



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

## Lake Rerewhakaaitu School Board

### 3 December 2025 Meeting Minutes

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

Opened 7.08pm

#### 1. Administration

Present Catherine Farrell, Megan O'Dea, Vicki Arnott and Rick Whalley. Daniel Schutt via Zoom

Apologies Bianca van Emmerik

In Attendance Carla Williams. Stevie Simeon and Jacinda Poland - selected board members within this meeting, see section - Strategic Decisions.

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

#### Administration

Confirmation of minutes for October 2025

- o Moved: Catherine
- o Seconded: Vicki
- o Carried All in favour

#### Matters arising from previous minutes.

#5 - Catherine has met with Cam Birch (builder). Queried option to convert laundry into a bathroom as it seemed a larger space, only 30cm larger, therefore not valid to move. Builder to provide a quote to remove the bath, replace the shower and vanity. Add vinyl to the laundry also suggested, for ease of cleanliness. Access is difficult to get under the house. Concern that there could be rotten boards. Will get the plumber to inspect.

Hot water issue - not hot, electrician has been in and remedied..

Budget 2026- Look at around \$80k for houses, including roof works on each, as previously discussed.

#25 - light & power point has been replaced.

#### Inwards Correspondence

Emails;

- Taumata Arowai proposed reporting timeframe changes

#### Strategic decisions

Discussion held regarding board member vacancy and co-opting Jacinda to improve our community outreach.

Motion to add;

1. Stevie Simeon to fill the board member - parent representative vacancy position
2. Jacinda Poland selected as a co-opted board member to improve our community outreach.

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

Discussion held re what a board member's role is. Board Code of Conduct. Confidentiality is of high importance. Direct community queries to the Presiding Member.

Annual Report draft - Priority learners. Most are making accelerated progress. One student has a high absence. Staff are targeting the students, RTLB, LSC, blue books, self goal setting. Barriers- pastoral. There have been three shifts in the Curriculum for teaching staff this year. Explanation of changes within the curriculum.

Strategic Aims 2026-27 Plan review. Query topics for 2 yearly, do we need to alter to match the curriculum changes, these can be changed if necessary. These work from consultations with the community, covers all the areas, local and within our place of the world.

Motion to accept the Strategic Aims Review Plan 2026-27 & Annual Plan 2026.

- o **Moved:** Catherine
- o **Seconded:** Stevie
- o **Carried** All in favour

Motion to approve the Operational Policy 6. Health & Safety policy, with the following changes;

- Replace "Board chair" with "Board Presiding Member",
- Add "vape free" to "smokefree environment".
- Add "The following supporting documents are inclusive of this policy" underneath "Procedures/supporting documents".
  - o **Moved:** Catherine
  - o **Seconded:** Megan
  - o **Carried** All in favour

### Principals report

Rick read and discussed his Principals report. See report.

Sabbatical update - Julieanne will step up to Acting principal. Interviewing some teachers on Friday, readvertised position, closes end next week. Teacher fulltime for two terms. LAT option if you can not fill the position by a registered teacher. Approx 6-8wks to become LAT.

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

Final Professional Leadership Report received from Graeme McFadyen - Rick will send out to board members.

Motion to accept School Attendance and Engagement plan

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

### Property report

#### School

PTA shack conversion to Technology room upgrade. MoE has approved the project, \$39027 received to date. PTA will cover the balance. Asbestos check has been done, awaiting results. Power to be trenched from the main admin building to the Technology room.

Magic sand asbestos testing results clear.

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

#### School Houses

Reported above in *Administration - matters arising from previous minutes.*

#### Finances - Sep & Oct 2025 report

Rick tabled the Bank Staffing Reports, SUE Reports for pay periods 16, 17 & 18

Rick tabled the Creditors, Credit Card schedule, Financial reports for Sep & Oct 2025

Catherine moves the Creditors accounts for payment for Sep & Oct 2025 as true and correct,

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

Catherine moves the Credit Card Payments for Sep & Oct 2025 as true and correct,

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

Catherine moves the acceptance of the Sep & Oct 2025 Financial reports as a true and correct record of the financial position of the school.

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

### Strategic discussions

Draft Budget 2026 - adjusted will be sent out for approval at the first meeting in 2026.

Parent reports have been updated to reflect the new curriculum. .

Discussion held regarding the change in requirement for Boards Te Tiriti o Waitangi reporting. The Board in our strategic plan will continue to give effect to the articles of Te Tiriti o Waitangi, as per our Strategic plan 2026-27. This will be published in our next newsletter to formally advise our school community.

Motion to continue to give effect to Te Tiriti o Waitangi in both our strategic and annual plans, reinforcing our commitment to this foundational document.

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

### Identify Items for next agenda

- Confirm Annual Plan
- Governance Policy 1. Board roles and responsibilities policy
- Beginning year student achievement
- Principal PGC approved
- Key competencies
- Approve Budget
- Appoint Presiding Member

End of minuted meeting at 8.34pm

Next meeting to be held in the LRS Staffroom 7.00 pm 18 Feb 2026

Signed:  Presiding Member Date: 25/02/2026

Next Meeting Date: 18 Feb



## 6 Health and safety policy

### Outcome statement

A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace.

### Scoping

The board is responsible for ensuring health and safety procedures are developed and implemented. However, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

### Delegations

The board delegates to the principal as officer the responsibility to:

- develop and implement health and safety procedures
- ensure employees have the information they need in order to comply with policy and procedures.

### Expectations and limitations

The board will, as far as is reasonably practicable,<sup>1</sup> comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the [Sale and Supply of Alcohol Act 2012](#)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The principal, as officer, has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations<sup>2</sup>
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke and vape-free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every 2 years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the board presiding member of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
  - o cooperate with school health and safety procedures

- o comply with the health and safety legislation and duties of workers
  - o ensure their own safety at work
  - o promote and contribute to a safety-conscious culture at the school
1. **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.
  2. These are to:
    - know about work health and safety matters and keep up to date
    - gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations
    - ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimise those risks
    - ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks and for responding to that information
    - ensure there are processes for complying with any duty and that these are implemented
    - verify that these resources and processes are in place and being used.

