



RIWAKA SCHOOL BOARD MEETING
6pm, 31st March 2026



Riwaka School Board of Trustees

Agenda: Tuesday, 31 March 2026, 6.00pm - 8:00pm

Present: Morag Ingram (Presiding Member), Adele Lidgard (Principal), Claire Brownlie, Fiona Cook (Staff Representative), Jane Corston, Paul Miles, Shay Gill, Tim Norman

Attendees: Tess Hansen (Deputy Principal)

Location: Riwaka School PAC

Parents and members of the school community are welcome to attend the meeting.

Recording Notice:

For minute-taking purposes, this meeting will be recorded. The recording will be used solely to support transcription of the minutes and will not be retained beyond that purpose.

Attendance constitutes consent to this recording.

Number	Item	Time
1.	<p>School Karakia</p> <p><i>Whakaarohia rawatia He papa kainga ki te katoa Pakeke, rangatahi Kia kimihia Kia karawhiua Kia maharangia Kia ekea paingia Kia pūrākaungia</i></p> <p><i>Imagine a place where everyone belongs A place for young and old A place for discovery A place full of activity A place to remember the past and welcome the future A place that tells Our Story</i></p>	6.00
2.	<p>Opening</p> <p>2a) Welcome</p> <p>2b) Apologies - None received</p> <p>2c) Grant of Speaking Rights</p> <p>2d) Conflicts of Interest - Any declarations relating to agenda items</p> <p>2e) Previous minutes - Matters arising and acceptance</p> <p>2f) Actions register</p>	6.02
3.	<p>Strategic Discussion - Strategic Plan 26-28; Annual Plan 2026; Success Measures</p> <p><u>Purpose:</u></p> <ul style="list-style-type: none"> Discussion of feedback received from the school community on Strategic Plan. 	6.10 (45 mins)

	<ul style="list-style-type: none"> Review of updated version of Strategic Plan; for adoption Noting of Annual Plan received from Principal Discussion on success measures to be monitored at Board level - Strategic Monitoring Framework 	
4.	<p>Management and Operational Reports Tabled as read. Questions arising from reports.</p> <p>4a) Principal's Report <u>Purpose:</u> To update the Board on key matters of operations, student progress and strategic priorities and to raise any issues requiring Board attention.</p> <p>4b) January/February monthly financial reports Tabled as read.</p>	6.55 (15 mins)
5.	<p>5a) Board Sub-committee Reports Tabled as read. Questions arising from reports.</p> <p>5a.1) Finance 5a.2) Property 5a.3) Personnel - referred to In Committee agenda 5a.4) Community and Fundraising 5a.5) Policies</p>	7.10 (15 mins)
6.	<p>General Business</p> <p>6a) Approval of Consent items (see Item 10)</p> <p>6b) Schedule of Delegations 2026 <i>Item carried over from 24 February meeting.</i> <u>Purpose:</u> Discussion and adoption.</p> <p>6c) Subcommittee Structure 2026 <i>Item carried over from 24 February meeting</i> <u>Purpose:</u></p> <ul style="list-style-type: none"> Confirmation of existing subcommittees, including any updates to current membership Consideration to be given to reviewing any existing Terms of Reference to reflect current environment and expectations; plus preparation for ToR not currently on hand 	7.25pm (15 mins)
7.	Public Excluded Meeting (In Committee)	7.40pm

	Agenda (online papers only)	(15 mins)
8.	<p>Meeting evaluation</p> <p><u>Purpose:</u> Round table self- and collective evaluation of meeting.</p> <ul style="list-style-type: none"> - Good: What worked well about our meeting today? - Tricky: What was difficult, unclear or could have gone better? - Next: What could I do differently next time? 	7.55pm
9.	<p>Close and Karakia Whakamutunga</p> <p><i>Kia whakairia te tapu Kia wātea ai te ara Kia turuki whakataha ai Kia turuki whakataha ai Haumi e. Hui e. Tāiki e.</i></p> <p><i>Restrictions are moved aside So the pathways are clear To return to everyday activities.</i></p>	8.00pm

10.	<p>Consent items</p> <p><i>Consent agenda items are routine or informational matters that do not usually require a discussion. They are bundled and approved in one motion unless a member requests that an item be moved to the main agenda for discussion.</i></p>
10.1	<p>Correspondence: Inwards / Outwards</p> <p>Board Correspondence Feb/March</p>

Next meeting: Tuesday, 5 May 2026, 6.00-8.00pm

For use by Chair - Item 7:

Required resolution to move into committee

"I move that the public be excluded from this part of the meeting in accordance with the Education and Training Act 2020, Schedule 6, clause 47, and section 48 of the Local Government Official Information and Meetings Act 1987, to protect the privacy of individuals and the confidentiality of the matters under discussion. This item relates to [state reason – e.g. personnel matters]. Staff or invited guests required to support this discussion may remain."

Required resolution to move out of committee

"I move that the Board resume in open meeting and confirm that the business discussed while in committee remains confidential to those present."

Riwaka School Board of Trustees
Minutes of Board Meeting (Open Meeting)



Date: Tuesday, 24 February 2026 (*first formal public meeting of the 2026 Board year*)

Venue: School Performing Arts Centre

Meeting opened: 6:05pm

1. Present

Morag Ingram (Presiding Member)

Claire Brownlie

Shay Gill

Paul Miles

Jane Corston

Fiona Cook (Staff Trustee)

Adele Lidgard (Principal)

In attendance: Tess Hansen (Deputy Principal – speaking rights granted)

2. Apologies

Tim Norman (late apology)

Resolved: That the apology be accepted.

Moved: Morag | **Seconded:** Claire | **Carried**

3. Welcome and Meeting Administration

- The Presiding Member welcomed Paul and Fiona to the Board and to the first formal public meeting for 2026.
- The Presiding Member noted Board papers are now being made available a week prior to the scheduled meetings via the school website and this will continue.
- Speaking rights were granted to Tess in her role as Deputy Principal, as part of the Board's commitment to succession planning and leadership growth.

4. Conflicts of Interest

No conflicts of interest were declared in relation to the meeting papers.

5. Minutes of Previous Meeting

Resolved: That the minutes of the previous meeting be accepted as a true and correct record.

Moved: Claire | **Seconded:** Shay | **Carried**

6. Actions Register

The Board reviewed the Actions Register and noted progress as follows:

6.1 Strategic Plan consultation

- This item remains open. Consultation feedback received and will be brought back more fully at the March meeting.

6.2 Health & Safety reporting format / incidents register

- Agreed reporting process:
 - First meeting of each term: report on the previous term's incidents register.
 - Last meeting of each term: report on incidents to date.
- Incidents register to sit under the **Principal's Report – Health & Safety** section.

6.3 SchoolDocs review process / workflow

- Workflow has been set up for policy reviews (including Board/Principal split responsibilities and access).
- The board agreed to leave this action open until the end of Term 1 while everyone becomes familiar with the process.

6.4 Community liaison / Memorandum of Understanding (MOU) for FORS fundraising separation

- Noted as a Term 1 action following advice from NZ School Boards Association.

6.5 Other actions noted as in progress

- Finance workshop completed (January).
 - Student learning / student leaders sharing, calendar/curriculum information sessions – in progress.
-

7. Confirmation of Presiding Member (First Public Meeting of the Year)

Resolved: That Morag Ingram be reappointed as Presiding Member for the 2026 Board year.

Moved: Paul | **Seconded:** Shay | **Carried**

Noted for next meeting: Reconfirm delegations, subcommittees, committee process, conflict of interest register and signing authorities.

8. Strategic Discussion: Long-term Financial Sustainability & Roll Stability (Board Direction Paper)

The Presiding Member introduced the Board direction paper focused on long-term financial sustainability and roll stability. The Board confirmed the paper is intended to set direction rather than make immediate decisions.

The Board reaffirmed the guiding question:

“Does this decision best support tamariki learning and wellbeing within what we can sustainably afford?”

Key discussion points included:

- Aligning costs with strategic priorities and reviewing non-classroom expenditure while protecting teaching and learning.
- Strengthening roll retention and measured growth.
- Exploring supplementary revenue streams (including grants and fundraising).
- Improving transparency about school funding and what the Board can and cannot adjust.
- Developing clearer monthly financial monitoring and reporting.

Action: Morag and Adele to draft a project plan (Term 1–2 phasing, leads, actions and reporting).

Due: Next Board meeting.

9. Draft Strategic Plan Consultation Feedback

The Presiding Member summarised high-level themes from community feedback and noted further analysis is required.

Decision: Deferred to the March meeting.

10. Management and Operational Reports (Principal's Report)

Reports were tabled.

10.1 Staff wellbeing wheel (Teacher Only Day)

- Discussed staff engagement with the framework; acknowledged mixed reactions and its purpose in supporting personal professional wellbeing.

10.2 Property and compliance matters

- Property compliance checks completed and signed off.
- Noted administration block floor condition investigation is underway; report pending and remediation expected to be Ministry-funded.
- Ten-year property plan scoping for the next cycle is expected later in the year.

Noted: The March meeting will need to ratify the budget.

