



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

Lake Rerewhakaaitu School Board

9 September 2026 Meeting Minutes

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

Opened 7.02pm

1. Administration

Present Bianca van Emmerik, Catherine Farrell, Daniel Schutt, Jacinda Poland, Megan O'Dea, Vicki Arnott, Rick Whalley

Apologies No apologies

In Attendance Julieanne Bull

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

Administration

1. School Houses

- **Bathroom (#5):** Cam Birch has sent an updated bathroom quote \$26,488.00

Motion: The Board move to accept the updated quote and for Cam to commence the work

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

- **Inspection works (#5):** Electrician to check the powerpoints and lights.

Motion: The Board move to accept Cam Birch quote of \$750 to repair the rotten exterior lounge window

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

- **Roof & Moss Treatment (25):** Scheduled to be completed

2. School Property

- **Gutter & downpipe:** Scheduled to be completed

3. Board member procedural requirement: Bianca to contact SBA to confirm what needs to be done

4. Groundskeeper position

- Has been filled by Robb Gardner, he will also undertake training and maintain the swimming pool.

5. PTA and Board Relationship

- Bianca to confirm with the PTA chair - Sam Allen, about joining the second to last meeting of the year when budgets are being set.

Motion: The Board approve the previous minutes dated 29 July 2026 are true and correct

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

Inwards Correspondence

- Emails:
 - EdTech Finance Roadshow @ Ngakuru
 - MOE Audit and review of attendance management - coming in next Monday
 - Roof replacement quote
 - Rotorua Roofing quoted \$20,752.90
 - Cam Birch - Birch Built Ltd quoted for \$22,879.97 incl GST

The Board evaluated the quote amounts alongside the skill set of a builder versus a roofer for older buildings, considering potential issues that could arise.

Motion: The Board approve and accept the quote from Cam Birch - Birch Built of \$22,879.97 to replace the roof on #5 Ash Pit Road

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

Motion: To transfer \$50,000 to the School House Expense (#8320) budget (from the savings) to cover the Bathroom renovation (\$26,488.02) and the roof (\$22,879.97) at #5 Ash Pit Road

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

Motion: to approve that the inwards correspondence be accepted.

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

Strategic decisions

Motion to approve and accept the following policies;

1. [Operational policy 4-4.1](#). Financial policies, with no amendments required.

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

Principals report

Rick read and discussed his Principals report. See report.

- Principal Report
 - Responsive Culture
 - Gifted and talented
- **Moved:** Rick
- **Seconded:** Jacinda
- **Carried:** All in favour

Property report

- Property Report
 - Admin quotes - covered above
 - #25 window replacement - The bedroom window was broken recently by a golf ball from the school grounds, after hours. Ian Philpot (Quantum Glass & Tinting) completed the replacement, and the school has been reimbursed by insurance.

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

Finances - July 2026 report

Rick tabled the Bank Staffing Reports, SUE Reports for pay periods 09, 10 & 11

Rick tabled the Creditors, Credit Card schedule, Financial reports for July 2026

Bianca moves the Creditors accounts for payment for July 2026 as true and correct,

- Seconded: Vicki
- Carried. All in favour

Bianca moves the Credit Card Payments for July 2026 as true and correct,

- Seconded: Daniel
- Carried. All in favour

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

- Seconded: Vicki
- Carried. All in favour

Strategic Discussions

5YA / 10YPP Review Update: The current 5-Year Agreement (5YA) has been completed.

Identify Items for next agenda

- Review of Strategic plan / Approve Review plan
- Sustainable Relationships
- [Operational policy 9](#). Concerns and complaints policy
- School records retention and disposal annual review
- Asset review
- Numeracy
- Draft Budget
- Succession planning

End of minuted meeting at 8.45pm

Next meeting to be held in the LRS Staffroom 7.00 pm 21 Oct 2026

Signed: Bimmera Presiding Member Date: 21/10/2026

Next Meeting Date: 21 Oct, 02 Dec 2026

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:
 - of over \$1000, comparative prices are sought
 - of over \$3000, an adequate review of ongoing costs, value and reliability is undertaken
 - 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 2026	Next review: September 2028
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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 \(FISH\)](#).