## Procedures/supporting documentation

The following supporting documents are inclusive of this policy

[Staff induction](#)

[EOTC](#), RAMS

Health and safety register

[Hazard register](#)

Hazard assessment register

Injury and incident reporting (procedure, checklist, board report, investigation form)

[Emergency procedures](#), including for shut-down and evacuation

[Administering medication](#)

[Accident management](#)

[Alcohol, smoking and drugs](#)

Behaviour management – managing challenging behaviour and physical restraint ([policy](#) and [procedures](#))

[Civil defence and crisis procedures](#)

Collection, storage and access to personal information

Concerns and [complaints](#)

[Court orders against parents/caregivers](#)

Cyber safety

First aid and infection ([pandemic plan](#))

Healthy eating

[Parent Involvement](#)

Adult behaviour at school (adult conduct at school) - [Code of conduct](#), [Trustees Code of Conduct](#)

[Playground supervision/Duty Roster](#)

Police vetting

Protected disclosures

[Sexual harassment](#)

[Sun smart](#) (sun safety)

Transporting children - see RAMS

## Monitoring

Refer to [Procedures Handbook](#)

## Legislative compliance

Health and Safety at Work Act 2015

Vulnerable Children Act 2014

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Reviewed: Dec 2025

Next review: Dec 2027

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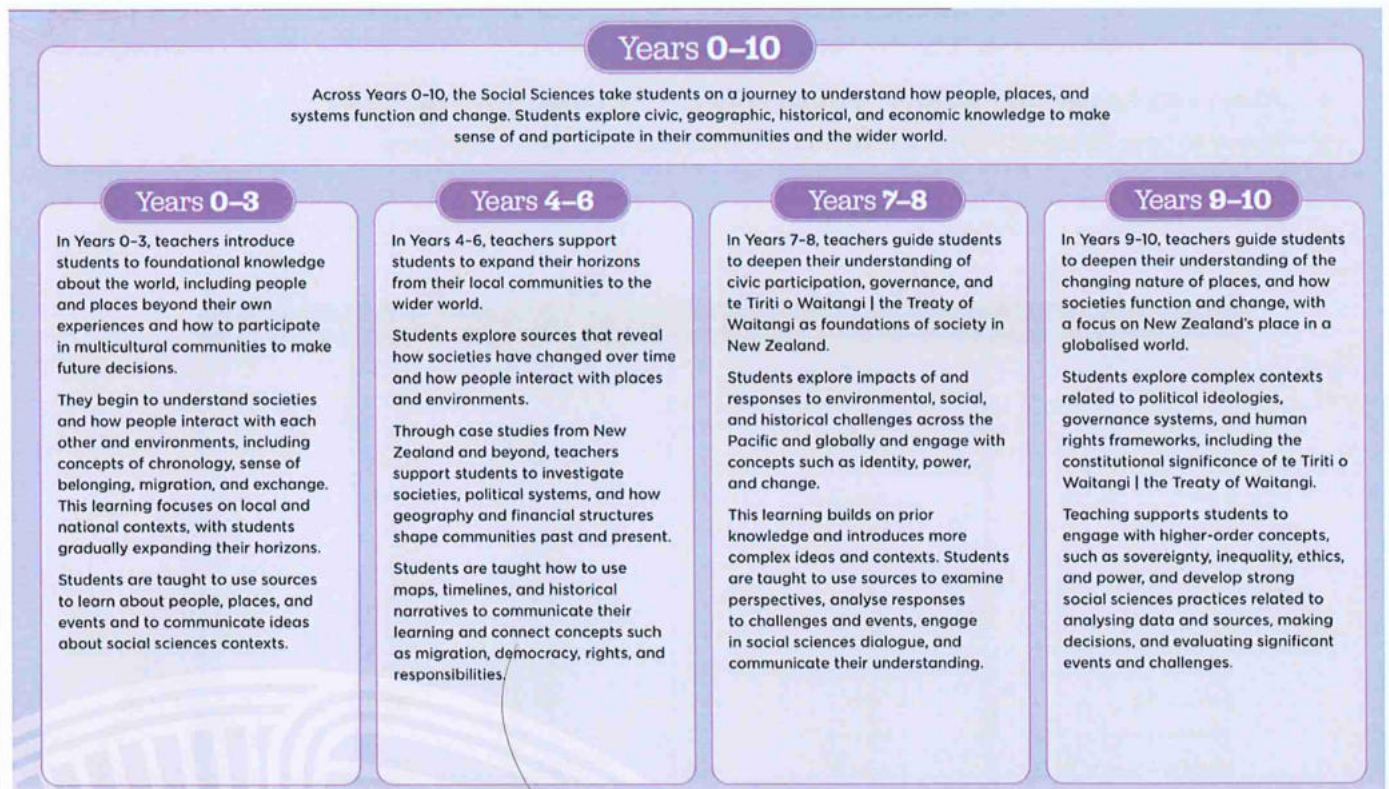


# Principal Report December 2025

Roll: 60    Boys: 58%    Girls: 42%    Maori: 38%    European/NZ 58%    Filipino: 3%

- Sabbatical update
  - Whaea Julieanne Bull
  - Teacher
- Social Studies New curriculum doc.

## Learning Area Structure



The year-by-year teaching sequence lays out the knowledge and practices to be taught each year. In Social Sciences, teaching is structured around four strands:

- **History** focuses on interpreting the past through significant events, cultures, and changes over time. It develops student understanding of how historians use evidence and concepts such as causation, significance, and change to explain how societies have developed.
- **Civics and Society** focuses on how democratic systems work and how people participate in civic life. It develops student understanding of rights, responsibilities, laws, the role of te Tiriti o Waitangi | the Treaty of Waitangi, and how to engage respectfully with diverse perspectives and public issues.

- **Geography** focuses on how people interact with physical and human environments. It develops student understanding of the nature and distribution of places, and the concept of sustainability. It teaches students how to use spatial tools, graphic organisers, and data to interpret environments, patterns, and perspectives.
- **Economic Activity** focuses on how financial and economic systems operate. It develops student understanding of personal finance, business and government roles, and New Zealand's economy in a global context.

The year-by-year teaching sequence, organised by strands, sets out what is to be taught. Its enactment is shaped by teachers, who design learning in response to their learners, adjusting the order and emphasis and adding appropriate contexts and content. For History and Geography, local examples and contexts should be drawn on (where appropriate) to enrich the content in the teaching sequence and enhance the learning experience for students.

It does seem to take away the student voice and agency of what and how to learn. This is a shift away from teaching students how to think and moving towards teaching students what to think.

- **Annual Plan Review-** See below. We have completed our strategic plan 2023-2025
- **Ready to pass Strategic Plan: 2026-2027 and the 2026 annual plan** See below
- **Draft budget**

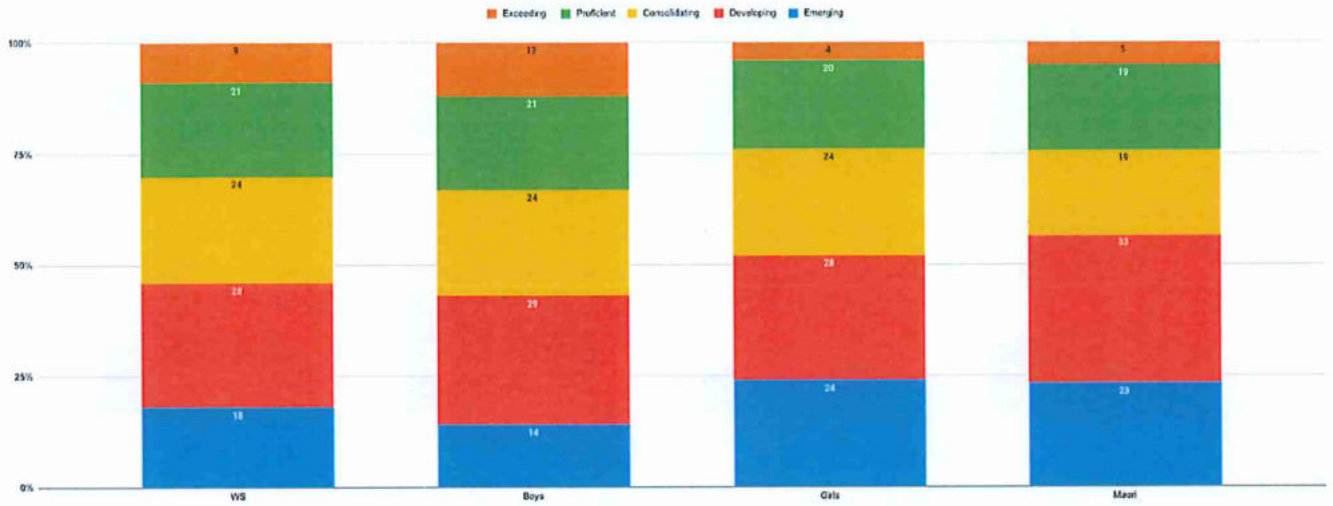
Indicative (12/09/2025)

