing, locomotion, leaping, hopping, aerobic fitness, endurance, coordination (e.g. athletics) Aquatics Confidence, stroke development, water safety, floating, breathing, streamlining Small Ball Skills Striking, fielding, catching, throwing for distance, direction, forehand, backhand (tennis, softball, longball. T ball, padder tennis, badminton)		Hit it

Non Sport Based Health Units				
Strands : Relationships with Other People & Healthy Communities and Environments				
	Years 0-2	Years 3-4	Years 5-6	Years 7 - 8
Term 1	Relationships with Other People Social Skills Friendship What is a good friend? How can I be a good friend? Values Circle time	Relationships with Other People Social Skills Friendship What is a good friend? How can I be a good friend? Values Circle time	Relationships with Other People Social Skills Friendship What is a good friend? How can I be a good friend? Values Circle time	Relationships with Other People Social Skills Friendship What is a good friend? How can I be a good friend? Values Circle time
Term 2	Personal health and physical development, Keeping ourselves safe Life Education	Personal health and physical development, Keeping ourselves safe Life Education	Personal health and physical development, Keeping ourselves safe Life Education	Personal health and physical development, Keeping ourselves safe Life Education
Term 3	Healthy Communities & Environments Sustainability Practices	Healthy Communities & Environments Sustainability Practices	Healthy Communities & Environments Sustainability Practices	Healthy Communities & Environments Sustainability Practices
Term 4	Movement Concepts and Motor Skills PE Based focus	Movement Concepts and Motor Skills PE Based focus.	Movement Concepts and Motor Skills PE Based focus.	Movement Concepts and Motor Skills PE Based focus Puberty Talks with Health Nurses

Review: June 2025

4. Conflict of interest policy

Outcome statement

The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.

Scoping

The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. It should be reviewed at the start of each school year and following board member elections.

Board members who have a conflict of interest shall be excluded from relevant board meetings (or relevant parts of board meetings).

Expectations and limitations

All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest.

Any board member who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a board member must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.

Any board member who is a member of the board's staff must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.

In the course of board meetings, board members will disclose any interests in a transaction or decision where their family and/or partner, employer or close associate will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

Procedures/supporting documentation

Disclosure of interest statements

Monitoring

BOT agenda

Legislative compliance

Reviewed: Jun 2025	Next review: Jun 2027
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6. Staff board member role description policy

Outcome statement

The staff representative brings a staff perspective to board discussion and decision making.

Scoping

As a board member, the staff representative is elected by their peers to serve the interests of the school at governance level. They have equal voice, vote, standing and accountability to any other board member.

Expectations and limitations

Staff representative accountability measures	Standard
1. To work within the board's charter/strategic plan.	1.1 The charter/strategic plan is obviously considered in board decisions.
2. To abide by the board's governance and operational policies.	2.1 The staff board member has a copy of the governance manual and is familiar with all board policies.
3. The staff board member is first and foremost a board member and must act in the best interests of the students at the school at all times.	3.1 The staff board member is not a staff advocate. 3.2 The staff board member does not bring staff concerns to the board.
4. The staff board member is bound by the board member code of behaviour.	4.1 The staff board member acts within the code of behaviour.
5. It is not necessary for the staff board member to prepare a verbal or written report for the board unless specifically requested to by the board.	5.1 No regular reports are received unless a request has been made by the board on a specific topic.

Procedures/supporting documentation

Annual Plan

Annual Budget

Charter

Governance and Operational Policies

Process and Procedures doc

Schoolwide Doc

board member Register

board member code of behaviour

Monitoring

BOT Work Plan

Legislative compliance

Review schedule: Jun 2025

Next Review: Jun 2027