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Principal Report - Sep 2026

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

- The Shack is finally finished with only the dish washer needing to be connected and a couple of paint touch ups. The year 7-8 students will be using this shortly for cooking as part of their technology curriculum requirements.
- We are pleased to have Tabatha in as our Rakau permanent teacher. Tabatha is doing an amazing job.
- We are also pleased to welcome Robb Gardner as our grounds person. Robb will officially start on the 27th September.
- We have our provisional staffing allocation for 2027 which keeps our fourth teacher. We really need to make an effort to keep our year 7 and 8 students as this relieves the pressure of the large classrooms if we lose a teacher.
- The parent evening went well with all teachers, Whaea Rora and 5 parents attending (this includes two Board members). The key points from our discussions were about our curriculum and how we report to parents, our attendance rates and how we can improve those, getting more parents to be engaged with a school and school activities to celebrate students work, getting parents to our school assemblies, having more social events at the school, how can we have better communication about students learning, making times to meet the teacher, and being aware of our Strategic plan through to the end of 2028. So, lots to look at and work on over the next term.
- To help with some of these discussion points I have Graeme McFadyen coming in next week as part of my principal appraisal to interview staff and students about our attendance and engagement and how we can improve this. He will also be ringing a few parents to gather your voice on attendance and student engagement as well as how we can better engage the parents in school. Some of you may remember Graeme from last year when he interviewed parents about my leadership. I look forward to seeing the analysis of Graeme's work.
- The strategic plan for 2027-2028 is attached so we can discuss any changes that we see may be required. The strategic plan was done last year to include 2026-2027. The MOE now requires us to extend this out to 2028.
- Our book fair was a great success. Sold over a thousand dollars worth of books, which will translate into a good percentage for the school.
- We have had a good look at our behaviour management procedures and re adjusted these to better fit our purpose. See attached. Since we have introduced these I have put articles in the newsletter about behaviours and dealing with these. Making it a shared responsibility between the whanau and the school.

Things that have affected the behaviours:

- A large influx of students that do not know the LRS expectations and acceptable behaviours at LRS
- No senior leaders to keep the culture going and act as role models

PAY PERIOD 23 - 22
03/02/2027 - 01/02/2028

	U2	FTTE	UNITS
Total		5.40	3
Staffing Roll		86	
Entitlement Staffing		5.00	3
Curriculum Delivery		4.20	—
Technology Staffing		0.13	—
MACS		0.31	—
Management		0.80	—
Professional Leadership		0.40	—
Additional Staffing		0.40	—
Classroom Release Time		0.40	—

- Large classroom numbers
- Child coming in with special behavioural needs
- Staff not being in sync or understanding the procedures.

Things that have helped:

- The new focus on classroom behaviours and our own school culture.
- Teachers are in sync with the procedures and all have the same view and expectations.
- Recording all and every behaviour so we can see patterns of behaviour.
- Links to home with reflection sheets
- Making phone calls home to inform parents of behaviours so we have them on board
- Helpful articles in the newsletter
- **Use of teacher aides for specific children**

I have had a look at the behaviors in general since the start of the year and in the last term. The behavioural term is what is listed in eTap and what the teacher records as the main behaviour. Since we have reviewed our behaviour procedures we are recording every incident to get an understanding of what is our main focus. Still early days.

Behaviour listed	2026	Term 3
Physical	64	24
Sexual	4	2
Defiance	43	26
Verbal	40	32
Disruptive	43	2
Off Task	64	29