10.3 Curriculum implementation

- Trustees acknowledged the workload associated with curriculum change and commended staff engagement.
 - Principal noted this is an implementation year with regular PLD and support for staff through teacher hui each week.
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11. Health & Safety – Incidents Register

Incidents register was tabled. Discussion included:

- Clarifying categories and definitions (minor vs significant).
- Keeping “head injury” clearly identified as a category.
- Exploring whether an additional category is needed for incidents where a student is sent home or away from school beyond the day.

Action: Review incident categorisation/key and reporting definitions.

Lead: Adele / Shay

12. Attendance Target (Legislative Requirement)

The Board discussed the attendance target and agreed to reduce the proposed target from 90% to a more achievable aspirational target.

Resolved: That the 2026 attendance target be set at **75%** (noting baseline data of approximately **66%** attending regularly).

Moved: Shay | **Seconded:** Paul | **Carried**

13. Correspondence

The Board discussed correspondence, including Ministry funding announcements and budget review matters.

Resolved: That the correspondence be received and the 3E resolutions be noted.

Moved: Morag | **Seconded:** Adele | **Carried**

14. SchoolDocs Policy Review

The Board discussed the SchoolDocs review cycle and planned community engagement.

- Reviews include both policy content and implementation feedback.
- The community will be invited to participate via Hero and paper forms will be available at reception.
- Current review topics include: Sun Protection; Digital Technology and Online Safety; Personal Digital Devices.
- Discussion included smart watches and the definition/coverage of "personal digital devices" for implementation.

The Board will review feedback at the March (Week 8) meeting. Going forward Claire will produce a summary of any feedback, after consulting with Adele and SchoolDocs about any possible changes or updates.

15. School Camp Safety Action Plan (EOTC)

The Board considered the School Camp Safety Action Plan and the risk mitigation documentation.

Resolved: That the School Camp Safety Action Plan be approved.

Moved: Adele | Seconded: Claire | Carried

16. Public Excluded

The Presiding Member advised that the meeting would move into Public Excluded session.

Time moved into Public Excluded: 7:45pm

Meeting closed (Open Session): 7:45pm

H. Next Meeting

Date: 31 March 2026

Key items flagged: budget ratification; strategic plan consultation feedback; SchoolDocs feedback; delegations/subcommittees/signing authorities; finance monitoring approach.

Meeting closed: 8:35pm

Riwaka School Board of Trustee

Open Committee Action Register - 31

March 2026

Item	Description	Responsibility	Due Date	Status
1. Strategic Plan final consultation	Share endorsed 2026-2028 Strategic Plan with whānau for final feedback. Share final round of consultation feedback with community; finalise plan for Board approval	Adele Morag	December 2025 March 2026	Completed In progress - on agenda
2. Attendance Strategy 2026	Develop attendance plan aligned to AWHI and new national guidelines.	Adele	January 2026	Completed
3. Health & Safety Reporting Format	Confirm improved reporting structure; ensure monthly H&S remains a standing agenda item.	Adele	Feb 2026 meeting	Completed
4. SchoolDocs Review Process	Set up workflow for policy reviews, including Board/Principal split; grant Claire access; schedule training.	Claire + Adele	Term 1, 2026	In progress
5. Policy Subcommittee	Establish formal structure and meeting cycle.	Claire	Feb 2026	New
6. Community Liaison / FORS	Draft MOU clarifying roles, approvals, fundraising processes, and financial separation.	Adele + Jane + Claire	Term 1, 2026	Not started
7. Finance Workshop	Prepare materials and budget scenarios; confirm catering.	Adele	25 Jan 2026	Completed
8. Student-led Sharing Calendar	Confirm dates and integrate into 2026 planning.	Adele	Term 1, 2026	In Progress
9. Curriculum Info Sessions	Confirm and communicate dates for whānau curriculum sessions.	Adele	Term 1, 2026	In progress

Riwaka School Board

Cover Memo

Agenda Item 3: Strategic Discussion - Strategic Plan 2026-2028; Annual Plan 2026; Success Measures

Purpose

This paper supports the Board's consideration of four linked matters:

1. acknowledgement of feedback received from the school community on the draft Strategic Plan 2026-2028 (Appendix 1)
2. consideration of the updated Strategic Plan for adoption (Appendix 2)
3. noting of the 2026 Annual Plan received from the Principal (Appendix 3)
4. discussion of the success measures the Board wishes to monitor at governance level through a Strategic Monitoring Framework (Appendix 4).

1. Finalising Riwaka School Strategic Plan 2026-2028

1.1 Community feedback on final draft of Strategic Plan 2026-2028

During February, the Board invited feedback from the school community on the draft Strategic Plan 2026-2028.

It is important to note that the draft Strategic Plan was built on a significant consultation and development process undertaken throughout 2025. As outlined by the Principal, the vision, goals and themes were shaped through multiple stages of engagement, including whānau and community input, staff workshops, student voice and discussion with the previous Board. The recent community feedback is therefore best understood as contributing to the final refinement of a strategic plan that has already been developed through an extended process.

A short, non-personal summary of the feedback themes was prepared so that the substance of submissions could be considered while keeping discussion focused at governance level (see Appendix 1). This was circulated to Board members earlier in March and is now presented formally for noting.

The main themes included interest in clearer measures and reporting, stronger transparency and communication, visible student-centred decision-making, and clarity about how progress will be monitored and reported.

Following this final round of feedback, the wording of the Strategic Plan has been updated in some areas to provide greater clarity and a clearer way to track progress and report back.

1.2 Updated Strategic Plan 2026-2028

Board members will note that the updated version of the Strategic Plan does not change the overall strategic direction. The vision, the three strategic goals, the core initiatives under each goal and the three-year sequencing of work remain substantially the same.

The main change in this final version is that a number of areas have been refined to provide greater clarity and a more straightforward way to show progress and report on it.

In particular:

- the Measures of Success have been strengthened throughout so they are clearer, more specific and easier to align with evidence and reporting
- several success statements now describe more clearly what progress or success would look like in practice, rather than relying on short-form or broad wording
- one initiative title has been updated from *Everyday Matters: Attendance & Engagement* to *Thriving Learners*, which better reflects the intended focus on attendance, engagement, progress and learner success.

Taken together, these changes do not alter the core direction of the Strategic Plan. Rather, they improve the clarity of the document and provide better line of sight between the Board's strategic intent and the evidence that may sit beneath it.

Motion 1

That the Board receives and acknowledges the feedback from the school community on the draft Strategic Plan 2026-2028 and notes that this has been considered alongside the Principal's advice in preparation of the final version.

Motion 2

That the Board adopts the Strategic Plan 2026-2028 as presented.

2. Riwaka School Planning Framework

2.1 From direction to operation to monitoring

The Strategic Plan is intended to operate across a three-year horizon and is therefore intentionally aspirational in nature. Its purpose is to articulate the Board's longer-term direction, priorities and desired outcomes for the school. It is not intended to hold all operational detail within the core document.

The School's planning documents serve different but connected purposes:

1. the Strategic Plan sets the aspirational direction and high-level success statements. It is the Board's document.
2. the Annual Plan holds the operational detail, including actions, targets, measures and reporting indicators for the year. It sits within the Principal's responsibilities for implementation.
3. the Strategic Monitoring Framework is intended to provide clarity around what is monitored at Board level, how evidence is gathered, whose responsibility that is and how information is reported to the Board.

2.2 Annual Plan 2026

The Board is asked to note receipt of the 2026 Annual Plan from the Principal. This effectively becomes the Principal's workplan for the year, constructed to implement the strategic direction set by the Board. It is the document in which the more detailed operational actions, targets, measures and reporting indicators sit.

Motion 3

That the Board notes receipt of the 2026 Annual Plan from the Principal.

2.3 Strategic Monitoring Framework

As the final part of this planning cycle, the Board is asked to discuss the success measures it wishes to monitor at the governance level. This is the key governance discussion arising from this item.

A clear message in the final round of community feedback was the desire for more visible measures, reporting and communication of progress. The Board's discussion on success measures is therefore an important part of responding to the feedback, not only by clarifying what progress will be monitored, but also by supporting clearer reporting back over time.

The Principal's feedback is relevant here also. The Principal agrees that the Board requires sufficient information to monitor progress effectively, but notes that detailed indicators generally sit more naturally within the Annual Plan and annual reporting cycle rather than within the Strategic Plan itself. The Principal has further noted that, in education, not everything of value can be easily measured and that measures should support learning and improvement rather than create unnecessary layers of compliance or narrow the school's focus to only what is most easily counted.

The Board's role at this point is therefore not to replicate the full operational monitoring framework, but to identify a manageable set of governance-level success measures that will allow it to monitor progress against the outcomes it has set. This preserves the distinction between governance and management: the Board sets direction and monitors progress against that direction; school leadership determines how that work is implemented.

The Principal has also noted that any additional monitoring or reporting mechanisms introduced through the strategic framework ultimately sit within the operational workload of the school. It will therefore be important that any Board-level measures adopted are purposeful, manageable and directly connected to improving outcomes for learners.

