



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

Lake Rerewhakaaitu School Board

10 Sep 2025 Meeting Minutes

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

Opened 7.14pm

1. Administration

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

Apologies

In Attendance Carla Williams

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

Administration

Matters arising from previous Minutes

- o #5 window - has been replaced by Quantum Glass, along with two others; lower door window broke from wind slamming, and an upper window was also cracked.
- o #5 possible bathroom leak - will commence job once #25 sorted.
- o Ext clean for school houses - completed. Roof and gutters yet to be cleaned.
- o #25 light - the powerpoint for the dishwasher also needs replacing. Bianca will check with Townley Electrical to see if the light has arrived and organise to get it installed and powerpoint replaced, if the light has not yet arrived will cancel and offer to local Electricians Marty Hine or Mitchell Cameron.

Confirmation of minutes for July 2025

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

Presiding Member nomination

Rick calls for nomination of Presiding Member.

Daniel nominated Bianca van Emmerik

- o **Seconded:** Megan
- o **Accepted:** Bianca

Rick calls for other nominations. None.

Bianca van Emmerik is elected Presiding Member.

Documents

New board members were given folders and documents. Make yourselves familiar.

- School Charter
- Annual Report
- Trustees register
- LRS Board Work Plan
- 2025 Budget
- Latest ERO Report
- Governance Policies
- Operational Policies

Inwards Correspondence

Board election - results.

Welcome to Vicki Arnott and Megan O'Dea.

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

Strategic decisions

Board member vacancy - Discussion held. NZSTA recommends calling them to discuss. Can't co-opt a member when the positions are not all filled. Ask NZSTA - Do we need to put it out to the community? 10% or more request a bi-election, then we would have to, otherwise we can select. Shoulder tap those who you think may be suitable to see if they would be interested. Bianca will call NZSTA tomorrow to confirm and we can publish in the newsletter this week.

Motion to approve the Operational Policy 5 Protection and sharing of intellectual property (Creative Commons) policy, with the replacement of wording throughout from "trustees" to "the board".

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

Principals report

Rick read and discussed his Principals report. See report.

STAR attendance report each term. Attendance plan by 2026. Discussion held regarding the new attendance procedure plan to come into effect 2026. Varied reasons for absences, we know our children and circumstances for absences. Currently this is a working document.

Rick attended The Code training last month. Very beneficial, gave good insight of where structured literacy is going. How do we get through everything that they want us to do within the year for each year level, considering multi year level classes. Children get a better understanding as it is broken down more effectively. Vicki advised she has enjoyed teaching the BSLA programme, it is a well laid out programme, although not new strategies, just well structured plans. 10 weeks of teaching, then testing - online results come back straight away and show where they are tracking - very positive. We have math PD scheduled for week 3, and our focus for the Kahui AKo TOD also. Tier 2 students - gets Tier 1, and Tier 2. Tier 3 gets Tier 1, 2 & 3 learning, gaining repetition. Dibel testing - read for 1 minute, how many words, change start - mid - end of year quantities, improves fluency. Teacher Aides provide support - they are BSLA trained.

Rick was successful with his 20 week sabbatical application, Term 1 and Term 2. Need to find someone to cover. Have approached Julieanne to cover, then could get someone to fill in 3 days in class. Focus on Attendance and Engagement, especially for rural and distance schools.

Graeme McFadyen community feedback received. Increase retention of our Year 7-8. Character schools are different, practicing catholic. Is it due to some leaving and then less pool of friends. How do we improve this? VLN has helped many rural schools retain their years 7-8. We do "Manual" here through our Passion projects, eg. home crafts, woodwork/carving, cooking, gardening etc. Travelling to other schools was not working for our students and time spent travelling - we spend each Friday doing. Expanding sport notes were interesting as we do PE everyday. Query about having school sports teams? This needs to be parent led, numbers to make up teams is difficult. Notices for events within local clubs - generally via word of mouth or club group chats, we publish in the newsletter if we receive them.