Attendance as at: 38% of students are attending 90% or higher of the time

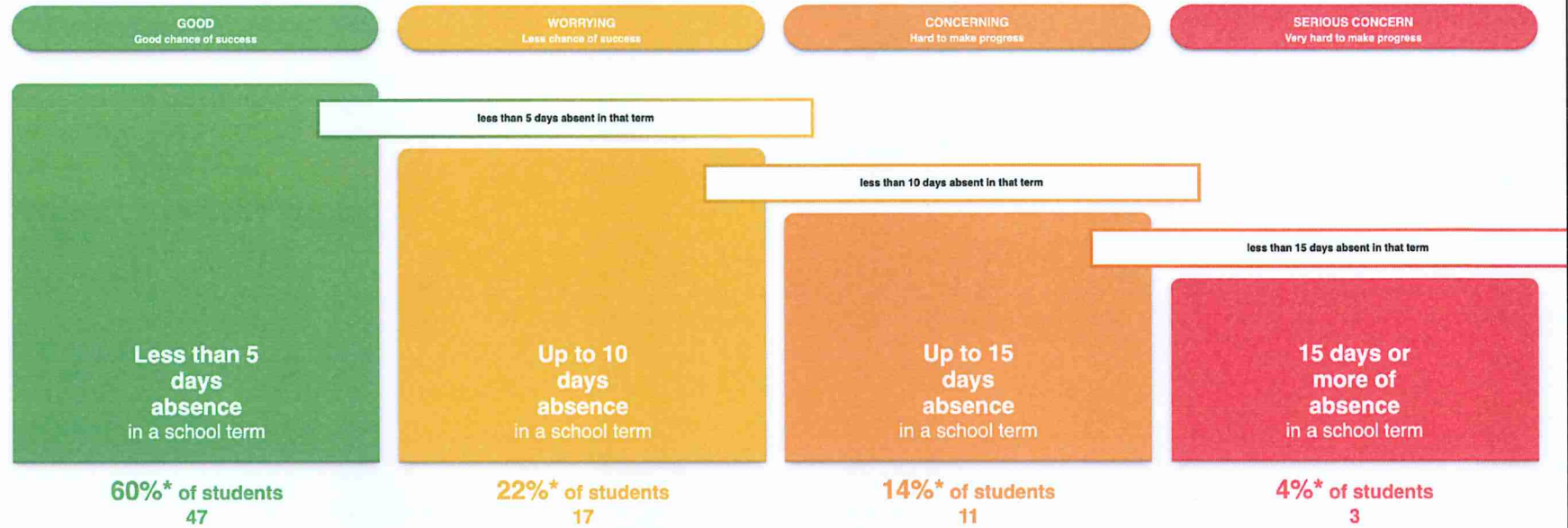
This has been a tough term for our attendance targets as the Flu has had an immense impact on our students and staff. This also has an implication with keeping the children up to date with curriculum coverage and improvement. I have Graeme McFadyen doing some interviews with parents, staff and students. This will give us good evidence of what our community sees and what impacts attendance and parent and student engagement with and in school.

Current Term 3 figures

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.



Figures for 2026

Select codes to show as Absent:

Date Range	Thu 1st Jan 2026 TO Fri 4th Sep 2026							
	Regularly attending		Irregular absence		Moderately absent		Chronically absent	
	Number	%	Number	%	Number	%	Number	%
All	<u>30</u>	38	<u>32</u>	41	<u>10</u>	13	<u>6</u>	8
Female	<u>14</u>	44	<u>13</u>	41	<u>2</u>	6	<u>3</u>	9
Male	<u>16</u>	35	<u>19</u>	41	<u>8</u>	17	<u>3</u>	7
Māori	<u>9</u>	24	<u>18</u>	47	<u>6</u>	16	<u>5</u>	13
Other	<u>1</u>	33	<u>2</u>	67				
Pākehā	<u>20</u>	54	<u>12</u>	32	<u>4</u>	11	<u>1</u>	3
Y1	<u>1</u>	10	<u>6</u>	60	<u>1</u>	10	<u>2</u>	20
Y2	<u>4</u>	27	<u>10</u>	67	<u>1</u>	7		
Y3	<u>5</u>	56	<u>2</u>	22	<u>2</u>	22		
Y4	<u>6</u>	50	<u>5</u>	42	<u>1</u>	8		
Y5	<u>7</u>	64	<u>2</u>	18	<u>1</u>	9	<u>1</u>	9
Y6	<u>5</u>	45	<u>4</u>	36	<u>1</u>	9	<u>1</u>	9
Y7	<u>1</u>	33					<u>2</u>	67
Y8			<u>3</u>	60	<u>2</u>	40		
Kakano	<u>3</u>	21	<u>7</u>	50	<u>2</u>	14	<u>2</u>	14
Mahuri	<u>13</u>	57	<u>7</u>	30	<u>2</u>	9	<u>1</u>	4
Rakau	<u>6</u>	32	<u>7</u>	37	<u>3</u>	16	<u>3</u>	16
Tupu	<u>8</u>	36	<u>11</u>	50	<u>3</u>	14		

