



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

Lake Rerewhakaaitu School Board

11 September 2024 Meeting Minutes

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

Opened 7.02pm

1. Administration

Present Bianca Sterkenburg, Catherine Farrell, Daniel Schutt, Natalie Gow and Rick Whalley.

Apologies MaryAnn Martin, Mathew Armer

In Attendance Carla Williams

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

Administration

Confirmation of minutes for July 2024.

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

Inwards Correspondence

- Email: Electrical compliance testing
 - o Moved: Daniel
 - o Seconded: Bianca
 - o Carried All in favour

Strategic decisions

5YA update - Tabled MOE Excerpt on Delegating Project management functions - further information can be viewed via the Ministry [of Education website - Property projects and design](#). This delegation function enables project efficiency as we would not need a full board meeting approval for all decisions. Rick's suggestion is for the Principal and Board Presiding Member to act as board functions. Discussion held. See [Clause 8 of the Education \(School Boards\) Regulations 2020 - NZ Legislation](#).

Motion: Formal Board resolution made to appoint: Rick Whalley as Project Manager, and with the Board Presiding Member delegated as Board functions for the purpose of project management and financial decisions to keep project efficiency.

- o Moved: Rick
- o Seconded: Daniel
- o Carried All in favour

Monitoring

Approval of Operational policy 4-4.1 Financial policies. No changes required

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

Principals report

Rick read and discussed his Principals report. See report.

D.S

Employed Kylie Goddard to start in Mahuri, week 3 of Term 3. Jasmine resignation received for 2025 - returning to previous school in a new permanent position. Classes are covered very well with our staff that we have = "our kids, not my kids" mentality. Teacher shortages are a nationwide issue.

Living wage has increased 1st Sept to \$27.80/hr.

- o **Moved:** Rick
- o **Second:** Daniel
- o **Carried** All in favour

Motion to accept Senior Camp RAMS. Reiterating this is a working document, changes may occur for arising situations.

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

Property report

School

PTA has received three quotes for replacing the swimming pool cover. Yerex Upholsterers successful.

Playground bark update - A new quote received for 144m3 certified play chip. Two options: Supply and Delivery only = \$13k or Supply, Delivery and installation = \$18k. PTA will finalise and fund the project.

Working Bee, low numbers - raining and calving contributes to this. Discussion held re- purchasing a decent petrol water blaster for school, cost up to \$1500 - all agreed.

School Houses

Rent & bond increase letters have been sent out.

#25 No concerns

#5 Bianca to sort the window out. Drain has been looked at, yet to sort work out.

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

Data Analysis

Discussion held re Gifted and Talented - No students fall within the criteria. We focus on all students regardless, Passion projects, VLNP also providing extension work.

Move to accept the Gifted and Talented

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

Finance -July & August 2024 report

Teacher Salaries reporting is over budget, this is due to our Specialist teacher funding out of the Bulk Grant budget, as previously approved by the Board (previously was extra Ministry Covid funding).

Rick tabled the Bank Staffing Reports, SUE Reports for pay periods 10,11 & 12

Rick tabled the Creditors, Credit Card schedule, Financial reports for July & August 2024

Daniel moved the Creditors accounts for payment for July & August 2024 as true and correct,

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

Daniel moved the Credit Card Payments for July & August 2024 as true and correct,

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

D.S

Daniel moved the acceptance of the July & August 2024 Financial reports as a true and correct record of the financial position of the school.

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

Rick advised that our school iPads are unable to work with 5 programmes due to requiring new updates and the iPads are too old. Seeking approval from the board to purchase 10 new iPads. Old ones can still be used, just not for Reading Eggs etc. Query option of leasing iPads = We are over our leasing threshold of 10% due to the Painting project. We can postpone the decision to the next meeting to allow time to consider. Discussion held, decision made to purchase 10 new iPads.

Rick moved to purchase 10 new iPads

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

Identify Items for next agenda

- Review of Strategic Plan
- Sustainable relationships
- Operational Policy 9. Concerns and complaints policy.
- School records retention & disposal annual review
- Numeracy
- Succession planning

Public Excluded Business. Time: 7.57pm

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

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** Rick
- o **Seconded** Daniel
- o **Carried** All in favour

The public part of the meeting resumed at 8.03pm

End of minuted meeting at 8.04pm

Next meeting to be held in the LRS Staffroom

7.00 pm 23rd October 2024

Signed: _____



Presiding Member

Date: _____

31/10/24

Next Meeting Date: 23 Oct, 4 Dec

D.S

August 13th, 2024

REPORT

The Chairperson
Board of Trustees
Lake Rerewhakaaitu School
Lake Rerewhakaaitu

Dear Sir/Madam

Thank you for the opportunity to retest and tag the school's electrical appliances.