The Strategic Monitoring Framework (Appendix 4) has been prepared to aid this discussion. Once agreed, these will be the key success measures the Board monitors regularly at governance level during 2026.

The Board should give consideration to measures that:

- are clearly linked to the strategic goals
- can be reported on consistently through the year
- are meaningful at governance level
- do not draw the Board into operational detail
- provide assurance of progress, while leaving implementation with school leadership.

Motion 4

That the Board agrees the key success measures to be monitored and

reported to the Board during 2026, as set out in the Strategic Monitoring Framework.

ends

Appendix 1 - Summary of community feedback

 Item 3 Appendix 1: Riwaka School Draft Strategic Plan 2026–2028 Summary of C...

Appendix 2 - Updated Strategic Plan 206-2028

 Item 3 Appendix 2: UPDATED 2026-2028 Strategic Plan.pdf

Appendix 3 - Annual Plan 2026

 Item 3 Appendix 3: 2026 Annual Plan.pdf

Appendix 4 - Draft Strategic Monitoring Framework

 Item 3 Appendix 4: Riwaka School Strategic Monitoring Overview.pdf

Riwaka School
Draft Strategic Plan 2026–2028

Summary of Community Feedback Themes

The Board received written feedback on the draft Strategic Plan. The following themes emerged for Board consideration.

1. Overall Direction and Structure

Feedback acknowledged the clear three-goal framework (Connected, Nurtured, Empowered), the logical three-year progression from establishing to embedding to sustaining and the continuity from previous strategic cycles.

Suggestions included:

- Simplifying language and format to enhance accessibility for families.
- Strengthening the explicit child-centred focus throughout the document.

2. Measurable Outcomes and Reporting

A strong theme was the desire for clearer, measurable indicators of success, including moving from conceptual success statements to clearly trackable indicators that enable transparent year-by-year reporting.

Suggestions included:

- Incorporating specific and observable KPIs within each goal.
- Clarifying how often progress will be measured and reported.
- Identifying who monitors progress and how assurance is provided.
- Ensuring that parent and student voice informs evaluation processes.

3. Strengthening Transparency Practices

There is interest in ensuring the strategic plan reflects strong systems for transparent reporting, clear information flow and accessible communication. Feedback signalled the importance of visible transparency in:

- Decision-making processes.
- Communication around key changes.
- Reporting on strategic progress.

4. Supporting Capability and Performance Monitoring

There is interest in ensuring that capability, professional standards and ongoing development are clearly supported and monitored through structured systems.

Submissions indicated a desire for:

- Clear articulation of governance versus management responsibilities.
- Clear lines of accountability.
- Clarity on performance and culture monitoring processes.

5. Strengthened Two-Way Communication Systems

There is interest in embedding communication as a strategic priority rather than an informal practice. Feedback emphasised the importance of meaningful whānau voice and accessible communication pathways..

Suggestions included:

- Clear strategic commitment to two-way engagement.
- Multiple communication channels, including options for confidential feedback.
- Regular opportunities for whānau and student voice to inform planning.
- Measurable targets related to engagement and consultation.

6. Explicit Commitments to Integrity and Openness

Trust and integrity were identified as important values within the school community. Embedding these commitments in the strategic plan may support long-term confidence and trust across the community.

Feedback suggests:

- Explicitly referencing integrity, openness and professionalism within the strategic framework.
- Ensuring that school culture reflects honesty and mutual respect.
- Providing clear, safe processes for raising concerns.

7. Student-Centred Focus and Resource Alignment

Submissions encouraged:

- Clear visibility that strategic decisions and resourcing prioritise student outcomes.
- Transparent linkage between funding decisions and learner impact.
- Ongoing reporting that demonstrates how investments support student wellbeing and achievement.



Strategic Plan 2026 - 2028

Connected - Nurtured - Empowered

Riuwaka te puna wai, whakatipu ngā tamariki - The flowing waters nurture our future generation

Goal 1: Connected to Community – ‘Our Place’ is alive

Success Statement: *Riwaka School is the heart of the community – inclusive, welcoming, and connected.*

Initiative	Year 1	Year 2	Year 3	Measures of Success
	2026	2027	2028	
Embed & Celebrate Our Place	<ul style="list-style-type: none"> Launch ‘Our Place’ calendar and Media Mob Share AWHI moments through Hero and social media Strengthen visibility of our identity 	<ul style="list-style-type: none"> Embed Media Mob as part of school culture Host an annual Our Place Festival Develop a digital story portfolio 	<ul style="list-style-type: none"> Sustain signature events and storytelling Archive Our Place stories as school heritage 	<ul style="list-style-type: none"> Community participation in school life reflects a strong connection to the school. AWHI learner success and school life are regularly shared and celebrated with whānau and the wider community.

				<ul style="list-style-type: none"> The identity of "Our Place" is visible in the culture, language, traditions and storytelling of the school.
Curriculum of Our Place	<ul style="list-style-type: none"> Develop and trial Our Place story scope with iwi, historians, and community partners 	<ul style="list-style-type: none"> Embed spiralled Our Place curriculum Integrate global and local comparisons Share inquiries across teams 	<ul style="list-style-type: none"> Consolidate curriculum and host annual Learning Expo Maintain and grow digital resource hub 	<ul style="list-style-type: none"> Kaiako confidently incorporate local stories, places and knowledge into learning programmes. Local iwi, whānau and community knowledge informs and enriches the school's curriculum. Learners demonstrate understanding of their local identity and its connection to the wider world.
Partnerships in Our Place	<ul style="list-style-type: none"> Refresh enrolment and welcome systems Host whānau hui and community events (e.g. Bangers & Maths) 	<ul style="list-style-type: none"> Deepen partnerships with iwi, local groups, and whānau Expand themed hui and curriculum showcases 	<ul style="list-style-type: none"> Sustain partnerships through shared initiatives Our Place partnerships become intergenerational 	<ul style="list-style-type: none"> Whānau participate in and contribute to school life in meaningful ways. Partnerships with whānau, iwi and community organisations are active and visible. The school provides regular opportunities for the community to gather, connect and participate in school life.

Goal 2: Nurtured to Grow – Strengthen Identity, Hauora and Belonging

Success Statement: *Our ākonga and community feel a deep sense of identity, belonging, and wellbeing at Our Place.*

Initiative	Year 1	Year 2	Year 3	Measures of Success
Belonging at Our Place	<ul style="list-style-type: none"> Strengthen welcome and induction systems Launch mihi whakatau and welcome packs 	<ul style="list-style-type: none"> Embed belonging systems and tuakana-teina leadership Deepen whānau partnership and feedback loops 	<ul style="list-style-type: none"> Belonging culture self-sustaining Student and whānau voice shapes continual improvement 	<ul style="list-style-type: none"> New staff, students and whānau are welcomed and supported to become part of the school community.

	<ul style="list-style-type: none"> Embed buddy systems 			<ul style="list-style-type: none"> Relationships across the school reflect the AWHI attributes of Ako, Whanaungatanga, Hauora and Integrity. A strong sense of belonging is visible in the culture and daily life of the school.
Hauora for Life	<ul style="list-style-type: none"> Review hauora systems Strengthen EOTC and wellbeing processes Teach Te Whare Tapa Whā 	<ul style="list-style-type: none"> Embed targeted wellbeing programmes Strengthen hauora partnerships Deepen staff hauora PLD 	<ul style="list-style-type: none"> Sustain hauora culture across school Students lead wellbeing initiatives 	<ul style="list-style-type: none"> Staff, learners and whānau experience a strong sense of wellbeing within the school community. Outdoor learning and EOTC experiences are a regular and valued part of school life. Hauora is visible and embedded in the culture and practices of the school.
Identity and Cultural Confidence	<ul style="list-style-type: none"> Strengthen te reo and tikanga through PLD Refresh cultural visibility and events Celebrate diversity 	<ul style="list-style-type: none"> Deepen iwi narratives and cultural practice Grow learner leadership in kapa haka, pōwhiri, language weeks 	<ul style="list-style-type: none"> Cultural identity visible in all learning Iwi and multicultural stories embedded in curriculum 	<ul style="list-style-type: none"> Learners confidently express and celebrate their identity, language and culture. Whānau and iwi see their identity, language and culture reflected in the life of the school. Te reo Māori me ōna tikanga are visible and woven through the daily life of the school.

Goal 3: Empowered to Flourish – Inspiring Learning and Achievement

Success Statement: *At Riwaka School, everyone is empowered to learn, grow, and flourish.*

Initiative	Year 1	Year 2	Year 3	Measures of Success
Thriving Learners	<ul style="list-style-type: none"> Strengthen transition supports Monitor and analyse attendance Build trauma-informed, inclusive practices 	<ul style="list-style-type: none"> Embed targeted supports and agency partnerships Celebrate engagement and attendance success 	<ul style="list-style-type: none"> Sustain high attendance Embed belonging and engagement in daily practice 	<ul style="list-style-type: none"> Attendance trends show increasing levels of regular attendance across the school.