Component	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	ESTIMATED ANNUAL
	12/09/2025	12/09/2025	12/09/2025	12/09/2025	ENTITLEMENT
	→	→	→	→	As at 12/09/2025
Attachments Funding (Tech)	\$37.08	\$37.08	\$37.08	\$37.08	\$148.32
Base Funding	\$6,873.13	\$6,873.13	\$6,873.13	\$6,873.13	\$27,492.52
Equity Funding	\$7,744.36	\$7,744.36	\$7,744.36	\$7,744.36	\$30,977.44
Heat Light and Water	\$4,235.83	\$4,235.83	\$4,235.83	\$4,235.83	\$16,943.32
ICT Funding	\$2,174.28	\$2,174.28	\$2,174.28	\$2,174.28	\$8,697.12
KiwiSport Funding (Year 1 - 8)	\$264.32	\$264.32	\$264.32	\$264.32	\$1,057.28
Per Pupil Funding (Year 1 - 6)	\$14,375.32	\$14,375.32	\$14,375.32	\$14,375.32	\$57,501.28
Per Pupil Funding (Year 7 - 8)	\$1,295.06	\$1,295.06	\$1,295.06	\$1,295.06	\$5,180.24
Property Maintenance Grant	\$3,234.25	\$3,234.25	\$3,234.25	\$3,234.25	\$12,937.00
Relief Teacher Funding	\$5,183.43	\$5,183.43	\$5,183.43	\$5,183.43	\$20,733.72
Risk Management Levy	-\$218.42	-\$218.42	-\$218.42	-\$218.42	-\$873.68
School's Donations Scheme	\$9,459.15				\$9,459.15
Support for Inclusion Funding	\$1,600.18	\$1,600.18	\$1,600.18	\$1,600.18	\$6,400.72
Vandalism Funding	\$51.42	\$51.42	\$51.42	\$51.42	\$205.68
<b>Entitlement (GST Excl)</b>	<b>\$56,309.39</b>	<b>\$46,850.24</b>	<b>\$46,850.24</b>	<b>\$46,850.24</b>	<b>\$196,860.11</b>

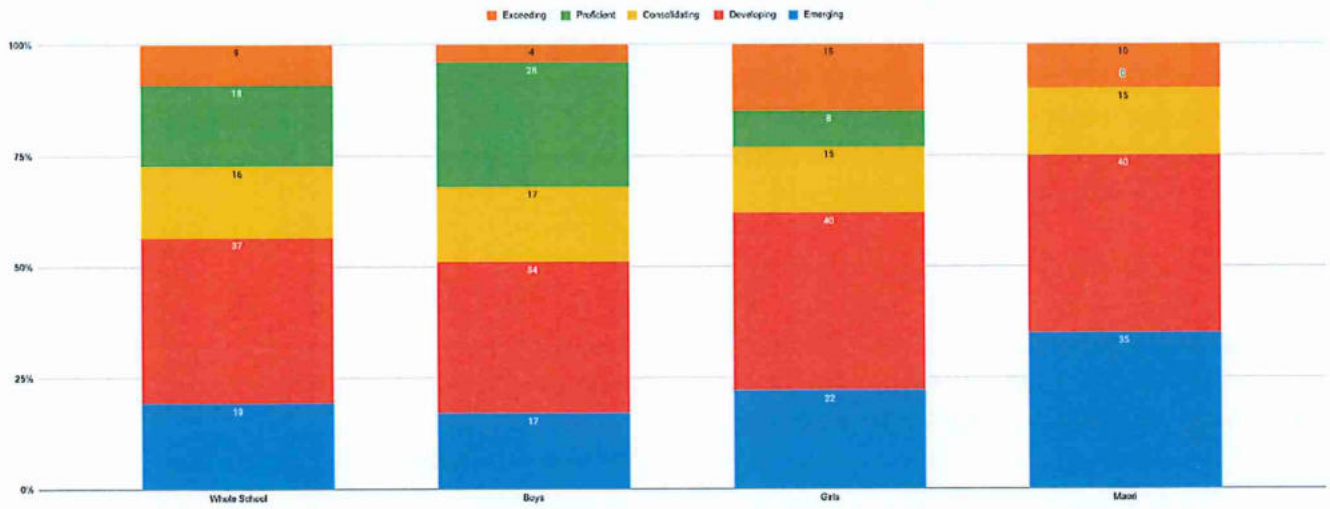
Will need to think about the houses in this budget as the roofs are in need of some work.

● EOY Data:

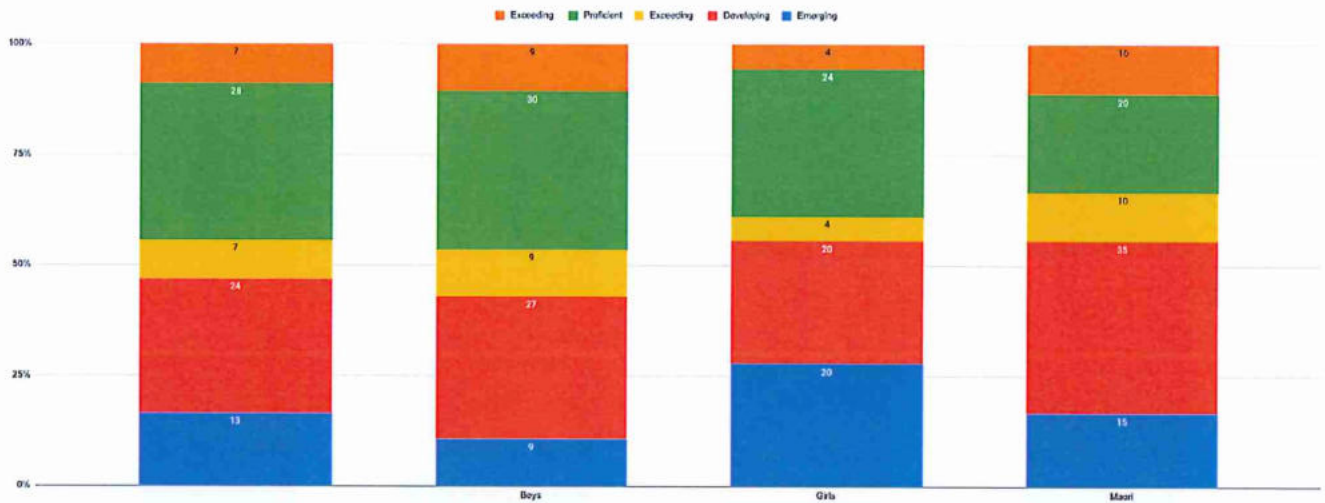
Whole School Maths



Writing Whole School



Whole School Reading



This data is in line with the new curriculum and the new progress descriptors that we will be using in 2026. This gives us our base data (again) for planning and targeting in 2026. This year has been like dancing on a shifting carpet with the Minister constantly changing the curriculum documents and the assessment and progress criteria. However, we have kept up with the changes and feel confident to deliver the refreshed New Zealand curriculum in 2026. The curriculum has now changed to a year level structure where teachers will give each child the experience of all of the knowledge and skills required in their respective year levels. This does not mean that we only teach to that level, each student will experience that level as well as moving through the tier system that we have in place (see below). So each student will still work at their individual level getting support and extension as required.

The targeting of students will follow a three tier process.

- **Tier 1- Students working in Consolidating, Proficient, and Exceeding stages**
  - Students will receive normal class teaching and extension as required
- **Tier 2- Students working in Developing stage**
  - Students will get extra support through focus lesson, teacher aides support, and LSC from the LSC
- **Tier 3- Students working in Emerging stage**
  - Students will have C.A.P.s and support will be sort from RTLB and outside agencies

<b>Emerging</b>	Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.
<b>Developing</b>	Students are making some progress towards curriculum expectations for their year level.
<b>Consolidating</b>	Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.
<b>Proficient</b>	Students are meeting curriculum expectations for their year level.
<b>Exceeding</b>	Students are exceeding curriculum expectations for their year level.

## Describing progress for mid and end of year reporting using five descriptors

The progress descriptors describe student progress across the school year - the aim is for students to be proficient by the end of the school year.

A student who has achieved proficiency is prepared for the next year of learning.

Progress descriptor	Emerging	Developing	Consolidating	Proficient	Exceeding
Mid-year reporting	Not yet on track to meet expectations		On track to meet expectations		
End of year reporting	Has not yet met expectations			Has met expectations	

# Five progress descriptors

For use in 2026 onwards

Progress Descriptor	Indicators for Teachers	Descriptions for Parents and Whānau
<b>1 Emerging</b> Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.	<b>Students:</b> <ul style="list-style-type: none"> <li>Understand some concepts and strategies for learning with significant guidance and assistance.</li> <li>Can make some connections and apply knowledge with significant guidance and assistance.</li> <li>Make progress in line with goals described in their personalised learning plan, with significant support</li> </ul>	<b>Your child:</b> <ul style="list-style-type: none"> <li>Is beginning to understand some learning ideas for their year level with a lot of support.</li> <li>Can sometimes use knowledge they've learned, but usually needs help to do so.</li> <li>Is making some progress in ways that are meaningful and aligned to their strengths and needs, with significant support.</li> </ul>
<b>2 Developing</b> Students are making some progress towards curriculum expectations for their year level.	<b>Students:</b> <ul style="list-style-type: none"> <li>Understand concepts and strategies for learning with some guidance.</li> <li>Can learn facts and apply knowledge, in familiar contexts with some support.</li> <li>Are making progress with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<b>Your child:</b> <ul style="list-style-type: none"> <li>Is starting to understand key ideas, often with some support.</li> <li>Can remember facts and use what they've learned in familiar situations, with a bit of help.</li> <li>With the right support, your child is making progress towards the expectation for their year level.</li> </ul>
<b>3 Consolidating</b> Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.	<b>Students:</b> <ul style="list-style-type: none"> <li>Apply familiar strategies to reinforce their learning with increasing independence.</li> <li>Often recall and use knowledge with growing confidence.</li> <li>Are beginning to transfer knowledge to new contexts.</li> <li>Can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<b>Your child:</b> <ul style="list-style-type: none"> <li>Is learning to use helpful techniques on their own to support their learning.</li> <li>Is getting better at remembering and using what they have learned.</li> <li>Is starting to use what they know in new and different situations.</li> <li>Can share their ideas and is beginning to talk about what they would do better.</li> </ul>
<b>4 Proficient</b> Students are meeting curriculum expectations for their year level.	<b>Students:</b> <ul style="list-style-type: none"> <li>Can consistently apply learning strategies confidently, accurately and independently.</li> <li>Can independently use their knowledge in a variety of situations.</li> <li>Can often apply knowledge to new contexts.</li> <li>Can reflect on and explain their ideas clearly, explain their reasoning and apply this to improve their learning.</li> <li>Often shares their ideas to grow and build knowledge.</li> </ul>	<b>Your child:</b> <ul style="list-style-type: none"> <li>Can use helpful learning techniques on their own and knows how to use them well.</li> <li>Can use what they've learned in different situations without help.</li> <li>Can often use what they know in new situations.</li> <li>Can share their thoughts clearly and explain their reasoning.</li> <li>Often shares their ideas to build knowledge.</li> </ul>
<b>5 Exceeding</b> Students are exceeding curriculum expectations for their year level.	<b>Students:</b> <ul style="list-style-type: none"> <li>Use higher level thinking strategies to reflect on their learning.</li> <li>Consistently connect ideas and concepts across different contexts.</li> <li>Deepen their ideas, thinking and understanding.</li> <li>Can use their learning in purposeful and innovative ways to make sense of complex ideas.</li> <li>Consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>	<b>Your child:</b> <ul style="list-style-type: none"> <li>Shows advanced thinking by understanding tricky ideas, solving problems, making connections, and explaining their thinking clearly.</li> <li>Can link what they've learned in one area or situation to another.</li> <li>Can build on their ideas and show deeper understanding.</li> <li>Can use what they've learned in thoughtful and creative ways to understand more challenging ideas.</li> <li>Tests and challenges ideas to create deeper knowledge.</li> </ul>

## 3 Year Strategic Plan 2023-2025

Learner Centred Achieved by:	NELP	Emerging Phase 1 2023	Engaging Phase 2 2024	Extending Phase 3 2025
Students develop life long learning skills	1,7	Students are introduced to the learning process	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 encouraged to have a say in why, what and how they learn	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 introducing collaborative planning teaching and learning experiences for all student	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 introducing DTs to enhance the teaching/learning experiences	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 passions in real life events	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