Lake Rerewhakaaitu School continues to meet the Government Regulations regarding appliance testing and safety. You can have peace of mind knowing that you are providing a safe environment for your students, staff, and wider community.

Enclosed is a summary report showing the present state of the electrical appliances in the school. As you can see, no faulty items were found this year.

We wish you all a continuing safe, healthy, and productive 2024.

Kind Regards

M F Cross
Malcolm Cross

Notes regarding failed items:

Visual Test Failure – all appliances are given a visual test. Most appliances that fail this test are usually due to exposed wires.

Earth/Bond Failure – This means the earthing system is not working properly and could lead to an electric shock.

Insulation Test Failure – This indicates that electricity is leaking from the appliance and can become dangerous.

Polarity Test Failure – This indicates there has been some transposing of wiring (incorrect wiring).

Appliance Testing Results

Lake Rerewhakaaitu School
2024



Asset ID	Description	Location	Pass/Fail	Test Due	Comments
168043	LAMINATOR	ADMINISTRATION	Passed	9/08/2025	
168044	LEAD	ADMINISTRATION	Passed	9/08/2025	
168045	FAN	ADMINISTRATION	Passed	9/08/2025	
168046	HEATER	ADMINISTRATION	Passed	9/08/2025	
168047	LEAD	ADMINISTRATION	Passed	9/08/2025	
308345	COMPUTER EQUIPMENT	ADMINISTRATION	Passed	9/08/2029	
308346	SHREDDER	ADMINISTRATION	Passed	9/08/2029	
168048	MULTIPLUG	ADMINISTRATION	Passed	9/08/2025	
168092	LAPTOP	ADMINISTRATION	Passed	9/08/2025	
168093	LAPTOP	ADMINISTRATION	Passed	9/08/2025	
168094	LAPTOP	ADMINISTRATION	Passed	9/08/2025	
168095	LAPTOP	ADMINISTRATION	Passed	9/08/2025	
168096	MULTIPLUG	ADMINISTRATION	Passed	9/08/2025	
168097	FAN	ADMINISTRATION	Passed	9/08/2025	
168098	GRINDER	ADMINISTRATION	Passed	9/08/2025	
168099	CHARGER	ADMINISTRATION	Passed	9/08/2025	
168100	DREMAL	ADMINISTRATION	Passed	9/08/2025	
168101	MULTIPLUG	ADMINISTRATION	Passed	9/08/2025	
308350	MULTIPLUG	ADMINISTRATION	Passed	9/08/2029	
168049	CHARGER	CLASSROOMS	Passed	9/08/2025	
168050	CHARGER	CLASSROOMS	Passed	9/08/2025	
168051	MULTIPLUG	CLASSROOMS	Passed	9/08/2025	
168052	HEATER	CLASSROOMS	Passed	9/08/2025	
168053	FAN	CLASSROOMS	Passed	9/08/2025	
168054	MULTIPLUG	CLASSROOMS	Passed	9/08/2025	
168055	MULTIPLUG	CLASSROOMS	Passed	9/08/2025	
168056	MULTIPLUG	CLASSROOMS	Passed	9/08/2025	
168057	LAPTOP	CLASSROOMS	Passed	9/08/2025	
168058	FAN	CLASSROOMS	Passed	9/08/2025	
168059	FAN	CLASSROOMS	Passed	9/08/2025	
168060	MULTIPLUG	CLASSROOMS	Passed	9/08/2025	
168061	MULTIPLUG	CLASSROOMS	Passed	9/08/2025	
168062	LAPTOP	CLASSROOMS	Passed	9/08/2025	
168063	LAPTOP	CLASSROOMS	Passed	9/08/2025	
168064	CHARGER	CLASSROOMS	Passed	9/08/2025	
168065	LEAD	CLASSROOMS	Passed	9/08/2025	
168066	PUMP	CLASSROOMS	Passed	9/08/2025	