				<ul style="list-style-type: none"> Partnerships with whānau are proactive and support regular attendance and engagement in learning. Learner progress and achievement data shows increasing levels of success over time.
Achievement and Progress for All	<ul style="list-style-type: none"> Analyse and moderate data Identify and support priority learners Strengthen data literacy 	<ul style="list-style-type: none"> Embed Te Mātaiaho and Science of Learning practices Develop learner-led conferences 	<ul style="list-style-type: none"> Data-informed teaching embedded Progress and equity sustained 	<ul style="list-style-type: none"> Achievement data shows reducing disparities between groups of learners. Learner progress is visible through assessment and monitoring of learning over time. Learners and whānau can articulate learning progress and next steps.
Future-Focused Learners	<ul style="list-style-type: none"> Embed AWHI attributes and goal setting Strengthen digital learning and integration 	<ul style="list-style-type: none"> Expand student leadership and inquiry learning Connect learners with authentic community projects 	<ul style="list-style-type: none"> Learner agency fully embedded Students self-direct learning beyond school 	<ul style="list-style-type: none"> Learners set goals, reflect on their learning and take increasing ownership of their progress. Digital fluency is evident in teaching, learning and communication across the school. The AWHI attributes shape the language and culture of learning and leadership.
Teaching for Deep Learning	<ul style="list-style-type: none"> Develop previous PLD on conceptual and integrated curriculum Develop Teaching to the North-East approaches 	<ul style="list-style-type: none"> Embed concept-based planning and inquiry design Mentor teacher capability 	<ul style="list-style-type: none"> Teaching to the North-East embedded Deliver rich, challenging learning experiences 	<ul style="list-style-type: none"> Kaiako design learning that is deep, integrated and meaningful for learners. Professional collaboration and reflective practice strengthen teaching across the school. Learners experience coherent learning that provides appropriate challenge and support.



Connected • Nurtured • Empowered

Riwaka te puna wai, whakatipu ngā tamariki - *The flowing waters nurture our future generation*

Annual Plan 2026

Connected to Community – ‘Our Place’ is alive *Riwaka School is the heart of the community – inclusive, welcoming, and connected.*

Initiative	Strategic Measure	Annual Actions	Responsibility	Term 1	Term 2	Term 3	Term 4	Monitoring & Reporting
Embed & Celebrate Our Place	Community participation in school life reflects a strong connection to the school.	Continue to host community events and celebrations that bring whānau together.	Principal / Staff	✓	✓	✓	✓	<i>Participation and attendance at school events and gatherings noted through the year and reflected in the Principal's report.</i>
	AWHI learner success and school life are regularly shared and celebrated with whānau and the wider community.	Establish Media Mob and continue regular celebration of learning through assemblies, HERO and newsletters.	Leadership / Media Mob	✓	✓	✓	✓	<i>Learning celebrations are shared regularly through school communications and assemblies.</i>
	The identity of “Our Place” is visible in the culture, language, traditions and storytelling of the school.	Embed Our Place events, traditions and storytelling through assemblies, House activities and curriculum experiences.	Staff	✓		✓	✓	<i>Evidence of Our Place traditions and storytelling visible in school programmes and communications.</i>

Initiative	Strategic Measure	Annual Actions	Responsibility	Term 1	Term 2	Term 3	Term 4	Monitoring & Reporting
Curriculum of Our Place	Kaiako confidently incorporate local stories, places and knowledge into learning programmes.	Develop and implement the Curriculum of Our Place framework to support place-based learning across the school.	Principal / Leadership	✓	✓	✓	✓	Evidence of local curriculum experiences reflected in planning, teaching programmes and classroom practice.
	Local iwi, whānau and community knowledge informs and enriches the school's curriculum.	Continue to strengthen relationships with iwi, whānau and community members to support authentic local learning opportunities.	Principal / Kaiako	✓	✓	✓	✓	Community expertise and partnerships reflected in curriculum experiences and school programmes.
	Learners demonstrate understanding of their local identity and its connection to the wider world.	Provide learning opportunities that explore local environment, history and community connections.	Kaiako		✓	✓	✓	Evidence of learner understanding shared through classroom learning, celebrations and student voice.
Initiative	Strategic Measure	Annual Actions	Responsibility	Term 1	Term 2	Term 3	Term 4	Monitoring & Reporting
Partnerships in Our Place	Whānau participate in and contribute to school life in meaningful ways.	Continue to create opportunities for whānau to participate in learning, events and school activities.	Principal / Staff	✓	✓	✓	✓	Whānau participation in school events, learning conferences and activities noted through the year.
	Partnerships with whānau, iwi and community organisations are active and visible.	Strengthen partnerships with iwi, community groups and local organisations to support learning and community connection.	Principal / Leadership	✓	✓	✓	✓	Evidence of partnerships reflected in school programmes, events and learning opportunities.
	The school provides regular opportunities for the community to gather, connect and participate in school life.	Continue to host school events, gatherings and celebrations that invite community participation.	Principal / Staff	✓	✓	✓	✓	Community gatherings and events reflected in the school calendar and reported to the Board.

Nurtured to Grow – Strengthening Identity and Belonging *Our ākonga and community feel a deep sense of identity, belonging, and wellbeing at Our Place.*

Initiative	Strategic Measure	Annual Actions	Responsibility	Term 1	Term 2	Term 3	Term 4	Monitoring & Reporting
Belonging at Our Place	New staff, students and whānau are welcomed and supported to become part of the school community.	Continue to strengthen welcoming and transition practices for new students, staff and whānau joining the school.	Principal / Leadership / Staff	✓	✓	✓	✓	<i>Transition processes, induction and welcoming practices reflected through school programmes and reported in the Principal's report.</i>
	Relationships across the school reflect the AWHI attributes of Ako, Whanaungatanga, Hauora and Integrity.	Continue to embed the AWHI attributes through classroom practice, schoolwide expectations, assemblies and student leadership.	Staff / Leadership	✓	✓	✓	✓	<i>Evidence of AWHI attributes reflected in classroom culture, assemblies, student leadership and school practices.</i>
	A strong sense of belonging is visible in the culture and daily life of the school.	Foster inclusive classroom and school environments where learners feel valued, connected and supported.	Staff	✓	✓	✓	✓	<i>School culture, student voice and participation in school life reflected through programmes, activities and Principal reporting.</i>
Initiative	Strategic Measure	Annual Actions	Responsibility	Term 1	Term 2	Term 3	Term 4	Monitoring & Reporting
Hauora for Life	Staff, learners and whānau experience a strong sense of wellbeing within the school community.	Continue to strengthen schoolwide wellbeing practices that support positive relationships, engagement and belonging for learners, staff and whānau.	Principal / Leadership / Staff	✓	✓	✓	✓	<i>Wellbeing practices reflected through school culture, classroom environments and school programmes and reported through the Principal's report.</i>
	Outdoor learning and EOTC experiences are a regular and valued part of school life.	Implement the school's EOTC roadmap and continue to provide outdoor learning experiences connected to our local environment.	Leadership / Staff	✓	✓	✓	✓	<i>Outdoor learning and EOTC experiences reflected in classroom programmes, school events and curriculum learning opportunities.</i>

	Hauora is visible and embedded in the culture and practices of the school.	Embed hauora through everyday school practices including wellbeing learning, outdoor experiences and positive school culture.	Staff	✓	✓	✓	✓	Evidence of hauora practices visible through classroom programmes, school activities and student participation in learning and wellbeing opportunities.
Initiative	Strategic Measure	Annual Actions	Responsibility	Term 1	Term 2	Term 3	Term 4	Monitoring & Reporting
Identity and Cultural Confidence	Learners confidently express and celebrate their identity, language and culture.	Provide opportunities for learners to explore, share and celebrate their identity, language and culture through classroom learning and school events.	Staff	✓	✓	✓	✓	Evidence of learner voice, cultural sharing and participation in school activities reflected through classroom programmes and school events.
	Whānau and iwi see their identity, language and culture reflected in the life of the school.	Strengthen partnerships with whānau and iwi and continue to incorporate local knowledge and cultural perspectives into school experiences and learning.	Principal / Leadership / Staff	✓	✓	✓	✓	Whānau and iwi involvement reflected in school programmes, events and curriculum learning opportunities.
	Te reo Māori me ōna tikanga are visible and woven through the daily life of the school.	Continue to integrate te reo Māori and tikanga into classroom practice, school routines, assemblies and schoolwide events.	Staff / Leadership	✓	✓	✓	✓	Evidence of te reo Māori and tikanga reflected in classroom practice, school events and everyday school life.