Responsive Culture Achieved by:	ENGAGING Phase 2	Ways to achieve this goal	Responsibility	Review
Maintain a positive school culture	School implements an environment where ākonga, kaiake and whānau belong	<ul style="list-style-type: none"> • Open Days • Target attendance and engagement 	Board Staff Whanau	<ul style="list-style-type: none"> • Invited to weekly assemblies • All teachers at bus and walking lines at end of day to talk with whanau • Strong PTA activities that involve community • Passion Projects • Values planning with student voice • Review and adjustments to behaviour management procedures. • Parent information evening Term 3
Celebrate our cultural diversity	Students will develop an awareness and appreciation of theirs and others cultures in a positive environment	<ul style="list-style-type: none"> • Cultures focus • Cultural Festival 	Board Staff Whanau	<ul style="list-style-type: none"> • Local curriculum topics • Welcome in different languages • Localised Curriculum Document • Cluster cultural festival
Increase attendance and engagement	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"> • Student agency in developing localised curriculum studies and activities. • Activity days 	Board Staff Whanau	<ul style="list-style-type: none"> • Our target of 75% attending 90% is coming along Currently 38% at 90% with 84% attendance overall • Student agency in developing localised curriculum studies and activities. • Values planning with student voice • Passion projects • Activity days for parents and students • Curriculum evening to inform on how we measure progress, new reporting, strategic plan attendance and behaviour management procedures.
Provide targeted, monitored programmes	Identify, develop and implement systems and processes that	<ul style="list-style-type: none"> • Staff meetings to discuss target students needs and programmes • Teacher Aides to 	Board Staff Agencies	<ul style="list-style-type: none"> • Staff meetings to discuss target students needs and programmes • Target teacher- IEPs held Term 1, with parents, IEPs for Term 2,3,4

	support accelerated learning	work with target students <ul style="list-style-type: none"> • RTLB referrals • LSC working as SENCO • Teachers and Teacher Aides 		<ul style="list-style-type: none"> • Teacher aides to work with target students • RTLB referrals • LSC working as SENCO • Teachers and Teacher aides • Mrs B implementing the Being My Best programme for resilience and confidence with 18 Students
Developing a stronger sense of each individual's identity in meaningful and culturally appropriate ways	Students know who they are and build confidence ready to take on opportunities	<ul style="list-style-type: none"> • Term 4 - Cultures focus for Local Curriculum studies • Term 3 - Dance in passion projects 	Board Staff	<ul style="list-style-type: none"> • Passion projects dance • Kapahaka term 2 • Te reo me nga tikanga maori in classrooms • Inclusion of te ao maori in curriculum planning and topic local curriculum.

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.

Kei te whakatakataka a matou akonga mo nga ahei a tona wa

Preparing our students for the possibilities of tomorrow.

**Strategic and Annual Plan for
Lake Rerewhakaaitu School**

2026 -27

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Vision	Preparing our students for the possibilities of tomorrow <i>Kei te whakatakataka a matou akonga mo nga ahei a tona wa</i>
Mission Statement	Lake Rerewhakaaitu School will empower students to reach their individual potential and develop the knowledge and skills they will need to make the most of life. They will stand tall in their cultures and as New Zealanders, seize opportunities, overcome obstacles, and make a positive contribution to society.
Values	Lake Rerewhakaaitu School students are encouraged to value: <ul style="list-style-type: none">• excellence, by aiming high and by perseverance, resilience and courage, in the face of difficulties;• innovation, enquiry, and curiosity, by thinking creatively, critically, and reflectively;• diversity, as found in our different cultures, languages and heritages;• respect for themselves, and the rights of others;• equity, fairness and social justice;• whanaungatanga - a sense of community and participation for the common good;• the environment (rural and local environments, Earth and its interrelated ecosystems);• integrity, which involves being honest, responsible, accountable and ethical.

	<p>Our community values are highlighted and expressed through the combined values of the New Zealand Curriculum</p> <ul style="list-style-type: none"> • Learners have their identity, culture, language, talents and strengths recognised and affirmed through a curriculum that reflects New Zealand's bicultural heritage and multicultural society.
Principles	<p>Our purpose is to ensure that:</p> <ul style="list-style-type: none"> • Students have every opportunity to develop a thirst for learning, a curiosity and passion about the world around them, an ability to relate effectively to others, and have opportunities to engage in hands-on opportunities and a rich range of experiences to explore their interests, develop their strengths and discover new capabilities. • Students develop life long learning skills through the development of the Key Competencies of . managing self, thinking, relating to others, and participating and contributing. Learner agency is developed. e.g. learners are actively involved in planning learning experiences, evaluating and reporting on the progress and next steps towards their educational goals - online and through regular parent conferences. • We develop an understanding of our role as kaitiaki (guardian) and the concept of sustainability, not only in regard to the environment but all precious resources.
Māori Dimensions and Cultural Diversity	<p><u>New Zealand's cultural diversity</u></p> <p>Children, from every culture, deserve the best education possible. We will reflect NZ's increasingly multicultural society through providing students with a range of opportunities to celebrate their own cultural identity and the diversity of other cultures.</p> <p><u>The unique position of the Māori culture</u></p> <p>We understand, value and appreciate the values of Te Tiriti o Waitangi. We aim to uphold the articles of Te Tiriti o Waitangi, Kawanatanga, Rangatiratanga and Oritetanga. Some of the ways we achieve these are through te reo and tikanga being integrated in classrooms and through cultural experiences such as: hangi, Marae visits, participation in the Cluster Kapahaka Festival, to ensure that all children have the opportunity to experience Maori culture, protocol and language both in and out of the class. We aim for te reo Maori to be taught more formally as a language from years 0 to 8.</p>
Inclusive Education	<p>At Lake Rerewhakaaitu School, children with special needs are; participating and engaged in class and out of class with their peers at all times, are learning and achieving success, being challenged, learning within the curriculum and enjoying the things they are interested in. We have high expectations of all learners. We are innovative and flexible and have processes to identify and support the needs and aspirations of all learners.</p>
Community consultation	<p>This strategic plan was initially developed in 2025 through consultation with Community, Staff, Students, Maori whanau). During 2025 there was an independent consultant was tasked to get feedback from the community, board members and staff</p>