168067	LAMINATOR	CLASSROOMS	Passed	9/08/2025	
168068	MULTIPLUG	CLASSROOMS	Passed	9/08/2025	
168069	LAPTOP	CLASSROOMS	Passed	9/08/2025	
168070	MULTIPLUG	CLASSROOMS	Passed	9/08/2025	
168071	LEAD	CLASSROOMS	Passed	9/08/2025	
168072	LEAD	CLASSROOMS	Passed	9/08/2025	
168080	LEAD	CLASSROOMS	Passed	9/08/2025	
308348	TV	CLASSROOMS	Passed	9/08/2029	
168081	SPEAKER	CLASSROOMS	Passed	9/08/2025	
168073	CHARGER	LIBRARY	Passed	9/08/2025	
308347	TV	LIBRARY	Passed	9/08/2029	
168074	MULTIPLUG	LIBRARY	Passed	9/08/2025	
168075	CD PLAYER	LIBRARY	Passed	9/08/2025	
168076	AMP	LIBRARY	Passed	9/08/2025	
168077	DVD	LIBRARY	Passed	9/08/2025	
168078	CD PLAYER	LIBRARY	Passed	9/08/2025	
168079	LEAD	LIBRARY	Passed	9/08/2025	
168091	PIEWARMER	LUNCH RM	Passed	9/08/2025	
308349	FRIDGE	LUNCH RM	Passed	9/08/2029	
168082	SANDWICH MAKER	STAFFROOM	Passed	9/08/2025	
168083	TOASTER	STAFFROOM	Passed	9/08/2025	
168084	AIRFRYER	STAFFROOM	Passed	9/08/2025	
168085	COFFEE MAKER	STAFFROOM	Passed	9/08/2025	
168086	CHROMECAST	STAFFROOM	Passed	9/08/2025	
168087	LEAD	STAFFROOM	Passed	9/08/2025	
168088	LEAD	STAFFROOM	Passed	9/08/2025	
168089	MULTIPLUG	STAFFROOM	Passed	9/08/2025	
168090	MULTIPLUG	STAFFROOM	Passed	9/08/2025	



Principals Report. Date: September 2024

Roll: 59 Boys: 33 Girls: 25 Maori: 37% European/NZ 62% Filipino: 1%

Events held since the last meeting: Lockdown drill, RBHS Year 9 Deans visit, Puberty talks, Parent Curriculum evening, Working Bee, NZ Symphony Orchestra, Cultural Festival, Book Fair, class speeches.

Living Wage hourly rate increased from \$26.00 to \$27.80 effective 1st September 2024.

Staffing changes - Mahuri teacher employed to start next term, Tupu teacher resignation for 2025.

Target 2

Next year will be looking at having 75% attendance 90% or above

Currently sitting at 60% at 90% or above

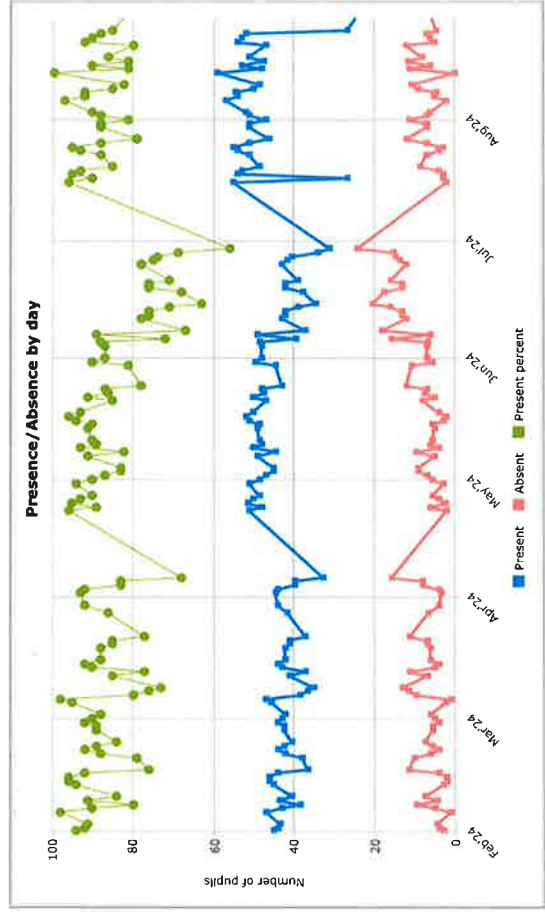
Current overall attendance is sitting at: **84.139%**