Empowered to Flourish – Inspiring Learning and Achievement *At Riwaka School, everyone is empowered to learn, grow, and flourish.*

Initiative	Strategic Measure	Annual Actions	Responsibility	Term 1	Term 2	Term 3	Term 4	Monitoring & Reporting
Thriving Learners	Attendance trends show increasing levels of regular attendance across the school.	Implement the school's Attendance Management Plan to support regular attendance and address barriers to learning.	Principal / Leadership	✓	✓	✓	✓	Attendance data reviewed regularly and reported to the Board through the Principal's report.
	Partnerships with whānau are proactive and support regular attendance and engagement in learning.	Strengthen proactive communication with whānau to support regular attendance and engagement in learning.	Principal / Leadership / Staff	✓	✓	✓	✓	Attendance support strategies and communication with whānau reflected through school processes and Principal reporting.
	Learner progress and achievement data shows increasing levels of success over time.	Monitor learner progress and achievement and implement targeted support to ensure learners are progressing in their learning.	Leadership / Staff		✓	✓	✓	Learner progress and achievement data analysed and reported through school assessment and Principal reporting.
Initiative	Strategic Measure	Annual Actions	Responsibility	Term 1	Term 2	Term 3	Term 4	Monitoring & Reporting
Achievement and Progress for All	Achievement data shows reducing disparities between groups of learners.	Analyse achievement data and implement targeted teaching and support to accelerate learning for priority learners.	Principal / Leadership / Staff		✓	✓	✓	Achievement data analysed and reported to the Board through mid-year and end-of-year reporting.
	Learner progress is visible through assessment and monitoring of learning over time.	Continue to use schoolwide assessment and monitoring processes to track learner progress and inform teaching practice.	Leadership / Staff	✓	✓	✓	✓	Progress monitoring and assessment data reflected in teacher planning and reported through school achievement reporting.

	Learners and whānau can articulate learning progress and next steps.	Provide opportunities for learners and whānau to discuss learning progress and next steps through learning conferences and ongoing communication.	Staff	✓	✓	✓	✓	Evidence of learner goal setting, reflection and learning conversations reflected through school programmes and communication with whānau.
Initiative	Strategic Measure	Annual Actions	Responsibility	Term 1	Term 2	Term 3	Term 4	Monitoring & Reporting
Future-Focused Learners	Learners set goals, reflect on their learning and take increasing ownership of their progress.	Provide opportunities for learners to set learning goals, reflect on progress and take ownership of their learning through classroom practice and learning conversations.	Staff	✓	✓	✓	✓	Evidence of learner goal setting and reflection visible through classroom practice, learning conferences and school programmes.
	Digital fluency is evident in teaching, learning and communication across the school.	Continue to integrate digital tools and technologies to support teaching, learning and communication.	Leadership / Staff	✓	✓	✓	✓	Digital learning and communication reflected through classroom programmes and school practices.
	The AWHI attributes shape the language and culture of learning and leadership.	Continue to embed the AWHI attributes through classroom learning, assemblies and student leadership opportunities.	Staff / Leadership	✓	✓	✓	✓	Evidence of AWHI attributes reflected through school culture, student leadership and learning programmes.
Initiative	Strategic Measure	Annual Actions	Responsibility	Term 1	Term 2	Term 3	Term 4	Monitoring & Reporting
Teaching for Deep Learning	Kaiako design learning that is deep, integrated and meaningful for learners.	Continue to strengthen curriculum design that supports deep, integrated learning experiences connected to the local curriculum and student interests.	Leadership / Staff	✓	✓	✓	✓	Evidence of integrated and meaningful learning reflected through classroom planning, programmes and curriculum experiences.

	Professional collaboration and reflective practice strengthen teaching across the school.	Continue to support collaborative planning, professional learning and reflective practice through team meetings and professional growth cycles.	Principal / Leadership	✓	✓	✓	✓	Evidence of collaboration and professional reflection reflected through professional learning discussions and teacher inquiry.
	Learners experience coherent learning that provides appropriate challenge and support.	Ensure learning programmes provide appropriate challenge and support to meet the diverse needs of learners.	Staff	✓	✓	✓	✓	Evidence of learner engagement, differentiation and learning progress reflected through classroom practice and monitoring of learning.

Riwaka School Strategic Monitoring Overview



Connected • Nurtured • Empowered

Riwaka te puna wai, whakatipu ngā tamariki - *The flowing waters nurture our future generation*

Goal 1 – Connected to Community

Initiative	Focus	Measure	Evidence
Embed & Celebrate Our Place	Celebrating learning and community connection	Participation in school community events	<ul style="list-style-type: none"> Attendance at school events and celebrations Participation in assemblies and school gatherings Community presence at school activities
Curriculum of Our Place	Local curriculum connected to place and community	Evidence of local curriculum in teaching programmes	<ul style="list-style-type: none"> Classroom planning reflecting local curriculum Learning experiences connected to local environment and stories Student learning stories and classroom programmes
Partnerships in Our Place	Partnerships with whānau, iwi and community	Active partnerships contributing to learning	<ul style="list-style-type: none"> Community expertise contributing to learning Visits and experiences involving local organisations or iwi Partnerships supporting curriculum learning

Goal 2 – Nurtured to Grow

Initiative	Focus	Measure	Evidence
Belonging at Our Place	Inclusive relationships and strong school culture	Student sense of belonging	<ul style="list-style-type: none"> Annual student voice pulse check Pastoral observations and classroom culture Student participation in school life
Hauora for Life	Wellbeing and outdoor learning	Participation in outdoor learning and EOTC	<ul style="list-style-type: none"> EOTC experiences across year levels Outdoor learning programmes and activities Student participation in wellbeing and outdoor learning experiences
Identity and Cultural Confidence	Identity, language and culture visible in school life	Visibility of te reo Māori and tikanga in school life	<ul style="list-style-type: none"> Use of te reo Māori in classroom and school routines Tikanga practices in assemblies and school events Cultural activities such as kapa haka and celebrations

Goal 3 – Empowered to Flourish

Initiative	Focus	Measure	Evidence
Thriving Learners	Attendance and engagement	Attendance trends	<ul style="list-style-type: none"> School attendance data Attendance reporting to the Board Attendance monitoring processes

Achievement and Progress for All	Progress and equity in learning	Reduction in achievement disparities	<ul style="list-style-type: none"> • Achievement and progress data • Mid-year and end-of-year achievement reporting • Analysis of progress for priority learners
Future-Focused Learners	Learner agency and capability	Learner goal setting and reflection	<ul style="list-style-type: none"> • Learning conferences and discussions • Student goal setting and reflection • Evidence of learner ownership in learning
Teaching for Deep Learning	Powerful teaching and learning	Collaborative teaching and deep learning design	<ul style="list-style-type: none"> • Teacher planning and integrated learning programmes • Professional collaboration and teacher inquiry • Classroom learning experiences showing challenge and support

Key Evidence Sources

Evidence used to monitor progress against the Strategic Plan will be drawn from the following sources:

- Attendance data and attendance reporting
- Achievement and progress data in reading, writing and mathematics
- Student voice
- Participation in school events, EOTC and community activities
- Teaching practice, classroom programmes and professional collaboration
- School culture, routines and everyday practices



Riwaka School Principal's Report

Date: 31 March 2026

Roll: 133

Riwaka School – Roll Composition Summary Term One, 2026

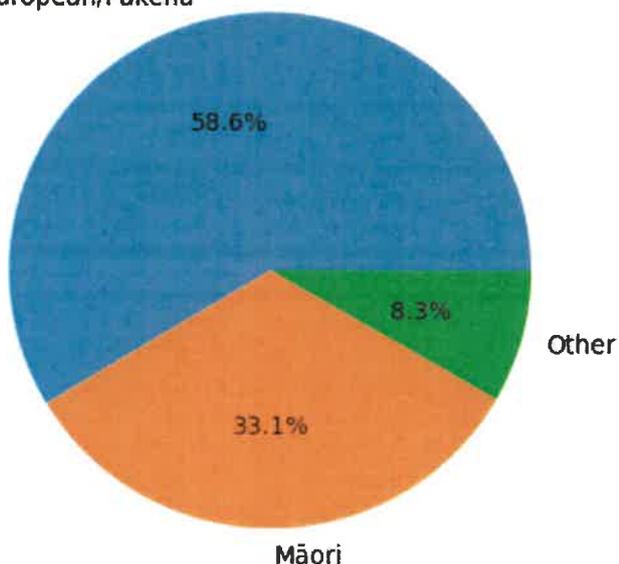
Gender Breakdown

- **Boys:** 76 students (57%)
- **Girls:** 56 students (43%)

5 confirmed pre-enrolments for Term 2 into Awaroa (New Entrant class)

Roll Composition by Ethnicity (Term 1 2026)

NZ European/Pākehā



Commentary:

Riwaka School Ethnicity Makeup

Riwaka School continues to reflect a diverse and inclusive community. Māori learners make up approximately **33% of the school roll**, affirming the importance of Te Tiriti partnership and culturally responsive practice across the kura.

New Zealand European/Pākehā learners remain the largest group at approximately **59%**, alongside a small but important mix of other ethnic groups including Pacific, Asian, and Latin American backgrounds.

This diversity strengthens our school culture and reinforces our commitment to **belonging, identity, and equitable outcomes for all learners**, aligned with our strategic focus on being **Connected to Community, Nurtured to Grow, and Empowered to Flourish**.

Other ethnic backgrounds (combined ~8% of the roll):

- Pacific (Samoan, Tongan, Other Pacific): ~3–4%
- Asian: ~2–3%
- Latin American and other groups: ~1–2%

Footnote:

Ethnicity data is reported using **Māori priority coding**, where any learner identifying as Māori is counted within the Māori group. The '**Other ethnic backgrounds**' category represents a small number of learners across

a range of ethnicities (including Asian, Pacific, and other backgrounds), each comprising a small proportion of the total school roll, and is reported as a combined group due to small numbers.