Strategic Section 2026-27-28

Preparing the students of today for the possibilities of tomorrow.
Kei te whakatakataka nga tamariki o tenei wa mo nga ahei a tona wa.

LRS Strategic Aims



1. **L**earner Centered
2. **R**esponsive Culture
3. **S**ustainable Relationships

Targets

1. All priority learners who are achieving more than one year below expected curriculum levels at the start of the year will demonstrate accelerated progress by the end of 2025
2. To improve attendance and engagement to 75% of students attending 90% or higher

3 Year Strategic Plan 2026-2028

Learner Centred Achieved by:	NELP	Engaging Phase 1 2026	Extending Phase 2 2027	Embedding Phase 3 2028	Success criteria
Students develop life long learning skills	1,7	Students are supported through the learning process	Students are engaged in learning and know the learning process		
Develop student voice and agency	2,3,4,5,6,7	Students are supported to have a say in why, what and how they learn	Students are able to have a say in why, what and how they learn		
Developing collaborative teaching /learning practices	1,2,3,4	Teachers are supporting collaborative teaching and learning experiences for all students	Teachers are working collaboratively to plan teaching and learning experiences for all students		
Enhance future focussed learning through the use of digital technologies	2,7	Students and teachers are supporting the use of DTs to enhance the teaching/learning experiences	Students and teachers are using DTs to create and enhance the teaching/learning experiences		

Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	1,2,3,4,5,6,7	Teaching and learning experiences are dynamic and engage students in their interests in real life events (local, national and global)	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		
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Responsive Culture Achieved by:	NELP	Engaging Phase 1	Extending Phase 2	Embedding Phase 3 2028	Success criteria
Maintain a positive school culture	1,2,3,5	School implements an environment where ākonga, kaiako and whānau belong	School provides an environment where ākonga, kaiako and whānau belong and thrive		
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	Students will be immersed in theirs and others cultures in a positive environment		
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	Students are present, participating and progressing in all school activities		

		progressing			
Provide targeted, monitored programmes	2,3,6,7	Identify, develop and implement systems and processes that support accelerated learning	Identify, develop and implement systems and processes that support accelerated learning		
Developing a stronger sense of each individual's 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	Students know who they are and are confident to take on a wider range of opportunities		

Sustainable Partnerships Achieved by:	NELP	Engaging Phase 1	Extending Phase 2	Embedding Phase 3 2028	Success criteria
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community to improve attendance and engagement.	2,3	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved and engaged at Lake Rerewhakaaitu School. Use the whanau relationships and engagement to improve student attendance and engagement. Target of 75% of students attending 90% of the time	Parents /whanau and the wider community feel welcome, involved and engaged at Lake Rerewhakaaitu School. Increase attendance goals 1- 80% of students attending 90% of the time		
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	1, 2, 3	Review Local curriculum document	Local curriculum document implemented and being used		
Strengthen iwi connections through the iwi education plan	1,2,3,4,5	Building on strong links and relationship with Ngati Rangitihi	Sustain strong links and relationship with Ngati Rangitihi		
Shared responsibility and reciprocal process between school and other agencies and organisations	1,3,6	Agencies used based on relevant assessment of student needs	Agencies used based on relevant assessment of student needs		

Continue to network with Reporoa Valley Cluster schools and beyond	2, 6	Build professional relationships and resources across school	Build professional relationships and resources across school		
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Investigating and understanding NELPs

OBJECTIVE 1: LEARNERS AT THE CENTRE

Priority 1:	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
Priority 2:	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

OBJECTIVE 2: BARRIER-FREE ACCESS

Priority 3:	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
Priority 4:	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