An email has been received from a family in Japan seeking a one week experience in our school for their daughter. Discussion held. All agreed this would be a great cultural opportunity for both the daughter and our students. Rick will send the family confirmation of acceptance.

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

Property report School Houses

#25 Quotes received from Marian @ Independent Flooring (Local) or Harrisons for replacement of carpet and lino. Discussion held. Commercial lino requires upkeep of polishing every 2 years. Could get sealed etc with school cleaning. Support local. Ensure products are suitable for our purpose. Bianca will go and finalise with Marian.

Tenancy paperwork to be organised by Bianca, with clauses for end of tenancy after employment ends. Pre inspection and photos to be taken. Donna has commenced with the cleaning, Halie was putting up the rails.

Motion for Independent Flooring to replace 25 Ash Pit rd houselot lino and carpet.

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

Rick passes motion to move the meeting to 9.30pm. All agreed.

Finances - July 2025 report

Banking Mandate. Discussion held. Vicki will be added as a signatory and authoriser. Suggestion to add Julieanne in future as being our future DP she would step into Rick's role if he wasn't present.

Motion: To update Banking Mandate, signatories and authorisers. Set up as per below;

- Authorisers & Signatories
 - o Remove Natalie Gow (as per June Meeting minutes)
 - o Add Vicki Arnott
 - o **Moved:** Megan
 - o **Seconded:** Daniel
 - o **Carried.** All in favour

Rick explained the financial reports vs budget and actual funds, and the Kotui Ako / VLN contract.

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

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

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

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

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

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

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

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

Identify Items for next agenda

- Review of Strategic Plan
- Sustainable Relationships
- Governance Policy 7. Relationship between the Presiding Member and Principal policy
- Provisional staffing entitlement
- School records retention and disposal annual review
- Draft budget
- Succession planning

End of minuted meeting at 9.27 pm

Next meeting to be held in the LRS Staffroom 7.00 pm 15 Oct 2025

Signed: B. M. M. M. Presiding Member Date: 15/10/2025

Next Meeting Date: 15 Oct, 03 Dec

5 Protection and sharing of intellectual property (Creative Commons) policy

Outcome statement

The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.

Scoping

The New Zealand Copyright Act 1994 Section 21 (2) recognises the copyright ownership rights of the board of works produced by their employees in the course of their employment.

By licensing its copyright, the board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the board.

Delegations/responsibility

The board delegates to the principal the responsibility to:

- apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees owns copyright
- transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
- ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school.

Limitations and expectations

The board:

- does not make any claim over the ownership of copyright works produced by students – the copyright to these works remains with the creator
- recognises that this policy only applies to copyright works and not to any other forms of intellectual property
- recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees remains the property of that employee – where this is unclear, the process for dispute resolution outlined below shall apply.

Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance, the dispute should be documented and presented to the school principal.
2. If the dispute is still not resolved, the documentation should be presented to the board chair.
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken.

Steps 1 and 2 should be replaced with the school's dispute resolution process, where appropriate.

Definitions

Creative Commons Aotearoa: The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work.

Teaching materials: Copyright works produced by employees of the school for the purposes of teaching.

Associated legislation

The New Zealand Copyright Act 1994

Associated procedures

[Complaints](#)

Monitoring

Any matters or risks in relation to this policy shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified. The board shall monitor the protection and sharing of intellectual property in order to identify any risks or issues that require governance action.

Renew licences annually

Reviewed: Sep 2025	Next review: Sept 2027
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Principal Report September 2025