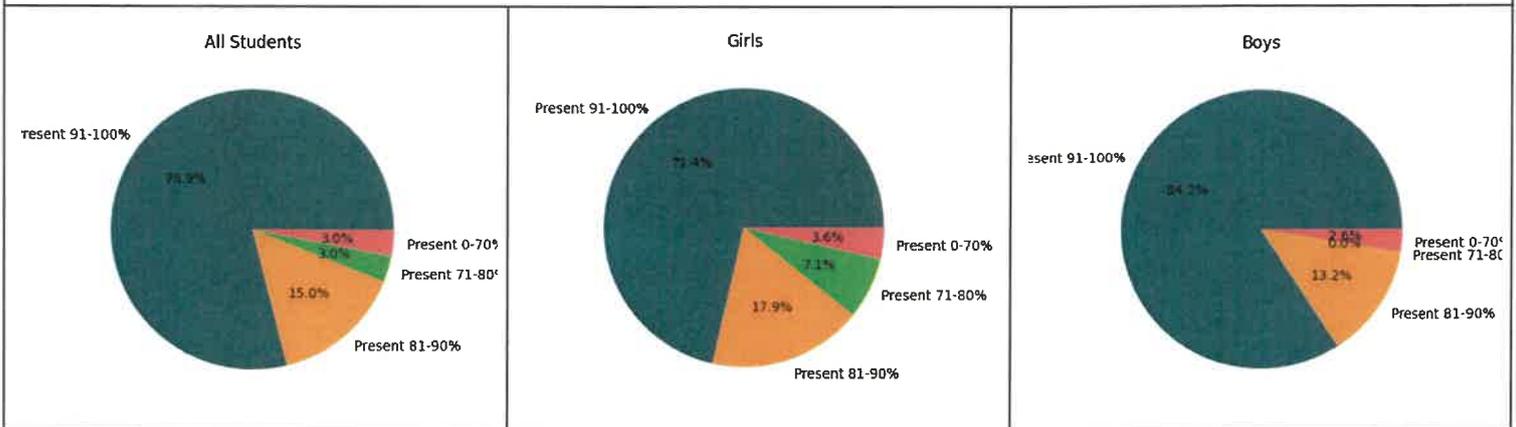
Ethnicity overview (big-picture only)

Because some groups are very small, percentages can look extreme. Focusing on our two largest groups:

- | | |
|--|--|
| <p>Māori:</p> <ul style="list-style-type: none"> Majority of learners are attending 91–100% A small group sits in the 0–70% band Some spread across the 81–90% band | <p>NZ European / Pākehā:</p> <ul style="list-style-type: none"> Strong representation in the 91–100% band Very few learners in the 0–70% range Small spread across 81–90%, minimal in lower bands |
|--|--|

Commentary: The majority of ākonga across all ethnicities are attending school very regularly. A **small group of Māori learners remains over-represented in the lowest attendance band**, consistent with previous patterns. This continues to reinforce the importance of **early identification, targeted support, and strong whānau partnerships** as part of our ongoing attendance strategy.

Overall, attendance across both groups is **strong and positive at the start of the year**, supporting learner engagement and success.



Riwaka School Strategic Dashboard

(Board Monitoring Snapshot)

Connected to Community | Nurtured to Grow | Empowered to Flourish

Goal 1 – Connected to Community

Initiative	Status	Evidence Snapshot
Embed & Celebrate Our Place		Strong participation at school events and assemblies
Curriculum of Our Place		Curriculum framework development underway
Partnerships in Our Place		Community partnerships supporting learning experiences

Goal 2 – Nurtured to Grow

Initiative	Status	Evidence Snapshot
Belonging at Our Place		Student voice indicates strong sense of belonging
Hauora for Life		Regular EOTC and outdoor learning experiences
Identity and Cultural Confidence		Te reo Māori and tikanga visible in school routines

Goal 3 – Empowered to Flourish

Initiative	Status	Evidence Snapshot
Thriving Learners		Attendance improving but some learners below target
Achievement and Progress for All		Progress data showing positive movement
Future-Focused Learners		Goal setting and reflection developing
Teaching for Deep Learning		Collaborative planning and teacher inquiry evident

Status Key



On Track



Monitoring



Developing



Not started

Strategic Plan Progress Update

The following section provides a brief update on progress against the school's Strategic Plan initiatives. Indicators highlight the areas being monitored, and commentary provides a short summary of current progress and evidence. This reporting supports the Board to monitor strategic priorities while operational detail continues to be managed through school processes.

Goal #1 – Connected to Community

Initiative	Indicators	Commentary
<p>● Embed & Celebrate Our Place</p>	<ul style="list-style-type: none"> • Participation in school community events ✓ • Celebration and sharing of learning and AWHI success ✓ • “Our Place” identity visible in school culture and traditions 	<p>Our weekly celebration assemblies continue to be popular with whanau. Key to their success is teachers alerting whanau early (Monday) that their child is receiving a certificate, to allow time for them to make arrangements to attend if possible.</p> <p>Junior team 'Te Puna' always draws a larger crowd but average attendance is 20 adults in the audience each week.</p> <p>A document has been created to track attendance.</p> <p><u>Planned events</u> - Week 4 of Term 2</p> <p><i>Curriculum @ Our Place</i></p> <p>Morning and Evening session:</p> <p>How we deliver learning at Riwaka School.</p> <p>An opportunity for whanau to come along and hear about how learning is designed and delivered, including information about the implementation of the new English and Maths curriculums.</p>
<p>● Curriculum of Our Place</p>	<ul style="list-style-type: none"> • Local curriculum reflected in teaching programmes ✓ • Learning experiences connected to local environment and stories ✓ • Community knowledge enriching learning ✓ 	<p>Teachers continue to develop learning experiences that connect learners with the local environment and community knowledge.</p> <ul style="list-style-type: none"> - Te Pūaha Camp - Te Awa Camp - Te Puna visit to Riwaka River mouth <ul style="list-style-type: none"> ● Science Kit “Big Blue Future” used to

		<p>support investigations into the ocean while on camp.</p> <ul style="list-style-type: none"> • Glenis Paul from NZ Marine Studies Centre running sessions on the flats at Mārahau. • Adele, Tess and Tina continuing development of our Our Place curriculum. <p>Two school camps (Te Puaha and Te Awa) have taken place this term - both received good parent support which is crucial to us being able to hold these learning experiences for our tamariki.</p> <p>Camps are strategically planned to align with the learning focus - this year 'Te Ao Hurihuri - the Ever-Changing World) and in term 1, Moana Under Pressure. Teachers plan the camp activities to create authentic, experiential links to learning outcomes of the curriculum.</p> <p><u>Planned Experiences:</u> Early May - Colossal Squid Ngā Tipua exhibition</p>
<p>Partnerships in Our Place</p>	<ul style="list-style-type: none"> • Community and iwi partnerships supporting learning • Community expertise contributing to school programmes • Opportunities for community connection with the school ✓ 	<ul style="list-style-type: none"> - There was a positive response to bringing the community in to support fundraising. Jane to provide details separately in her report. - Expertise called for to support Garden to Table - so far only one parent has been in touch with Stevee to support her leadership of this area. - Great to receive the donation of soil for our greenhouse and garden beds from Neil Jackson Contracting. - Awesome parent/whānau support for camps, EOTC visits, extra-curricular activities - NZ Ballet visit - across school workshops

Goal #2 – Nurtured to Grow

Initiative	Indicators	Commentary
<p>● Belonging at Our Place</p>	<ul style="list-style-type: none"> • Student sense of belonging • Inclusive relationships across the school ✓ • Positive school culture and participation ✓ 	<ul style="list-style-type: none"> - Student Voice 'pulse check' in calendar for end of Term 3 - Positive relationships and inclusive classroom environments continue to support a strong sense of belonging for learners <ul style="list-style-type: none"> ● Professional Observations across the school indicate that students feel connected and engaged in school life. <p><u>Informal Collection of Student Voice highlighting positive participation and culture:</u> <i>"What is the best thing about this year at Riwaka School?"</i></p> <ul style="list-style-type: none"> ● I love maths, we get to use the whiteboards and work it out. ● Molly is the best thing about our school. She meets me for pats at the start of the day. ● We get to have lightbulb moments. ● My best thing is free writing - we get to write about our own ideas. ● The Literacy menu. We can choose what we are doing in literacy and it's really fun. ● Inquiry is my favourite thing. We get to learn about sea creatures and now we are going to do art sea creatures. ● When we do Discovery and we get a challenge and we all work on it together. Like the longest paper chain. ● Swimming. We are SO lucky to have a swimming pool.