Priority 5:	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
Priority 6:	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

Priority 7:

Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

OBJECTIVE 5: WORLD-CLASS INCLUSIVE PUBLIC EDUCATION

Priority 8:

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

Consultation

Here are 10 key features the Rerewhakaaitu School community would like the school to consider as they plan for the next five years, based on feedback gathered from parents and the Board, with a focus on what the school should prioritize: 10 Key Features for Future Planning & Focus Areas:

1. Maintain and Enhance the "Family Feel" and Welcoming Culture: The community highly values the "small family feel," "warm and open," "welcoming" atmosphere where "staff nurture all the children" and "all the children mix in with each other, age is no issue." This inclusive and friendly culture, led by Rick, should be a core focus to preserve.
 2. Academic Growth and High Achievement: There's a strong desire for a "focus on academic growth" and for the school to be known for "high achieving" results. The community hopes for a reputation that the school, as a rural entity, is "achieving our targets and beyond," and that children are "well prepared" for their next educational phase.
 3. Increased Roll Growth and Retention of Year 7 & 8 Students: A recurring aspiration is for a "lift in our roll" and to "find a way to retain our Years 7 and 8" students. The community wants more families to choose to keep their children at the local school through these intermediate years.
 4. Expanded Sporting Opportunities: The community notes a "lack of sport" and would like to see "avenues to succeed in sport," with a greater focus on PE, such as "running every day." They desire "more out of the class experiences" and broader extra-curricular sporting opportunities beyond just football.
 5. Greater Integration of Te Ao Māori and Environmental Education: There's a clear desire to "do more with Te Reo and more involvement with diversity with the lake, e.g. pest control and why, looking at bird life and understanding environmental impact." This includes a hope for "a greater focus on the Te Ao Maori space," "a whole day on Tikanga," and keeping Kapa Haka going.
 6. Development of Practical Skills and Facilities: Suggestions include plans for a "kitchen and garden for the kids" and a desire for "more practical stuff and development in that space as that may be valuable for Intermediate year groups."
Currently we have passion projects every Friday. These have involved: Carving, bone carving, cooking, gardening,
 7. Continued Strong Community Connection: The community wants to "keep the community connection" and for the school to remain a "welcoming cornerstone of the community." Working bees are highlighted as important for bringing parents together.
 8. Stable and High-Caliber Teaching Staff: While acknowledging the difficulty, there's a hope for "greater stability" and a "stable staff team," as constant staff changes are seen as challenging. They also hope the school "still attracts with high calibre teachers."
- Professional Growth Cycle Ricky Whalley, Principal, Rerewhakaaitu School Community Feedback Summary July 2025 2
9. Maintenance of Core Values and Consistency: The community wants the school to "keep our current values consistently, not jumping onto fads." They appreciate the school's focus on "good behaviour" and the "nurturing" aspect.
 10. Enhanced Communication regarding Student Progress and Sporting Events: While general communication is praised, there's a

specific request for "more consistent information regularly" about children's behavior and academic progress, and for early notification and coordination of "upcoming school sports events" for parents to plan.

QUOTE

Catherine Farrell

Date
9 Sep 2026

Expiry
15 Feb 2026

Quote Number
QU-0129

Reference
5 Ash Pit rd

GST Number
133-404-767

Birch Built Limited
0274 153 673
office@birchbuilt.co.nz
Rotorua, NEW ZEALAND

Bathroom renovation

Upgrade of existing bathroom and toilet in existing locations.

Bathroom

- Remove all fixtures, wall and ceiling linings
- Cut up floor
- Reframe for new 900x900 square shower with corner sliding opening
- New wall and ceiling insulation
- Re-line with Gib aqualine
- fit new 19mm ply-floor
- New 750mm vanity, shower, towel rail (not electric), 1 x downlight
- Plaster
- Paint
- New vinyl

Toilet

- New toilet to be installed back in existing location (same style as current toilet)
- Paint
- 1 x new batten holder light fitting
- New vinyl

Description	Quantity	Unit Price	Amount NZD
Labour - construction	1.00	5,880.00	5,880.00
- labour			
- travel to and from site			
- pick up and delivery of materials			
Construction materials	1.00	1,950.00	1,950.00
- gib aqualine			
- 90x45 framing timber			
- h3.2 ply floor			
- timber trim			
Bathroom joinery and fixtures	1.00	2,436.4613	2,436.46
- Stellar twin 90 square shower in chrome			
- Fabia thin butler floor standing 750mm			
- Toilet roll holder			
- Single towel rail			
Plumbing Services	1.00	3,981.70	3,981.70
- disconnect fixtures			
- pipe out for new vanity, toilet and shower with new water feeds from below floor and run new waste pipes to existing gully.			
- Supply and fit new toilet, shower mixer, sliderail and vanity taps			