<b>Responsive Culture</b> Achieved by:	<b>NELP</b>	<b>Emerging</b> Phase 1	<b>Engaging</b> Phase 2	<b>Extending</b> Phase 3
Maintain a positive school culture	1,2,3,5	<b>School develops</b> an environment where ākonga, kaiako and whānau belong	<b>School implements</b> an environment where ākonga, kaiako and whānau belong	<b>School provides</b> an environment where ākonga, kaiako and whānau belong and thrive
Celebrate our cultural diversity	1,2,3,4,5	<b>Students will</b> recognise and explore theirs and others cultures in a positive environment	<b>Students will develop an awareness</b> and appreciation of theirs and others cultures in a positive environment	<b>Students will be</b> immersed in theirs and others cultures in a positive environment
Increase attendance and engagement	1,2,3,4,5,6,7	<b>Students, whanau, staff and the community are</b> investigating ways to form positive partnerships to ensure that students are present, participating and progressing	<b>Developing and fostering a positive partnership</b> between students, staff, whanau and the community to ensure that students are present, participating and progressing	<b>Students are</b> present, participating and progressing in all school activities
Provide targeted, monitored programmes	2,3,6,7	<b>Identify, develop and implement</b> systems and processes that support accelerated learning	<b>Identify, develop and implement</b> systems and processes that support accelerated learning	<b>Identify, develop and implement</b> 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	<b>Students develop a sense of</b> who they are and are beginning to build confidence in themselves	<b>Students know</b> who they are and build confidence ready to take on opportunities	<b>Students know</b> who they are and are confident to take on a wider range of opportunities

Sustainable Partnerships Achieved by:	NELP	Emerging Phase 1	Engaging Phase 2	Extending Phase 3
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	2,3	Re-establish parents/whanau and the wider community involvement and engagement at Lake Rerewhakaaitu School	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved and engaged at Lake Rerewhakaaitu School	Parents /whanau and the wider community feel welcome, involved and engaged at Lake Rerewhakaaitu School
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	1, 2, 3	Local curriculum document implemented and being used	Review Local curriculum document	Local curriculum document implemented and being used
Strengthen iwi connections through the iwi education plan	1,2,3,4,5	Developing relationships and links with Ngati Rangitahi	Building on strong links and relationship with Ngati Rangitahi	Sustain strong links and relationship with Ngati Rangitahi
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	Agencies used based on relevant assessment of student needs
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas	2, 6	Build professional relationships and resources across school	Build professional relationships and resources across school	Build professional relationships and resources across school

## LRS 2025 Annual Plan

Learner Centred Achieved by:	Extending Phase 3 2025	Ways to achieve this goal	Responsi bility	End of year review
Students develop life long learning skills	<b>Students are</b> engaged in learning and know the learning process	<ul style="list-style-type: none"> <li>● Focused on life long learning through the LRS local curriculum doc</li> <li>● Children are learning about the LRS inquiry process.</li> <li>● Continue to Implementin g structure Literacy</li> <li>● Continue to Implementi ng structure Numeracy</li> <li>● Localised Curriculum implementa tion</li> <li>● Collaborativ e planning based on charter/ann ual plan/ LCD</li> <li>● Use of LRS Progression booklets</li> <li>● Develop LRS inquiry process</li> </ul>	Staff	<ul style="list-style-type: none"> <li>● MOE funded PD in Maths curriculum</li> <li>● Teachers incorporate, develop and refine the school inquiry / integrated learning structure integrating learning areas. Developing the 5Es as the LRS inquiry model</li> <li>● Planning based on the LRS Local Curriculum. Term 1 topic Our Place               <ul style="list-style-type: none"> <li>○ Term 2 Sports and leisure Term 3 Te Ao Maori</li> </ul> </li> <li>● Swimming programme again this year to make up for days missed in term 4 2024</li> <li>● Students using new NAPs and LAPS that are in line with the curriculum refresh and structured literacy and numeracy to replace Bluebooks</li> <li>● Teachers developing new planning docs for teaching and learning to reflect the changes to the curriculum,</li> </ul>

Develop student voice and agency	Students are able to have a say in why, what and how they learn	<ul style="list-style-type: none"> <li>• Children choose topics through the localised curriculum, why, what and how to learn</li> <li>• Students using Progress Booklets to determine where they are at and next steps to learning</li> </ul>	Staff	<ul style="list-style-type: none"> <li>• Planning learning experiences based on student voice and agency</li> <li>• Student agency and inquiry based learning programme to develop a stronger sense of each individual's identity.</li> <li>• Students taking ownership of their learning and pro-actively engaging</li> <li>• Staff and children being introduced to news NAPs and LAPS to show next steps and take ownership of learning. Booklets updated at end of each term</li> <li>• Through careful planning and teaching strategies and mediation students were able to share their learning and next steps with others, with support from progression booklets.</li> <li>• Passion projects</li> </ul>
Developing collaborative teaching /learning practices	Teachers are working collaboratively to plan teaching and learning experiences for all students	<ul style="list-style-type: none"> <li>• PLD through Kahui Ako</li> <li>• Senior and Junior Teacher planning together</li> <li>• TA working in and across classes</li> <li>• Localised curriculum planning as teams</li> <li>• Understanding new Govt initiatives in Literacy and numeracy</li> <li>• Using the new curriculum refresh</li> </ul>	Staff	<ul style="list-style-type: none"> <li>• Teacher-only days held before school started using LC to plan engaging programmes and learning opportunities for the students based on the ideas and thoughts of the students. This also was a time for teachers to develop the new areas in the curriculum for planning , assessment and reporting</li> <li>• Teachers planning a range of rich learning experiences for students to explore their interests, develop their strengths and discover new capabilities</li> <li>• Teachers working with LSC and RTLB</li> <li>• Teacher only day term 2 to focus on Maths curriculum and developing the assessment of Literacy and Numeracy</li> </ul>

<p>Enhance future focussed learning through the use of digital technologies</p>	<p><b>Students and teachers are</b> using DTs to create and enhance the teaching/learning experiences</p>	<ul style="list-style-type: none"> <li>● Students learning through the VLN Primary School</li> <li>● Google classroom, Seesaw used in classes</li> <li>● Students enrolled in Kotui Ako VLNP classes</li> </ul>	<p><b>Staff</b></p>	<ul style="list-style-type: none"> <li>● Actively using: Google docs, SeeSaw, chrome books, ipads and apps for learning.</li> <li>● Students enrolled in Kotui Ako - Virtual learning network Aotearoa <ul style="list-style-type: none"> <li>○ Digital technology, Japanese, French, German, and the rural group</li> </ul> </li> <li>● Passion projects: Passion projects are delivered through the Technology curriculum. Topics have been: cooking, gardening, carving, the arts</li> <li>● Term 1 Our place within Aotearoa <ul style="list-style-type: none"> <li>○ Understanding our geographical area (Science - volcanoes, earthquakes/ fault lines, rocks, soil, etc).</li> <li>○ Significant events within our area local, national and global.</li> </ul> </li> <li>● Term 2 Sports and Leisure <ul style="list-style-type: none"> <li>○ Intrinsic motivation</li> <li>○ To strive for personal growth by embracing challenges and continuously improving yourself.</li> <li>○ activities are undertaken for enjoyment and relaxation, ranging from organized competitive sports to informal recreation and hobbies, with a focus on personal well-being and social interaction.</li> </ul> </li> <li>● Term 3- Te Ao Maori- Maramataka <ul style="list-style-type: none"> <li>○ Influence of the weather and the seasons, influence</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>of the moon and the sun,</li> <li>○ Sustainability,</li> <li>○ Our connection to the nature and environment,</li> <li>○ Stars and navigation,</li> <li>○ taking care of overharvesting, not giving back to the land.</li> </ul>
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	<b>Teaching and learning experiences are</b> relevant and engage students in their interests in real life experiences that expands their views of local, national and global events	<ul style="list-style-type: none"> <li>● A range of activities are utilised in teaching and learning experiences</li> <li>● Getting children out of the classroom and/or getting people into school for added experiences</li> </ul>	<b>Staff</b>	<ul style="list-style-type: none"> <li>● Providing students with opportunities to engage in hands-on activities, through the Implementation of the Local Curriculum. Trip to Waimangu Volcanic Valley</li> <li>● Cluster and outside agency programmes: Swimming, RATs, KA Leaders .</li> <li>● School and Cluster Swimming</li> </ul>