<p>● Hauora for Life</p>	<ul style="list-style-type: none"> • Participation in outdoor learning and EOTC ✓ • Wellbeing practices embedded in school life ✓ • Positive engagement in learning and school activities ✓ 	<ul style="list-style-type: none"> - Hauora is a school attribute - something we consider important to be a successful person/human - looking after our own wellbeing, and considering the wellbeing of others. We use the Mason Drury model 'Te whare tapa wha' to explain the concept through the four walls of the whare. This is evident throughout the school, where teachers explicitly make connections, unpack and teach this. - Student Leaders have led a review of our AWHI Attributes during House Hui to ascertain student understanding, create a 'student voice' version and unpack what this looks like at Our Place - directly linking this to our Hauora attribute - wellness for life. - Outdoor learning and EOTC experiences remain an important part of the school programme. These experiences support student wellbeing, engagement and connection to the local environment.
<p>● Identity and Cultural Confidence</p>	<ul style="list-style-type: none"> • Visibility of te reo Māori in school routines and learning ✓ • Tikanga reflected in school practices and events ✓ • Cultural identity recognised and celebrated 	<ul style="list-style-type: none"> - Te reo Māori and tikanga continue to be visible in classroom practice, assemblies and school events. These practices support learners in developing cultural confidence and a sense of identity within the school community. - Professional Standards for Teachers has been updated with 'Standard 1: Te Tiriti o Waitangi partnership' overarching all other standards - we expect to see this developing across all areas of teacher practice.



Goal 3 – Empowered to Flourish

Initiative	Indicators	Commentary
<p>● Thriving Learners</p>	<ul style="list-style-type: none"> • Attendance trends ✓ • Student engagement in learning • Partnerships with whānau supporting attendance 	<ul style="list-style-type: none"> - The Attendance Management Plan has been adopted by the Board and sent to all members of our school community via Hero. It is also available on our school website - <i>compliance</i> ✓ - A visual representation was shared with the community explaining the impact of days away from school - e.g. 90% attendance equates to 4 weeks away from school each year. - Attendance data for Term 1 shows a strong and positive start to the year, with nearly 80% of learners attending in the 91–100% band and over 90% attending more than 80% of the time. This reflects high levels of engagement and a settled start to the school year. - A small group of learners remains in the lower attendance bands, consistent with previous patterns. These learners are being closely monitored, with a continued focus on early identification, targeted support, and strong partnerships with whānau as

		<p>part of our attendance strategy.</p> <ul style="list-style-type: none"> - Overall, attendance is tracking well and supports our strategic priority of Thriving Learners, with most ākonga well-positioned to engage successfully in learning.
<p>● Achievement and Progress for All</p>	<ul style="list-style-type: none"> • Progress in reading, writing and mathematics • Reduction in achievement disparities ✓ • Monitoring of progress for priority learners ✓ 	<ul style="list-style-type: none"> - Implementation of MAP (Maths Acceleration Programme) in Year 3. Ministry funded targeted initiative in raising achievement for learners who are achieving 'just' below their learning year phase. Too early to report impact. <p><u>Informal Teacher Feedback:</u></p> <p>"What I am seeing is a change of attitude and enjoyment of maths e.g. now using rich maths language, seeing themselves as mathematicians, having lightbulb moments that 'they can' and asking 'when is it going to be maths time', 'maths is fun', 'I like maths games'." - Serena Holm, Yr 3 Kaiako</p> <ul style="list-style-type: none"> - Targeted support is in place in Pukekoikoi - RTLB funded intervention. Monitoring impact together with liaison and management. - Priority Learners are identified by kaiako and part of every team meeting to discuss practice and impact of interventions - Teacher Aide timetables to meet specific learning needs overseen by SENCo. - Applications to outside agencies for support for five learners.
<p>● Future-Focused Learners</p>	<ul style="list-style-type: none"> • Learner goal setting and reflection ✓ • Learner agency in learning • Use of digital tools to support learning 	<p>Term 1 Learning Conferences/Goal-setting meetings have taken place.</p> <ul style="list-style-type: none"> - Attendance across the school 38%

● **Teaching for Deep Learning**

- Professional collaboration ✓
- Teaching inquiry
- Learning design ✓

- Teaching and Learning design for schoolwide themes for 2026 has been hugely successful. This has helped relieve the sense of overwhelm with the implementation of the two new curriculums - Maths & English.

Informal Teacher Voice Snapshot:

"It's been great to have the curriculum overview, it gave me a structure to work with, able to adapt for my learners but also work with my team when we are all sharing resources and ideas. I breathed a sigh of relief when I saw this - it is very reassuring."

"Lovely having a direction and a focus, one that is realistic and applies to the students now and in their future lives. Has definitely made it more cohesive across the school. In my experience, in the past it has been so broad, now it makes it align across the school which I think is really really good"

- Planning and assessment tasks for 'Moana Under Pressure' show an integrated and spiralling curriculum.
- Teachers have used the 2026 overview **attached** (collaboratively designed at the end of 2025) to plan together for Term 2 focus - 'Forces of Change'

Evidence for strategic monitoring is drawn from operational school processes including attendance tracking, achievement analysis, teaching inquiry, student voice and participation in school life.

Riwaka School Strategic Line of Sight

This diagram shows how the Strategic Plan connects to the Annual Plan, operational practice, and Board monitoring.

Strategic Goal	Initiative	What Success Looks Like (Measure)	Evidence from School Practice	Board Monitoring
Connected to Community	Embed & Celebrate Our Place	Participation in school community events	Event attendance, assemblies, community engagement	Strategic Dashboard and Principal commentary
	Curriculum of Our Place	Evidence of local curriculum in teaching programmes	Classroom planning, local learning experiences	Strategic Dashboard and Principal commentary
	Partnerships in Our Place	Active partnerships contributing to learning	Community expertise, visits, local partnerships	Strategic Dashboard and Principal commentary
Nurtured to Grow	Belonging at Our Place	Student sense of belonging	Student voice, pastoral observations	Strategic Dashboard and Principal commentary
	Hauora for Life	Participation in outdoor learning and EOTC	Outdoor learning experiences, EOTC programmes	Strategic Dashboard and Principal commentary
	Identity and Cultural Confidence	Visibility of te reo Māori and tikanga in school life	Classroom language, assemblies, cultural activities	Strategic Dashboard and Principal commentary
Empowered to Flourish	Thriving Learners	Attendance trends	Attendance data and attendance monitoring	Strategic Dashboard and Principal commentary
	Achievement and Progress for All	Reduction in achievement disparities	Achievement and progress data	Strategic Dashboard and Principal commentary
	Future-Focused Learners	Learner goal setting and reflection	Learning conferences, student goal setting	Strategic Dashboard and Principal commentary
	Teaching for Deep Learning	Collaborative teaching and deep learning design	Teacher planning, collaboration, professional inquiry	Strategic Dashboard and Principal commentary

Business As Usual (BAU): Updates from the Principal

The following section provides brief operational updates to ensure the Board is informed about key areas of school management and compliance.

<p>Strategic Direction</p>	<p>The draft 2026–2028 Strategic Plan has been shared with the Board, with feedback received earlier in the year. We are currently awaiting confirmation of adoption.</p> <p>This report is based on the draft Strategic Plan, as is the Principal’s Annual Plan, which is now being enacted to ensure continuity of direction and progress across the school.</p> <p>Due to the timing of Board feedback and finalisation, the plan will not meet the Ministry of Education compliance deadline for upload to the Secure Data Portal by 31 March 2026. Once adopted, the Strategic Plan will be finalised and submitted.</p> <p>I have created two supporting documents for the Board to assist with understanding evidence and what measures are possible/appropriate.</p> <p>The Strategic Line of Sight document is contained within my Principal Report and the Strategic Monitoring Overview is attached for further reference.</p>
<p>Curriculum</p>	<p>Learning this term has been centred around our concept <i>Te Ao Hurihuri – The Ever-Changing World</i>, with a focus on Moana Under Pressure. Across the school, learners are engaging in integrated inquiry through science and social sciences, exploring the impact of human activity on our local and global marine environments.</p> <p>Classroom programmes reflect a high level of engagement, with opportunities for discussion, investigation, and connection to our local context. This is evidenced through pastoral and critical buddy observations, alongside assessment information, and continues to support the development of our <i>Curriculum of Our Place</i>, with learning that is meaningful, relevant, and connected.</p>
<p>Motueka Cluster Community of Learning</p>	<p>Planning is underway to establish a Maths Leadership Professional Learning Group (PLG) across Motueka Cluster schools. An initial meeting has been held to explore the purpose and structure of this group, including strengthening understanding of the new maths curriculum, sharing effective practice, exploring resources, and building stronger connections with the high school.</p> <p>This initiative reflects the collaboration across the cluster, with emerging data from the high school indicating positive outcomes, in part attributed to strengthened alignment between schools. This work supports our strategic focus on Empowered to Flourish, particularly through strengthening teaching practice and building coherence across learning pathways for our ākonga.</p>