Roll: 57 Boys: 57% Girls: 43 % Maori: 37% European/NZ 60% Filipino: 3%

- I am currently fulltime in the classroom (Rakau).
- Cheryl Bunker from NZSBA has contacted me regarding training. See below
- Attendance: [View STAR](#)
- [Writing an Attendance Handbook](#)
 - a comprehensive **Attendance Handbook/ Attendance Management Plan** that will sit alongside your **2026 Strategic and Annual Implementation Plans**.
 - Our Attendance Handbook may include the following components:
 - A clearly articulated **rationale**
 - Defined **roles and responsibilities**
 - An **attendance flow diagram**
 - A detailed **Attendance Management Plan**, incorporating the four levels of **STAR** under the following key areas:
 - Communication
 - Monitoring
 - Reporting
 - Support
 - Teaching and modelling
- I attended a Literacy PLD course in Cambridge from 4-6 August. This was of immense value to me and the school in helping to follow the MOE directives for structured literacy.
- I was fortunate to win a 20 week sabbatical. See letter below. We will discuss this at the meeting.
- The heat pumps have been signed off and I am now getting the PTA shack documentation ready to hopefully complete this project by the end of the christmas school holidays
- Whaea Julieanne Bull has visited the school twice and spent the whole day in Rakau last week to get to know the children.
- I asked Graeme McFadyen, as part of our [strategic direction focus](#), to interview 10 or so parents about their thoughts on the schools focus and strategic direction. See summary below .
- The Cultural festival was held at Reporoa 22 August and our children did very well.
- [Science review](#)
- Health and PE
- Request from Japanese Parent, see below

Dear Principal,

My name is [REDACTED] from Japan.

My wife, [REDACTED] from Philippines is a friend of mother of [REDACTED], at Year 2.

I am writing this email to ask you if my 10 years old daughter, [REDACTED], could join your school for around 1 week.

I lived in Auckland and studied English for about 1 year when I was younger.

I talk to [REDACTED] time to time about what I experienced there and how much I love NZ and its culture.

NZ is always close to our family.

[REDACTED] was born and raised in Philippines and moved to Japan at the age of 3.

She learnt English first and Japanese comes later.

She's been speaking English and watching English TV channels even after she moved to Japan.

One of her future goals is to study abroad in NZ.

She was so happy having met a girl from NZ joining her school for around 2 weeks last year.

She wants to have the same experience as her in NZ.

So it would be much appreciated if you could consider my request.

Best Regards,

[REDACTED]

Kia ora Ricky, your enquiry re board training has been referred to me.

Unfortunately, we are unable to facilitate a session for individual boards straight after the elections as we have a number of opportunities for boards to access training in understanding their role.

Welcome on Board – New Board Members:

Online – National

Wednesday 8th October

Face-to-face workshops in the Bay of Plenty (closest to Lake Rerewhakaaitu School):

Taupo - Tuesday 21st October - 6pm at Lake Taupo Motor Inn

Rotorua - Wednesday 22nd October - 6:30pm at Rotorua Specialist School

Whakatane - Thursday 6th November – 5:30pm at Eastbay REAP

Edgecumbe – Monday 10th November – 6pm – Edgecumbe Primary School Primary School

There are also some sessions being run for new presiding members

Once the board has taken office and a presiding member has been elected, I would be happy to speak to them about any specific aspects of training for the board.

Hope that helps

Regards

Cheryl

Kia ora Ricky Brett Wilfred Whalley,

Thank you for your application for a 2026 Primary School Principals' Sabbatical.

We had many exceptional applications, and we are delighted to let you know that your application was successful for both the long serving 20-week sabbatical, and regular 10-week sabbatical. We are pleased to offer you a 2026 Primary School Principals' Sabbatical for 20 weeks.

Please note, you can only accept one of these offers, you cannot accept both.

Please log into the awarding portal and accept or decline your study award offer by Friday 5 September.

If we do not hear from you by the above date, the offer will be withdrawn, and the award will be offered to another applicant.

Next Steps:

1. Log in to the TeachNZ Study Award Portal

Log in to the portal and review your offer by clicking the 'My TeachNZ Study Award offers' section. This will lead you through the steps needed to accept or decline the offer.

Link: <https://takueducationnz.my.site.com/individual/s/>

2. Review offer

Review your weeks awarded and enter your leave dates for 2026. Please ensure your dates are equivalent to your weeks awarded. Your weeks awarded are defined as term weeks, do not include school holidays when entering your leave dates.