<b>Responsive Culture</b> Achieved by:	<b>Extending</b> Phase 3	<b>Ways to achieve this goal</b>	<b>Responsibility</b>	<b>End of year review</b>
Maintain a positive school culture	<b>School provides</b> an environment where ākonga, kaiako and whānau belong and thrive	<ul style="list-style-type: none"> <li>● Open Days</li> <li>● Target attendance and engagement</li> <li>● Supporting PTA driven events</li> </ul>	<b>Board Staff Whanau</b>	<ul style="list-style-type: none"> <li>● Invited to weekly assemblies</li> <li>● All teachers at bus and walking lines at end of day to talk with whanau</li> <li>● Strong PTA activities that involve community</li> <li>● Passion Projects</li> <li>● Values planning with student voice</li> </ul>
Celebrate our cultural diversity	<b>Students will be</b> immersed in theirs and others cultures in a positive environment	<ul style="list-style-type: none"> <li>● Cultures focus</li> <li>● Cultural Festival</li> </ul>	<b>Board Staff Whanau</b>	<ul style="list-style-type: none"> <li>● Local curriculum topics</li> <li>● Welcome in different languages</li> <li>● Localised Curriculum Document</li> </ul>

Increase attendance and engagement	<b>Students are present, participating and progressing in all school activities</b>	<ul style="list-style-type: none"> <li>• Student agency in developing localised curriculum studies and activities.</li> <li>• Activity days</li> </ul>	<b>Board Staff Whanau</b>	<ul style="list-style-type: none"> <li>• Our target of 75% attending 90% is coming along Currently 74% at 90% with 84% attendance overall</li> <li>• Student agency in developing localised curriculum studies and activities.</li> <li>• Values planning with student voice</li> <li>• Passion projects</li> <li>• Activity days for parents and students</li> <li>• Curriculum evening to inform on how we measure progress</li> </ul>
Provide targeted, monitored programmes	<b>Identify, develop and implement systems and processes that support accelerated learning</b>	<ul style="list-style-type: none"> <li>• Staff meetings to discuss target students needs and programmes</li> <li>• Teacher Aides to work with target students</li> <li>• RTL B referrals</li> <li>• LSC working as SENCO</li> <li>• Teachers and Teacher Aides</li> </ul>	<b>Board Staff Agencies</b>	<ul style="list-style-type: none"> <li>• Staff meetings to discuss target students needs and programmes</li> <li>• Target teacher- IEPs held Term 1, with parents, IEPs for Term 2</li> <li>• Teacher aides to work with target students</li> <li>• RTL B referrals</li> <li>• LSC working as SENCO</li> <li>• Teachers and Teacher aides</li> </ul>
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	<b>Students know who they are and are confident to take on a wider range of opportunities</b>	<ul style="list-style-type: none"> <li>• Term 4 -</li> <li>• Term 3 -</li> <li>• Term 2-</li> <li>• Term 1-</li> </ul>	<b>Board Staff</b>	<ul style="list-style-type: none"> <li>• Karakia 4 times a day (Karakia timatanga, Karakia kai, Karakia whakamutunga ).</li> <li>• Opportunities to practice and present mihi and whakapapa</li> <li>• Culture of 'our children, not my class'- Children are accepting of others and their quirks and differences.</li> </ul>

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

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

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

Preparing our students for the possibilities of  
tomorrow.

**Draft** Strategic and Annual Plan for  
Lake Rerewhakaaitu School  
2026 -27

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

<b>Vision</b>	Preparing our students for the possibilities of tomorrow <i>Kei te whakatakataka a matou akonga mo nga ahei a tona wa</i>
<b>Mission Statement</b>	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.
<b>Values</b>	Lake Rerewhakaaitu School students are encouraged to value: <ul style="list-style-type: none"> <li>● <b>excellence</b>, by aiming high and by <b>perseverance, resilience</b> and <b>courage</b>, in the face of difficulties;</li> <li>● <b>innovation, enquiry, and curiosity</b>, by thinking creatively, critically, and reflectively;</li> <li>● <b>diversity</b>, as found in our different cultures, languages and heritages;</li> <li>● <b>respect</b> for themselves, and the rights of others;</li> <li>● <b>equity, fairness and social justice</b>;</li> <li>● <b>whanaungatanga</b> - a sense of community and participation for the common good;</li> <li>● the environment (rural and local environments, Earth and its interrelated ecosystems);</li> </ul>

	<ul style="list-style-type: none"> <li>● integrity, which involves being <b>honest, responsible, accountable</b> and <b>ethical</b>.</li> </ul> <p>Our <b>community values</b> are highlighted and expressed through the combined values of the New Zealand Curriculum</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>
Principles	<p>Our purpose is to ensure that:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
Māori Dimensions and Cultural Diversity	<p><u>New Zealand’s cultural diversity</u> 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> 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 202 through consultation with Community, Staff, Students, Maori whanau). During 2025 there were an independent consultant was tasked to get feedback from the community, board members and staff</p>

# Draft Strategic Section 2026-27

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

1.

## 2 Year Strategic Plan 2026-2027

Learner Centred Achieved by:	NELP	Engaging Phase 1 2026	Extending Phase 2 2027
Students develop life long learning skills	1,7	<b>Students are</b> supported through the learning process	<b>Students are</b> engaged in learning and know the learning process
Develop student voice and agency	2,3,4,5,6,7	<b>Students are</b> supported to have a say in why, what and how they learn	<b>Students are</b> able to have a say in why, what and how they learn
Developing collaborative teaching /learning practices	1,2,3,4	<b>Teachers are</b> supporting collaborative teaching and learning experiences for all students	<b>Teachers are</b> working collaboratively to plan teaching and learning experiences for all students
Enhance future focussed learning through the use of digital technologies	2,7	<b>Students and teachers are</b> supporting the use of DTs to enhance the teaching/learning experiences	<b>Students and teachers are</b> 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	<b>Teaching and learning experiences are</b> dynamic and engage students in their interests in real life events (local, national and global)	<b>Teaching and learning experiences are</b> relevant and engage students in their interests in real life experiences that expands their views of local, national and global events