Description	Quantity	Unit Price	Amount NZD
Electrical Services - disconnect prior to construction - pre-wire - fit-off - 2 x new bathroom lights - 1 x new toilet light - new high output inline fan to shower area ducted to soffit	1.00	3,236.34	3,236.34
Flooring Contractor - new standard range vinyl to toilet and bathroom	1.00	1,098.56	1,098.56
Painting and Decorating services - Paint to bathroom and toilet interior only. - Includes window jambs	1.00	2,100.00	2,100.00
Interior Plastering - Full plaster to new bathroom including square stopping. - Patch up behind toilet cistern if required	1.00	1,400.00	1,400.00
Rubbish removal - 1 x 9m3 skip bin up to a max 1.5 Tonne	1.00	950.00	950.00
Thank you for choosing Birch Built Limited, we really appreciate your business!			
		Subtotal	23,033.06
		TOTAL GST 15%	3,454.96
		TOTAL NZD	26,488.02

Terms

Terms and Conditions

- Upon acceptance of this quote a 50% deposit will be required before any site works shall commence
- Any outstanding amount owing will be payable on completion of the work
- This quote is valid for 30 days only
- Birch Built Ltd will endeavor to complete all site works in a timely fashion upon commencing the work
- Birch Built Ltd will work in and communicate with other trades to ensure a smooth completion of the work
- Birch Built Ltd will work between the hours of 7:30 am and 5:30 pm Monday to Friday unless special arrangement is made to work outside these hours
- It is expected that during site works facilities such as toilet / hand washing / power / water will be available on site
- If any consents are required for any part of this work it is the responsibility of the owner to obtain these and no consents will be obtained by Birch Built Ltd
- Any consents obtained must be made known to Birch Built Ltd prior to work commencing
- All work completed by Birch Built Ltd will be of a high standard and professional finish
- All materials supplied by Birch Built Ltd will remain the property of Birch Built Ltd until payment in full has been received
- Any materials stored on your property will be at your own risk, no compensation will be made by Birch Built Ltd if any materials are damaged / lost / stolen whilst located at your property
- No allowance for any works not mentioned have been made

Thank you for providing us with the opportunity to quote this job, we look forward to hearing from you in the near future

QUOTE

Lake Rerewhakaaitu School

Date
7 Sep 2026

Expiry
30 Sep 2026

Quote Number
QU-0165

Reference
5 Ash Pit rd

GST Number
133-404-767

Birch Built Limited
0274 153 673
office@birchbuilt.co.nz
Rotorua, NEW ZEALAND

Roof replacement

Provide complete re-roof of school house roof.

- remove existing corrugate sheets, underlay and netting
- repair any damaged purlins and replace where necessary
- install new valley support boards
- install new Coloursteel Maxam corrugated .4 gauge long-run roofing over synthetic self-supporting underlay and fix as per manufacturers specifications.
- demolish existing concrete chimney to below roof level
- install 3 x back trays to existing roof penetrations and provide dektite seals
- provide dektite seal to terminal vent
- install edge protection to perimeter
- install electrical protection on overhead powerlines
- remove all construction related rubbish including old roof

Please note that when completing a re-roof is the best time to remove any unwanted roof fixtures and penetrations. There are currently several items such as aerials, sky dish, chimneys that may not be currently in use. If it is not necessary to re-install all of these fixtures it is better for the long term health of the roof.

If it is necessary to reinstall the sky dish the sky specialist installers are required to set up correctly to maintain the service. If we screw this back on the roof it may not receive signal correctly.

Please note we will require unrestricted access to the property for duration of works. We will limit disruption to tenants as much as possible, site works will be from 730am to 5pm daily.

We will require a clear space around the house and no vehicles to block access. Work at height creates risk from falling objects so while tenants are home on the property they will be asked to remain either inside or far out from the house where they are clearly visible.