Attendance, Absences and Truancy Report Calculated using the Ministry truancy codes <small>Unmarked pupils are counted as unjustified absent</small> From: 2024-02-07 To: 2024-09-02 Printed on 2024-09-02						
	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Overseas Posting	Attendance Rate	
Attendance Rate for School 5509 / 6665	J	U	I	O		
All	6.38%	10.97%			82.66%	
Attendance Rate per Year Level	J	U	I	O		
Y0	5.91%	11.82%			82.27%	
Y1	5.28%	12.04%			82.68%	
Y2	5.47%	7.26%			87.26%	
Y3	5.82%	7.87%			86.31%	
Y4	4.55%	9.02%			86.43%	
Y5	12.30%	8.88%			78.83%	
Y6	8.34%	23.27%			68.39%	
Y7	6.02%	13.25%			80.72%	
Y8	1.23%	5.74%			93.03%	
Attendance Rate per Ethnicity	J	U	I	O		
Filipino	15.58%	35.06%			49.35%	
NZ European	6.10%	6.12%			87.78%	
NZ Maori	6.56%	18.53%			74.91%	
Attendance Rate per Gender	J	U	I	O		
Female	5.90%	8.12%			85.98%	
Male	6.70%	12.92%			80.38%	
Attendance Rate per Room	J	U	I	O		
Mahuri	4.83%	8.61%			86.55%	
Rakau	7.65%	12.96%			79.39%	
Tupu	6.71%	10.53%			82.76%	
left	2.58%	11.34%			86.08%	

When analyzing the attendance data and talking with parents. Caregivers, whcnau and support agencies, many factors have presented themselves as reasons for absenteeism.

These include:

- Genuine sickness
- Family priorities: Tangi etc., going to town
- There is an intergenerational mistrust of the government from some māori families. This is based on the mistreatment of Maori by the govt since Te Tiriti o Waitangi was signed.
- Over the last three years we have told parents to keep their children home if they have any signs or symptoms of cold or flu, we have been encouraging them to keep the children home.
- Since covid it has become the norm to have days off.
- Farming families have a set window of time to take holidays and this is the only time they can take them.



An international study has found similar results:

- 1 Covid has caused a seismic shift in parental attitudes to school attendance that is going to take a monumental, multi-service effort to change.
- 2 It is no longer the case that every day matters – at least from the perspective of parents.
- 3 There has been a fundamental breakdown in the relationship between schools and parents across the socioeconomic spectrum.
- 4 Attendance currently has an Other People's Children (OPC) challenge.
- 5 The mental health crisis in young people is a huge, compounding issue around attendance.
- 6 Term-time holidays are now entirely socially acceptable across all socioeconomic groups.
- 7 The cost-of-living crisis is driving more families into poverty, and this is an underlying driver of poor attendance in families from lower and no-income groups.
- 8 Despite popular political and media perception, the increase in parents working from home is not driving the attendance crisis.
- 9 School level attendance systems feel increasingly draconian to families, and yet they are not sufficiently robust or accurate. This undermines the relationship between school and families.
- 10 Sanctions are seen as both irrelevant and antagonistic across all parent groups.

Source: <https://www.publicfirst.co.uk/wp-content/uploads/2023/09/ATTENDANCE-REPORT-V02.pdf>

Responsive Culture Achieved by:	NELP	Emerging Phase 2	Actions May 2024 Sept 2024
Maintain a positive school culture	1,2,3,5	School implements an environment where ākonga, kaiako and whānau belong	<ul style="list-style-type: none"> Invited to cultural workshops Invited to weekly assemblies All teachers at bus and walking lines at end of day to talk with whanau
Celebrate our cultural diversity	1,2,3,4,5	Students will develop an awareness and appreciation of theirs and others cultures in a positive environment	<ul style="list-style-type: none"> Local curriculum topics Cultural Festival at end of term 3 Languages on Friday Welcome in different languages
Increase attendance and engagement	1,2,3,4,5,6,7	Developing and fostering a positive partnership between students, staff, whanau and the community to ensure that students are present, participating and progressing	<ul style="list-style-type: none"> Our target of 75% attending 90% is coming along Currently 60% at 90% with 84% attendance overall Student agency in developing localised curriculum studies and activities. Passion projects Activity days for parents and students Curriculum evening to inform on how we measure progress
Provide targeted, monitored programmes	2,3,6,7	Identify, develop and implement systems and processes that support accelerated learning	<ul style="list-style-type: none"> Staff meetings to discuss target students needs and programmes Target teacher- CAPs held term 1/2/3 with parents, CAPs for term 2 have populated and parent interviews held in term 3 Teacher aides to work with target students RTLB referrals LSC working as SENCO Teachers and Teacher aides
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	1,2,3,4,5,6,7	Students know who they are and build confidence ready to take on opportunities	<ul style="list-style-type: none"> Karakia 4 times a day (Karakia timatanga Karakia kai, Karakia whakamutunga). Opportunities to practice and present mihi and whakapapa Culture of 'our children, not my class'- Children are accepting of others and their quirks and differences.

4 Financial planning and condition policy

Outcome statement

The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.