Responsive Culture Achieved by:	NELP	Engaging Phase 1	Extending Phase 1
Maintain a positive school culture	1,2,3,5	<b>School implements</b> an environment where ākongā, kaiako and whānau belong	<b>School provides</b> an environment where ākongā, kaiako and whānau belong and thrive
Celebrate our cultural diversity	1,2,3,4,5	<b>Students will develop an awareness</b> and appreciation of theirs and others cultures in a positive environment	<b>Students will</b> be immersed in theirs and others cultures in a positive environment
Increase attendance and engagement	1,2,3,4,5,6,7	<b>Developing and fostering a positive partnership</b> between students, staff, whānau and the	<b>Students are</b> present, participating and progressing in all school

		community to ensure that students are present, participating and progressing	activities
Provide targeted, monitored programmes	2,3,6,7	<b>Identify, develop and implement</b> systems and processes that support accelerated learning	<b>Identify, develop and implement</b> 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	<b>Students know</b> who they are and build confidence ready to take on opportunities	<b>Students know</b> who they are and are confident to take on a wider range of opportunities

<b>Sustainable Partnerships</b> Achieved by:	<b>NELP</b>	<b>Engaging</b> Phase 2	<b>Extending</b> Phase 3
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	1,3,6	Agencies used based on relevant assessment of student	Agencies used based on relevant assessment of

reciprocal process between school and other agencies and organisations		needs	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

## LRS 2026 Annual Plan

Learner Centred Achieved by:	ENGAGING Phase 1	Ways to achieve this goal	Responsibility	End of year review
Students develop life long learning skills	Students are supported through the learning process	<ul style="list-style-type: none"> <li>• Focused on life long learning through the LRS local curriculum doc</li> <li>• Children are learning about the LRS inquiry process.</li> <li>• Localised Curriculum implementation</li> <li>• Collaborative planning based on charter/annual plan/ LCD</li> <li>• Use of LRS Progression booklets</li> <li>• Develop LRS inquiry process</li> </ul>	Staff	•
Develop student voice and agency	Students are supported to have a say in why, what and how they learn	<ul style="list-style-type: none"> <li>• Children choose topics through the localised curriculum, why, what and how to learn</li> <li>• Students using Progress Booklets to determine where they are at and next steps to learning</li> </ul>	Staff	•
Developing collaborative teaching /learning practices	Teachers are supporting collaborative teaching and learning experiences for all students	<ul style="list-style-type: none"> <li>• PLD through Kahui Ako</li> <li>• Senior and Junior Teacher planning together</li> <li>• TA working in and across classes</li> <li>• Localised curriculum</li> </ul>	Staff	•

		planning as teams		
Enhance future focussed learning through the use of digital technologies	<b>Students and teachers are</b> supporting the use of DTs to enhance the teaching/learning experiences	<ul style="list-style-type: none"> <li>• Students learning through the VLN Primary School</li> <li>• Google classroom, Seesaw used in classes</li> </ul>	Staff	•
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	<b>Teaching and learning experiences are</b> dynamic and engage students in their interests in real life events (local, national and global)	<ul style="list-style-type: none"> <li>• A range of activities are utilised in teaching and learning experiences</li> <li>• Getting children out of the classroom and/or getting people into school for added experiences</li> </ul>	Staff	•

Responsive Culture Achieved by:	ENGAGING Phase 2	Ways to achieve this goal	Responsibility	End of year review
Maintain a positive school culture	<b>School implements</b> an environment where ākonga, kaiako and whānau belong	<ul style="list-style-type: none"> <li>• Open Days</li> <li>• Target attendance and engagement</li> </ul>	Board Staff Whanau	•
Celebrate our cultural diversity	<b>Students will develop an awareness</b> and appreciation of theirs and others cultures in a positive environment	<ul style="list-style-type: none"> <li>• Cultures focus</li> <li>• Cultural Festival</li> </ul>	Board Staff Whanau	•
Increase attendance and engagement	<b>Developing and fostering a positive partnership</b> between students, staff, whanau and the	<ul style="list-style-type: none"> <li>• Student agency in developing localised curriculum studies and activities.</li> <li>• Activity</li> </ul>	Board Staff Whanau	•

	community to ensure that students are present, participating and progressing.	days		
Provide targeted, monitored programmes	<b>Identify, develop and implement</b> systems and processes that support accelerated learning	<ul style="list-style-type: none"> <li>• Staff meetings to discuss target students needs and programmes</li> <li>• Teacher Aides to work with target students</li> <li>• RTLB referrals</li> <li>• LSC working as SENCO</li> <li>• Teachers and Teacher Aides</li> </ul>	<b>Board Staff Agencies</b>	•
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	<b>Students know</b> who they are and build confidence ready to take on opportunities	<ul style="list-style-type: none"> <li>• Term 4 - <b>Cultures</b> focus for Local Curriculum studies</li> <li>• Term 3 - <b>Our Place</b> focus for Local Curriculum studies</li> </ul>	<b>Board Staff</b>	•

<b>Sustainable Partnerships</b> Achieved by:	<b>ENGAGING</b> Phase 2	<b>Ways to achieve this goal</b>	<b>Responsibility</b>	<b>End of year review</b>
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved	<ul style="list-style-type: none"> <li>• Holding Open Days</li> <li>• Working with local iwi and clubs</li> <li>• Pet Day</li> </ul>	<b>Board Staff Whanau Community</b>	•

	and engaged at Lake Rerewhakaaitu School	<ul style="list-style-type: none"> <li>• PTA organised events</li> </ul>		
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	Review Local curriculum document	<ul style="list-style-type: none"> <li>• See Curriculum Report</li> <li>• See Schoolwide Curriculum Document</li> </ul>	Board Staff Whanau Community	•
Strengthen iwi connections through the iwi education plan	Building on strong links and relationship with Ngati Rangitihī	<ul style="list-style-type: none"> <li>• Develop relationships with local hapu: school lunches, environmental projects</li> </ul>	Board Staff Whanau Community	•
Shared responsibility and reciprocal process between school and other agencies and organisations	Agencies used based on relevant assessment of student needs	<ul style="list-style-type: none"> <li>• Use outside agencies through the LSC and RTLB services to support students and teachers</li> <li>• Pest control in gully in partnership with Onuku, DOC and LRS students</li> </ul>	Board Staff Whanau Community	•
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.	Build professional relationships and resources across school	<ul style="list-style-type: none"> <li>• Attending KA meetings and keeping up with relevant documents</li> <li>• Teacher only days</li> <li>• PLD- Assessment for Learning</li> </ul>	Board Staff School Community	•

## What is happening to the NELP

- The current NELP will expire in November 2025, and the government is proposing to remove the statement entirely from legislation rather than issuing a new one.
- This will remove the requirement for schools and early learning centers to have regard to the NELP in their self-review and annual plans.