Description	Quantity	Unit Price	Amount NZD
Labour	1.00	6,750.00	6,750.00
<ul style="list-style-type: none">- remove existing roof- repair any damaged purlins if required- cut down existing ridgeboard height if required to allow new ridding to fit- install 80mm "Bluescrews" to all purlin / rafter junctions to meet current standard in uplift requirements- install new 150x25mm H3.2 valley boards- install new 300mm wide valley tray- install new long-run Coloursteel .4 gauge corrugate roofing over self-support synthetic underlay- back flashing provided to 3 x current chimney penetrations- dektite seals provided to 3 x chimneys and 1 x terminal vent- remove concrete chimney down to below roof level			

Description	Quantity	Unit Price	Amount NZD
Roofing Supply - coloursteel roofing - synthetic underlay - ridge, valley, back tray flashings - screws and other fixings - sealants - delivery	1.00	8,920.6343	8,920.63
Please note there is a scheduled coloursteel price increase from October 1st. This has been indicated at between 3 and 4.5% on all coloursteel products.			
Construction materials - 2 x 150mm valley boards - allowance for 20 x 6m lengths 70mm x 45mm purlins - 500 blue screws	1.00	950.00	950.00
Please note if purlins not required then cost to be deducted from final invoice			
Travel - 5 x trips to site - includes pick up and delivery of materials	400.00	1.10	440.00
Scaffolding Erecting / Dismantling - installation of edge protection to full perimeter of house using tube and clip system	1.00	1,900.00	1,900.00
Please note we do not screw any brackets to the building during installation of edge protection so there are no holes left to repair in fascia or soffits			
Electrical Services - overhead electrical line protection - 3 sets of tiger tails to incoming electrical lines required prior to installation of edge protection - installation and removal to be done by licensed electrician - 2 weeks rental	1.00	935.00	935.00
Please note we have not allowed to replace any spouting or fascia			
Window repair - allowance to repair rotten timber on west facing lounge corner window - cut back the rotten sill and custom make a new piece of H3.2 kiln dried timber sill and glue / screw in place to match existing sill profile as best as possible - replace 2 x 180mm vertical corner facings - includes all labour, travel and materials to complete as a stand alone trip if required - finished repair will have an undercoat of paint applied but will require application of a suitable top coat as soon as possible.	1.00	750.00	750.00
Please note this solution will extend the life of the window but is not a permanent solution. It appears as though the sill has previously been bogged / filled and has failed again. High risk areas such as this will require regular re-painting to maintain. Long term it may be necessary to replace the two corner windows.			
Option to just complete minor roof repairs - thoroughly check entire roof for any loose screws - replace with 65mm teks - re-seal and rivet / screw all flashing laps - re-screw lap joints in corrugated lengthening joints - includes all labour, travel and materials to complete as a stand alone trip if required	1.00	1,910.00	1,910.00

Description	Quantity	Unit Price	Amount NZD
<p>The roof is nearing the end of its functional life and will require replacing at some stage in the next few years. It should be possible to extend the life of the roof and keep it watertight by giving it a check over and repairing any obvious places where water could currently be getting in. There is no guarantee with this type of repair but is an option if re-roofing is too expensive at this time.</p>			
<p>Thank you for choosing Birch Built Limited, we really appreciate your business!</p>			
Subtotal			22,555.63
TOTAL GST 15%			3,383.34
TOTAL NZD			25,938.97

Terms

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- Any materials stored on your property will be at your own risk, no compensation will be made by Birch Built Ltd if any materials are damaged / lost / stolen whilst located at your property
- No allowance for any works not mentioned have been made

Thank you for providing us with the opportunity to quote this job, we look forward to hearing from you in the near future



DRAFT QUOTE

Rerewhakaaitu School

Date
31 Aug 2026

Expiry
30 Sep 2026

Quote Number
QU-0174

Reference
Re roof

GST Number
148239509

Rotorua Roofing and
Repairs Limited

5 Ash Pit Road

Description	Quantity	Unit Price	GST	Amount NZD
Remove all existing roofing and underlay and dispose of rubbish. Includes demolishing unused block chimney down to roof height in order to roof over it. Supply and fit new .40g colorsteel roofing over self supporting underlay with all new flashings required to complete new roof. Freight Travel	1.00	16,402.00	15%	16,402.00
Supply and fit of roof edge protection system to carry out roof works	1.00	1,644.00	15%	1,644.00
Subtotal				18,046.00
TOTAL GST 15%				2,706.90
TOTAL NZD				20,752.90

Terms

This quote is valid for 30 days from the date of issue.

Acceptance of this quote confirms approval to proceed with the works outlined above. A 50% deposit/payment for materials is required prior to commencement of any work.

We do not request the deposit until approximately one week prior to ordering roofing materials and scheduling works.

Please note that this quote is not an invoice. A separate invoice for the required deposit will be issued upon acceptance of this quotation.

Should you have any questions, please do not hesitate to contact us.