Scoping

The board has overall responsibility for the financial management of the school. The principal is the day-to-day manager of the school and responsible for achieving legislative requirements and charter/strategic aims and targets within board policy objectives.

The financial viability of the school must be protected at all times, and every practicable effort is made to eliminate the risk of theft or fraud.

Delegations

The principal, in association with the presiding member, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the board work plan.

The board delegates the day-to-day management of the school's finances and budget to the principal.

The principal is required to ensure robust, clear procedures are in place to safeguard the integrity of financial management.

Expectations and limitations

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight. The budget should:

- reflect the results sought by the board
- reflect the priorities as established by the board
- comply where the board's requirement is for a balanced budget
- demonstrate an appropriate degree of conservatism in all estimates.

The principal must ensure:

- unauthorised debt or liability is not incurred
- generally accepted accounting practices or principles are not violated
- tagged/committed funds are not used for purposes other than those approved
- more funds than have been allocated in the fiscal year are not spent without prior board approval
- all money owed to the school is collected in a timely manner
- timely payment to staff and other creditors is made
- unauthorised property is not sold or purchased
- all relevant government returns are completed on time
- no one person has complete authority over the school's financial transactions
- when making any purchase:
 - o of over \$1000, comparative prices are sought
 - o of over \$3000, an adequate review of ongoing costs, value and reliability is undertaken
 - o of over \$5000 on a single item, board approval is first sought
- effective systems are in place to meet the requirements of the payroll system.

Procedures/supporting documentation

Annual budget

[Cash management Policy](#)

[Sensitive expenditure](#)

Monitoring

The principal is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the board with recommendations on the actions required to meet compliance.

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the [Financial Information for Schools Handbook \(FISH\)](#).

Reviewed: September 2024	Next review: September 2026
--------------------------	-----------------------------

4.1 Asset protection policy

Outcome statement

Assets of the school are utilised to maximise the best outcomes for students.

Scoping

Assets may not be unprotected, inadequately maintained or unnecessarily risked.

Delegations

The principal is delegated day-to-day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff.

Expectations and limitations

The principal must:

- ensure all board assets are insured
- not allow unauthorised personnel or groups to handle funds or school property
- not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
- maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$1000
- ensure the implementation of the 10-year property maintenance plan
- engage sufficient property maintenance staff for the school within budget limitations
- receive board approval for maintenance contracts over \$5,000 for any one contract
- conduct competitive tenders for all contracting
- protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
- not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
- not invest or hold operating capital in insecure accounts or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions.

Procedures/supporting documentation

Asset register, 5YA/10YPP, school house inspections.

Monitoring

Principal and/or Board property members to report to the board.

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the [Financial Information for Schools Handbook \(FISH\)](#).



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

Reviewed: September 2024

Next review: September 2026

Gifted and Talented Students

Rationale

Every child is a unique individual and has the right to receive the best possible educational opportunities in order to achieve their potential. Gifted and talented students have special needs and characteristics which require differentiated learning programs. Our school accepts responsibility for identifying gifted and talented students and developing individual learning goals to address their special needs.

Purposes

- 1) To ensure that gifted and talented students are identified as early as possible on the basis of comprehensive assessment information
- 2) To provide suitable professional development and resources to enable staff to plan and implement differentiated learning programmes which will challenge and extend gifted and talented students in all areas of the curriculum.
- 3) To establish effective management systems to support the continuity of these programs throughout the school.
- 4) To identify whether external resources or personnel are required.
- 5) To make equitable provisions within the budget for ongoing funding to address the special needs of gifted and talented students.

Definition

Our school defines gifted and talented students as those learners who have the potential for outstanding performance and achievement in one or a wide range of areas, including:-

- General intellectual ability
- Specific academic aptitude
- Creative and productive thinking
- Social leadership skills
- Visual and performing arts
- Physical and sporting ability
- Cultural knowledge and skills

It is recognized that exceptional talents and abilities may be demonstrated through a student's behaviour and responses, as well as by their actual performance at school.