3. Submit your Outcome

Accept or decline the offer by the deadline.

IMPORTANT: If you wish to decline the long serving principals' sabbatical for 10 weeks, please still complete the above steps but also email us to let us know that you will be taking up the 10 week offer, and not the 20 week. Send this email to Teacher.studyawards@education.govt.nz

Sabbatical Provisions

The sabbatical leave will provide you with paid leave for 20 school weeks in 2026 at your normal salary including all permanent salary units and allowances. While you are on leave it is at the discretion of your school board to continue to pay you any fixed term units or allowances. If there are any salary increases due during your leave they will still apply according to the provisions of the relevant collective agreement. Please note that school weeks are defined as term weeks.

Your school receives relief funding in accordance with the relevant collective agreement while you are on leave. Once we have reviewed your leave dates and acceptance, we will send information to your school regarding the funding and administration of these relief costs.

Sabbatical Requirements

Please contact your school board to advise them of your acceptance of the award to organise your leave.

If your sabbatical project involves an education agency, you should first check with the agency that it is willing to participate in your proposed activity; and the basis on which that participation is agreed to. Successfully gaining a sabbatical does not guarantee that you will be able to complete your study topic if you have not had the agency's prior agreement.

Further Information and Changes to Contact Details

Please notify us if there are any changes to your:

- contact details
- employing school or position
- the dates you will be taking the sabbatical leave; or
- planned professional learning activity

If you have any questions regarding your sabbatical, please contact us by e-mailing teacher.studyawards@education.govt.nz. We are happy to help.

The selection panel wish you every success with your sabbatical in 2026.

Nāku noa, nā

TeachNZ, Scholarships and Awards.

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, eg 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 develop in that space as that may be valuable for Intermediate year groups."
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."

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.

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

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 understandings, 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

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

- 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	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	Kiwi dex Games Relay Distance Running Te Reo Kori	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	These can be used as warm up activities	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 Practice	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

Reviewed: August 2025

Please comment and send back to school **by Monday 25 August 2025**

In regard to health, what do you consider to be the most important topics for our young people to learn at school? **Feedback received:** For young people, important health topics to learn in school include mental health, sexual and reproductive health, nutrition, and physical activity. These topics are crucial for overall well-being and development, equipping them with knowledge and skills to make informed decisions about their health and relationships.

STRATEGIC AIM 1: **LEARNER CENTRED**

Achieved by:

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

STRATEGIC AIM 2: **RESPONSIVE CULTURE**

Achieved by:

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

STRATEGIC AIM 3: **SUSTAINABLE PARTNERSHIPS**

Achieved by:

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

LRS 2025 Annual Plan

Responsive Culture

Responsive Culture Achieved by:	NELP	Engaging Phase 2	Ways to achieve this goal	Actions
Maintain a positive school culture	1,2,3,5	School implements an environment where ākonga, kaiako and whānau belong	- Open Days - Target attendance and engagement	- 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
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	- Cultures focus - Cultural Festival	- Local curriculum topics - Welcome in different languages - Localised Curriculum Document
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	- Student agency in developing localised curriculum studies and activities. - Activity days	- Our target of 75% attending 90% is coming along Currently 74% 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
Provide targeted, monitored programmes	2,3,6,7	Identify, develop and implement systems and processes that support accelerated learning	- Staff meetings to discuss target students needs and programmes - Teacher Aides to work with target students - RTLB referrals - LSC working as SENCO - Teachers and Teacher Aides	- Staff meetings to discuss target students needs and programmes - Target teacher- IEPs held Term 1, with parents, IEPs for Term 2 - Teacher aides to work with target students - RTLB referrals - LSC working as SENCO - Teachers and Teacher aides

Governance support resources

Casual Vacancy of elected board member flowchart

If a casual vacancy for a parent or staff representative occurs on or after 1 October in the year before triennial elections, boards can resolve not to fill the vacancy. Boards have 4 weeks after a vacancy occurs to decide this.



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Board decides how to fill the vacancy within 8 weeks of vacancy occurring