## 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:

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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.
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*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:	Rick Whalley;
Board of Trustees' endorsement:	03 December 2025
Submission date to Ministry of Education:	

Vision	<p>Preparing our students for the possibilities of tomorrow  <i>Kei te whakatakataka a matou akonga mo nga ahei a tona wa</i></p>
Mission Statement	<p>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.</p>
Values	<p>Lake Rerewhakaaitu School students are encouraged to value:</p> <ul style="list-style-type: none"> <li>● <b>excellence</b>, by aiming high and by <b>perseverance</b>, <b>resilience</b> and <b>courage</b>, in the face of difficulties;</li> <li>● <b>innovation</b>, <b>enquiry</b>, and <b>curiosity</b>, by thinking creatively, critically, and reflectively;</li> <li>● <b>diversity</b>, as found in our different cultures, languages and heritages;</li> <li>● <b>respect</b> for themselves, and the rights of others;</li> <li>● <b>equity</b>, <b>fairness</b> and <b>social justice</b>;</li> <li>● <b>whanaungatanga</b> - a sense of community and participation for the common good;</li> <li>● the environment (rural and local environments, Earth and its interrelated ecosystems);</li> <li>● <b>integrity</b>, which involves being <b>honest</b>, <b>responsible</b>, <b>accountable</b> and <b>ethical</b>.</li> </ul> <p>Our <b>community values</b> are highlighted and expressed through the combined values of the New Zealand Curriculum</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>
Principles	<p><b>Our purpose is to ensure that:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
Māori Dimensions and Cultural Diversity	<p><b><u>New Zealand's cultural diversity</u></b>  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><b><u>The unique position of the Māori culture</u></b></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>
<p><b>Inclusive Education</b></p>	<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>
<p><b>Community consultation</b></p>	<p>This strategic plan was initially developed in 202 through consultation with Community, Staff, Students, Maori whanau). During 2025 there were an independent consultant was tasked to get feedback from the community, board members and staff</p>

# Strategic Section 2026-27

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

1.

## 2 Year Strategic Plan 2026-2027

Learner Centred Achieved by:	NELP	Engaging Phase 1 2026	Extending Phase 2 2027
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

<b>Responsive Culture</b> Achieved by:	<b>NELP</b>	<b>Engaging</b> Phase 1	<b>Extending</b> Phase 1
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 progressing	Students are present, participating and progressing in all school activities
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 2	Extending Phase 3
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 Rangitihiti	Sustain strong links and relationship with Ngati Rangitihiti
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

## LRS 2026 Annual Plan

Learner Centred Achieved by:	ENGAGING Phase 1	Ways to achieve this goal	Responsibility	End of year review
Students develop life long learning skills	Students are supported through the learning process	<ul style="list-style-type: none"> <li>● Focused on life long learning through the LRS local curriculum doc</li> <li>● Children are learning about the LRS inquiry process.</li> <li>● Localised Curriculum implementation</li> <li>● Collaborative planning based on charter/annual plan/LCD</li> <li>● Use of LRS Progression booklets</li> <li>● Develop LRS inquiry process</li> </ul>	Staff	<ul style="list-style-type: none"> <li>●</li> </ul>

Develop student voice and agency	<p><b>Students are supported to have a say in why, what and how they learn</b></p>	<ul style="list-style-type: none"> <li>• Children choose topics through the localised curriculum, why, what and how to learn</li> <li>• Students using Progress Booklets to determine where they are at and next steps to learning</li> </ul>	Staff	•
Developing collaborative teaching /learning practices	<p>Teachers are supporting collaborative teaching and learning experiences for all students</p>	<ul style="list-style-type: none"> <li>• PLD through Kahui Ako</li> <li>• Senior and Junior Teacher planning together</li> <li>• TA working in and across classes</li> <li>• Localised curriculum planning as teams</li> </ul>	Staff	•
Enhance future focussed learning through the use of digital technologies	<p><b>Students and teachers are supporting the use of DTs to enhance the teaching/learning experiences</b></p>	<ul style="list-style-type: none"> <li>• Students learning through the VLN Primary School</li> <li>• Google classroom, Seesaw used in classes</li> </ul>	Staff	•

Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	Teaching and learning experiences are dynamic and engage students in their interests in real life events (local, national and global)	<ul style="list-style-type: none"> <li>A range of activities are utilised in teaching and learning experiences</li> <li>Getting children out of the classroom and/or getting people into school for added experiences</li> </ul>	Staff	<ul style="list-style-type: none"> <li></li> </ul>
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Responsive Culture Achieved by:	ENGAGING Phase 2	Ways to achieve this goal	Responsibility	End of year review
Maintain a positive school culture	School implements an environment where ākongā, kaiako and whānau belong	<ul style="list-style-type: none"> <li>Open Days</li> <li>Target attendance and engagement</li> </ul>	Board Staff Whanau	<ul style="list-style-type: none"> <li></li> </ul>
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"> <li>Cultures focus</li> <li>Cultural Festival</li> </ul>	Board Staff Whanau	<ul style="list-style-type: none"> <li></li> </ul>
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"> <li>Student agency in developing localised curriculum studies and activities.</li> <li>Activity days</li> </ul>	Board Staff Whanau	<ul style="list-style-type: none"> <li></li> </ul>

Provide targeted, monitored programmes	Identify, develop and implement systems and processes that support accelerated learning	<ul style="list-style-type: none"> <li>Staff meetings to discuss target students needs and programmes</li> <li>Teacher Aides to work with target students</li> <li>RTLB referrals</li> <li>LSC working as SENCO</li> <li>Teachers and Teacher Aides</li> </ul>	Board Staff Agencies	<ul style="list-style-type: none"> <li></li> </ul>
Developing a stronger sense of each individuals 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"> <li>Term 4 - Cultures focus for Local Curriculum studies</li> <li>Term 3 - Our Place focus for Local Curriculum studies</li> </ul>	Board Staff	<ul style="list-style-type: none"> <li></li> </ul>

<b>Sustainable Partnerships</b> Achieved by:	<b>ENGAGING</b> Phase 2	<b>Ways to achieve this goal</b>	<b>Responsibility</b>	<b>End of year review</b>
Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved and engaged at Lake Rerewhakaaitu School	<ul style="list-style-type: none"> <li>Holding Open Days</li> <li>Working with local iwi and clubs</li> <li>Pet Day</li> <li>PTA organised events</li> </ul>	Board Staff Whanau Community	<ul style="list-style-type: none"> <li></li> </ul>

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Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	Review Local curriculum document	<ul style="list-style-type: none"> <li>• See Curriculum Report</li> <li>• See Schoolwide Curriculum Document</li> </ul>	Board Staff Whanau Community	•
Strengthen iwi connections through the iwi education plan	Building on strong links and relationship with Ngati Rangitahi	<ul style="list-style-type: none"> <li>• Develop relationships with local hapu: school lunches, environmental projects</li> </ul>	Board Staff Whanau Community	•
Shared responsibility and reciprocal process between school and other agencies and organisations	Agencies used based on relevant assessment of student needs	<ul style="list-style-type: none"> <li>• Use outside agencies through the LSC and RTLB services to support students and teachers</li> <li>• Pest control in gully in partnership with Onuku, DOC and LRS students</li> </ul>	Board Staff Whanau Community	•
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.	Build professional relationships and resources across school	<ul style="list-style-type: none"> <li>• Attending KA meetings and keeping up with relevant documents</li> <li>• Teacher only days</li> <li>• PLD- Assessment for Learning</li> </ul>	Board Staff School Community	•

## 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)

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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.
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