Guidelines

- 1) The Principal or Deputy Principal will be delegated specific responsibility for coordinating all aspects of provisions for gifted and talented students within our school.
- 2) Teachers will establish a responsive classroom environment which provides appropriate opportunities for gifted and talented students to display their special talents and abilities.
- 3) Teachers will be suitably trained, to identify gifted and talented students, and adequately resourced to cater effectively for this group of learners within their own classroom programs.
- 4) Identification procedures will be flexible, wide ranging, ongoing, and inclusive of all groups drawing from a number of different sources to ensure that all relevant information is considered.
- 5) From entry into our school, specific data and assessment information about gifted and talented students will be recorded in students' individual folders.
- 6) A variety of approaches will be used to provide regular opportunities for gifted and talented students to work with other children who have similar needs and abilities. E.g. cluster groupings; cross-class groupings; withdrawal programs; extra-curricular activities; and competitions etc.
- 7) Other program and resource options, such as Individual Education Programs (IEPs), dual enrolment with the Correspondence School, registered with Kotui Ako - Virtual Learning Network Aotearoa for extension work, use of online resources, external expertise and accelerated class placement will be considered for the individual students who are capable of working at a highly advanced level.
- 8) The strength and interests of staff, as well as mentors from the wider community, will be utilised to maximize the learning opportunities provided for gifted and talented students.
- 9) Parents/caregivers and talented students will be fully informed and consulted regarding their child's progress and achievement prior to placement in special programs.
- 10) Staff professional development needs, purchase of resources and additional support to meet the needs of gifted and talented students will be considered as part of each year's budget round.



Lake Rerewhakaaitu School
9 Ashpit Road
Rerewhakaaitu

[07-366 6814](tel:07-3666814)
principal@lakerere.school.nz

Written by: Natalie Gow
Date: 31st July 2024

Project: Hamilton City Camp 2024

Site address:

Te Kohinga Mārama Marae - The University of Waikato

Date of works: 5th-8th November 2024

Task: Senior City Camp 2024		
Risks: What Could go wrong?	Hazards: Why would this happen?	Controls: How can we prevent this?
Sickness/ Illness to staff or student	<ul style="list-style-type: none"> -Existing illness or medical issue -Exposure to illness. -Group members have health issues before leaving. 	<ul style="list-style-type: none"> -Medical information checked -All medication checked by group leaders before departure -First Aid certs updated -Medical and contact information with TIC at all times
Minor first aid incident or injury	<ul style="list-style-type: none"> -Lack of safety instruction -Lack of correct equipment -Poor technique or fitness level inappropriate to activity -Peer pressure to participate beyond the expertise -Lack of supervision - Slip-on terrain 	<ul style="list-style-type: none"> -First aid certs updated -Kit list for correct footwear -Parents and staff to remind students of danger -First aid kits

Student missing or not returning after trip	<ul style="list-style-type: none"> -Teacher in charge not counting and ensuring all students are present -Teacher in charge failing to ensure all students have been picked up safely 	<ul style="list-style-type: none"> -Expectations made clear to the group and on the EOTC form <ul style="list-style-type: none"> - Teacher in charge to complete headcount and roll on all outings, regularly times
Student behaviour/ Student Incident	<ul style="list-style-type: none"> -Poor behaviour outside of expectations -Student(s) behaviour is inappropriate with goals -Student is involved in a serious incident involving police -Students not listening/ following to instructions -Peer pressure 	<ul style="list-style-type: none"> -Parents/Students will sign a student contract prior to the trip -Expectations were made clear and the group was briefed before the trip -Students questioned about instructions to check to understand what our rules are -Clear boundaries and guidelines for students and parents
An incident with volunteers or parents.	<ul style="list-style-type: none"> -Lack of communication between teachers and volunteers -Volunteers unaware of expectations and school policies and protocols -Drinking or smoking on trip -Inappropriate behaviour by volunteers 	<ul style="list-style-type: none"> -Volunteers briefed before the trip -Trip leader to brief volunteers about expectations -Roles clearly outlined
Inadequate Supervision/ leadership	<ul style="list-style-type: none"> -Trip leader not communicating well with other guides and volunteers - Roles unclear -Supervisors ill-prepared for all the situations that are planned and unplanned on this experience. -Lack of knowledge of the location. 	<ul style="list-style-type: none"> -Trip leader to brief all guides and volunteers -Supervisors/ group leaders trained and experienced -Supervisor has been on the trip before or has visited location <p>If there is a lack of supervision, the main teacher (Natalie Gow) will call off the activity due to safety.</p>
Serious Incident affecting whole group	A serious incident/ misadventure either that affects the whole group. Eg. Death of a loved one, hospitalisation	<ul style="list-style-type: none"> -Group members are contactable by at least two methods -Students/ supervisors aware of responsibilities/ actions
Incident whilst traveling	Car Crash/Students or supervisors hurt between school, activities and campsite	<ul style="list-style-type: none"> -Parents WOF, Reg and license noted - Remind supervisors of responsible driving/following all road rules -Remind supervisors to ensure and check all students have seatbelts on before traveling -Remind children how we act responsibly in a car
Stranger Danger	Stranger danger from people wandering	-Students briefed on responsible behaviour

	onto the campsite-Mugging, theft -Peer pressure -Fight -Drugging	<ul style="list-style-type: none"> -Students to stay in pairs or groups -No students to go off on their own - All students to make sure they can see an adult from their group at all times -Parents in charge of supervising children/ Being aware of who is around us.
Sickness due to dirty drinking water	Water tanks contaminated	<p>Check Water before drinking/ students to have their own water bottle the first day filled. If water is undrinkable then a parent/supervisor is to go to the nearest shops and buy water bottles for camp. If it's contaminated then camp will be called off.</p> <ul style="list-style-type: none"> -TIC will check with Te Kohinga Marama Marae before and after arriving at Camp that drinking water is suitable.
Inadequate personal equipment for the trip	<ul style="list-style-type: none"> -Inappropriate clothing for weather conditions -Inappropriate footwear for activity -Lack of food or drink (Day 1) -Forgotten personal medication (Inhalers/ epi-pen etc) 	<ul style="list-style-type: none"> -Students briefed on the trip about kit requirements and food/ drink situation -Supervisors to carry some equipment (first aid kit) -Teacher in charge to check medical details and ensure personal medication is shown before the trip -If lack of equipment then parents will be called to drop off equipment or student will be sent home. -Equipment will be checked before leaving.
Inadequate equipment for activities	-Inadequate footwear for walking	<ul style="list-style-type: none"> -Check equipment before leaving for camp the morning of. If students don't have appropriate walking shoes parents will be rung to drop them off, we will see what is in lost property if appropriate.
Parents/ students/ supervisors unable to contact each other	Members of the group are unable to be contacted or contact family/ whanau (lack of signal, down cell phone towers ect)	<ul style="list-style-type: none"> -Trip leader to provide an accessible contact number on EOTC form to parents -All staff on a trip to swap numbers -Everyone to meet back at cars or end point if they cannot find each other (immediately). Our meeting place for each activity will be made clear to both students and supervisors upon arrival at activity.
Lost equipment or theft	<ul style="list-style-type: none"> -Student leaving bags and belongings unattended -Student forgetting bags on transport or at Campsite -Theft of belongings, valuables or money 	<ul style="list-style-type: none"> -Ensure belongings are always supervised -No valuables taken on the camp -Remind students to check area before leaving the activity-same as school. <p>Students are advised not to bring anything precious to camp and will be given the</p>

		option to give money to adult supervisors for safe keeping. The school is not responsible for students belongings - all equipment is to be named.
Injuries or illness during cooking	<ul style="list-style-type: none"> -Faulty equipment (gas cooker, gas bottle) -Accident with knife, burns etc -Students lacking cooking experience -Lack of supervision -Food poisoning 	<ul style="list-style-type: none"> -Supervisors to actively monitor cooking. -Students to be briefed on safety when cooking etc <p>First aider (Natalie Gow) To be near kitchen during cooking time.</p>
Accommodation	-Forgotten equipment for an overnight trip (bedding etc)	<ul style="list-style-type: none"> -Students check their gear before the trip -Checking marae to ensure there is appropriate bedding/equipment.
Environmental Disaster	Extreme event – Earthquake, Fire, Flood, Lightning that causes injury/ loss of life /group members to be separated.	<p>The trip will not run if any risk factors are apparent prior to the trip. EOTC coordinator and experienced staff members to make calls. (Natalie Gow and Rick Whalley)</p> <p>If there is a fire/earthquake, these drills are to be covered when first arriving on campus/ marae so students and supervisors are aware of what to do in an emergency. Supervisors will have contact numbers of all parents on hand.</p>
Extreme Weather Conditions	Sun, Rain, Wind, Snow, Temperature/ season	Trip to be cancelled in severe weather where activities or travel options are unsafe.
Lost student or group	<ul style="list-style-type: none"> -Trip leader or students not understanding the area. -No map -Not following instructions and wandering off from the group. 	<ul style="list-style-type: none"> -Set meeting points for students -Parent/student ratios -Parents to have a map/understanding of the area -Student will be paired in buddies before leaving for camp. They will be spoken to about the importance of the buddy system while we are on camp and why we need one.
Unsafe or unhygienic accommodation	<ul style="list-style-type: none"> -Dirty sleeping bags -Strangers on Campus 	<ul style="list-style-type: none"> -Supervisors to handle strangers -Students bring their own sleeping bags
Injury or illness from cold weather	Getting Hypothermia from swimming or being in the elements	<p>First-aider knows the signs of Hypothermia and can identify this.</p> <p>Parents to be checking on students wellbeing during all activities.</p> <p>Our gear lists have a range of warm gear that students need to bring.</p>
Drowning	Getting into the pool without anyone	Students are not to go near the water

	knowing, lack of swimming confidence and ability, overwhelmed by other swimmers, getting separate from the group and panicking. Lack of supervision.	without an adult. 1:4 water ratios enforced by TIC Lifeguards on-site at Water World, students informed to listen to their instructions. Students to stay with their buddies at all times.
Emotional distress	Unfamiliar environment, routine, stressed, anxious, bed wet, home sickness	Collect accurate medical/behavioural information, discuss with participant and/or caregiver Implement appropriate strategies
Illness - diarrhoea and vomiting	Poor hygiene, food or water quality, feeling sick before camp.	Ensure food hygiene (including storage), toileting hygiene (hand washing) and water hygiene (safe to drink, how do you know, how do you treat) regimes clear and followed.
Hyperthermia (overheating)	Hot weather (strong sun, no breeze) &/or overexertion	Ensure participants have plenty to drink, use sun hats & sun screen and stay in shade, where possible
Injury - cuts, grazes, burns, bruises etc	Unsafe / reckless behaviour	Ensure behavioural expectations are clear to participants and supervising teachers/helpers. Provide appropriate supervision and reinforce behavioural expectations Minimise unstructured free time
Medical Incident	Allergic Reaction/Pre-existing Medical Condition	Collect accurate medical information, discuss allergy action plan, ensure info tagged to right person Ensure participant carries appropriate medication & that others know how to administer Minimise exposure to triggers: <ul style="list-style-type: none"> - Wasps/ Bees - Known food allergy - manage food preparation, clearly labelled food, prevent cross contamination, personal hygiene

		<p>Ensure appropriately competent staff know how to recognise and respond to anaphylaxis (First Aid minimum)</p> <p>Collect accurate medical information, discuss & ensure info tagged to right person</p> <p>Ensure participant carries appropriate medication & that others know how to administer</p> <p>Ensure appropriately competent staff - First Aid minimum</p>
Fatality / Serious Injury	Fire	<p>Check fire risk, fire restrictions, and permission</p> <p>Identify high risk areas and conditions (dry vegetation, wind etc)</p> <p>No smoking (<i>Adults can use designated area at each establishment eg- Zoo, Marae, Aquatic Center out of student sight</i>)</p> <p>Carefully consider the use of candles in buildings</p> <p>Check accommodation buildings for smoke alarms where appropriate</p> <p>Careful use of potential fire sources – e.g. cookers, generator</p> <p>If permitted, site campfire away from combustible vegetation on dirt, shingle or concrete</p>
Fatality / Serious Injury	Earthquake / Tsunami / Other	<p>Brief participants, what to do if</p> <p>Check site beforehand - consider:</p> <ul style="list-style-type: none"> - environmental hazards (proximity to coastline, rockfall hazard etc) - staying in buildings and shelters e.g. smoke alarms, clear fire exits <p>Ensure know how to raise alarm</p> <p>Plan how to evacuate - consider alternative routes</p> <p>Move to safe location eg/ open area and</p>

		higher ground
Fatality / Serious Injury	Shooting/Students getting shot/Injury with a weapon	Ensure campsite visible Adults and TIC to secure grounds before bedtime ect.
Fatality / Serious Injury	Animal bites	Students have been through dog safety Students will be spoken to about keeping our hands to ourselves and not put them into enclosures at the zoo.
Fatality / Serious Injury	Weather or Earthquake related events - flood, wind, land / mud slide, rock fall, avalanche	Check site beforehand - consider environmental hazards (include flooding potential, land stability & wind effect) at and near campsite Check with land owner - previous history etc Check weather / tide forecast
Fatality / Serious Injury	Other impacts due to environment: traffic, water, livestock, heights, slopes, ditches	Check whole of site beforehand - consider other uses, where participants could go Check with land owner - previous history etc Clear guidelines around behaviour - 2 at all times Provide (and possibly mark) clear boundaries Minimise unstructured (free) time Ensure proactive supervision at all times
Fatality / Serious Injury	Inappropriate action by/with public	Provide clear guidelines around behaviour - at least 2 participants together at all times Provide clear boundaries Ensure understand who else is in area Provide visible supervision of minors
Fatality / Serious Injury	Inappropriate action by/with staff/volunteers	Ensure staff are safety checked - incl referee checks Consider police vetting of volunteers Provide clear guidelines around appropriate