	Principals across the cluster (16 schools) continue to meet twice per term, supporting collective leadership, shared learning, and ongoing improvement across the region.
Personnel	<p>All variations to existing personnel contracts affected by the recent collective agreements have now been signed and uploaded to EdPay:</p> <ul style="list-style-type: none"> - Support Staff - Caretakers - Teacher Aides <p>Other personnel updates will be discussed In Committee</p>
Finance	<p>Finance Snapshot: Following the February finance workshop, the Finance Sub-Committee is now well underway with a review of non-classroom facing expenditure.</p> <p>A new finance lead has been allocated through Solutions and Services. Initial work has focused on refining coding and improving financial transparency. A draft budget has been prepared and is ready for Board approval.</p> <p>The Finance Sub-Committee (Principal and Paul Miles) continues to progress this work, with updates provided to the Board as key areas are reviewed.</p> <p>A full report will be provided In Committee</p>
Property	<p>We have now received the weathertightness report for the Administration Block, which identifies moisture ingress and areas of concern within the flooring system, with elevated moisture levels recorded. The report indicates that remedial work is required, with full floor replacement likely, alongside improvements to drainage and ventilation to address underlying causes. This will be reviewed with the Board, with next steps confirmed in consultation with the Ministry.</p> <p>I attended a water reticulation meeting, held with key stakeholders, and trades are now scheduled to begin work. This will include excavation across the school entrance to connect water from the state highway. Liaison is ongoing with Mark (Caretaker), who will act as the on-site point of contact alongside contractors, the Ministry, and relevant providers.</p> <p>Several smaller projects continue to enhance the school environment, including the sandpit redevelopment and replacement carpet in Pōhufukawa.</p> <p>Groundsperson hours continue to reflect the operational needs of the school, including property maintenance, event support, and site coordination. This remains within approved budget parameters and is reported transparently to the Deputy Principal and Board.</p>
School Improvement	BSLA is now fully embedded in the junior team, with the senior team beginning implementation supported by Tess.

	<p>Maths – No Problem! continues to be monitored for alignment with the New Zealand Curriculum, with ongoing work to ensure best fit for our learners.</p> <p>Alongside this, work continues on strengthening our conceptual, spiralling curriculum to support meaningful, connected learning experiences.</p> <p>School systems, including attendance monitoring and the use of Hero, support early identification of learners requiring additional support.</p> <p>SMART tool preparedness will begin in Term Two</p>
<p>Health & Safety</p>	<p>Health and safety systems continue to operate effectively, with regular emergency preparedness procedures, hazard monitoring, and EOTC planning in place.</p> <p>A summary of medical room data for Term 1 is attached , showing that the majority of incidents are minor in nature, with most occurring during break times and in high-use areas such as classrooms and courts. These patterns are consistent with typical school activity and are used to inform ongoing supervision and risk management.</p> <p>The pump track is scheduled for repair over the term break, in line with identified recommendations.</p>
<p>Legislative Requirements</p>	<p>All scheduled property compliance checks have been completed and signed off in accordance with Ministry and regulatory requirements.</p> <p>All employment-related documentation and statutory requirements for 2026 appointments have been completed and filed appropriately.</p> <p>Attendance data continues to be reported to the Ministry of Education through the school's Student Management System, ensuring compliance with national attendance reporting expectations.</p> <p>The school remains compliant with its legislative and regulatory obligations.</p> <p>The Board is kept informed of compliance matters through regular reporting and in-committee discussions where required.</p>

POLICY REVIEWS & PRINCIPAL ASSURANCES



2026 Board Assurances

The principal assures the board through regular board reporting that the school complies with key legislative and regulatory requirements, relevant policies are up to date, and appropriate actions have been taken. Two assurances at the top apply **every term**. Other assurances apply to **one term only**. Policies with an asterisk may not apply to all schools.

	POLICIES	ACTIONS
EVERY TERM	Risk Management	Assure the board that hazards are being actively identified, identified hazards are being monitored and controlled (including risks to student safety and wellbeing), and that control measures are being reviewed to ensure these remain appropriate and effective. This includes sun protection and EOTC activities.
	Emergency Management	Assure the board that the school has an up-to-date emergency plan, including pandemic planning, emergency/evacuation procedures, lockdowns, notification, duty of care for students, and testing procedures.

Term 1 2026 Principal Assurance

	POLICIES	ACTIONS
TERM 1	School Planning and Reporting	Assure the board that the current strategic plan has been submitted to the Ministry of Education and published online; the annual implementation plan has been published online by 31 March each year; financial statements have been submitted to the school auditor by 31 March each year; and the annual report (including audited financial statements) has been submitted to the Ministry of Education by 31 May and published online each year.
	Learning Support	Assure the board that teachers of students with learning support needs have a sound understanding of student needs, and systems are in place to support these students.
	Health Education	Assure the board that at least once every two years, a consultation with the school community has occurred, and a statement on the delivery of the health curriculum has been adopted.
	Health, Safety, and Welfare Policy	Assure the board that school health, safety, and welfare policies and procedures meet legislative and regulatory requirements. See Health, Safety, and Welfare Policy on your SchoolDocs site for more details.
	Worker Engagement, Participation, and Representation	Assure the board that workers have the opportunity to participate in improving workplace health and safety.
	Health Support	Assure the board that policies and procedures relating to health support are up to date and implemented correctly. See Health Support on your SchoolDocs site for more details.
	Digital Technology and Online Safety	Assure the board that Digital Technology and Online Safety policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.
	Boarding House / Hostel Policies *	Assure the board that the boarding house/hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school.

Policy Area	Assurance
Risk Management	The principal assures the Board that hazards are actively identified, recorded, and monitored, and that appropriate control measures are in place to manage risks to student and staff wellbeing. These measures are regularly reviewed to ensure they remain appropriate and effective, including those relating to sun protection and EOTC activities.

Emergency Management	<p>The principal assures the Board that the school maintains an up-to-date emergency management plan, including procedures for evacuation, lockdown, communication, and duty of care for students. Emergency procedures are regularly reviewed and practised. A recent audit/review of emergency procedures has been undertaken to ensure systems remain current and effective.</p>
School Planning and Reporting	<p>The principal assures the Board that Riwaka School is compliant with the requirements of the <i>Education and Training Act 2020</i> and the Ministry of Education planning framework <i>Te Whakangārahu Ngātahi – Planning Together for Ākonga Success</i>. The Strategic Plan, Annual Implementation Plan, and Annual Report are completed, submitted, and published within the required timeframes.</p>
Learning Support	<p>The principal assures the Board that systems are in place to identify and support students with learning support needs. Staff have a clear understanding of student needs and appropriate programmes and supports are implemented and monitored.</p>
Health Education	<p>The principal assures the Board that consultation with the school community regarding the delivery of the Health Curriculum occurs at least once every two years, and that a statement on the delivery of the health curriculum has been adopted by the Board.</p>
Health, Safety, and Welfare	<p>The principal assures the Board that the school's health, safety, and welfare policies and procedures meet legislative and regulatory requirements and are implemented in practice.</p>
Worker Engagement, Participation, and Representation	<p>The principal assures the Board that workers have opportunities to participate in improving workplace health and safety through established communication and consultation processes.</p>
Health Support	<p>The principal assures the Board that policies and procedures relating to health support are current and implemented appropriately to support student wellbeing and safety.</p>
Digital Technology and Online Safety	<p>The principal assures the Board that policies and procedures relating to digital technology and online safety are implemented, promoting responsible digital use and internet safety for students and staff.</p>

Boarding House/Hostel policy

Not applicable

**Term 1 2026
Policy Reviews**

2026

HEALTH, SAFETY, AND WELFARE

TERM 1

- Alcohol, Drugs, and Other Harmful Substances Policy (board)
- Sun Protection (board)
- Digital Technology and Online Safety (board)
- Cellphones and Other Personal Digital Devices
- Safety and Welfare for Students on Work Experience *
- Firearms Not Allowed * / Firearms Policy *

These policies are open for review.

Dates - 26 January - 02 April 2026

2026 Year Overview

Te Ao Hurihuri – The Ever Changing World



Connected • Nurtured • Empowered

Rūwaka te puna wai, whatakalpu ngā tamariki - The flowing waters nurture our future generation

Term	Te Puna (Years 1–3)	Te Awa (Years 4–6)	Te Pūaha (Years 7–8)
Term 1	Moana Under Pressure Exploring the sea around us, marine life, waves and tides, and how people use and care for the moana.	Moana Under Pressure Investigating marine ecosystems, adaptations, and how human activity and economic use affect the moana.	Moana Under Pressure Analysing pressures on marine ecosystems, human impact, and economic trade-offs using evidence.
Term 2	Forces of Change: Weather & Seasons Noticing daily weather, seasonal change, and how weather affects people, plants, and animals.	Forces of Change: Weather, Climate & Community Investigating weather vs climate, analysing data, and exploring impacts on communities and local industries.	Forces of Change: Climate & Decision-Making Examining climate systems, evaluating evidence, and analysing social, economic, and political responses.
Term 3	Innovation & Adaptation Identifying problems and designing simple solutions to help people and environments adapt to change.	Innovation & Adaptation Designing, testing, and refining solutions to environmental and community challenges using evidence.	Innovation & Adaptation Developing future-focused innovations, evaluating impact, and justifying solutions using systems thinking.
Term 4	Moana Regenerating Exploring marine life cycles, caring for sea life, and sharing learning through a junior science celebration.	Moana Regenerating: Marine Reserves Investigating marine protection, regeneration, and presenting evidence at the Science Fair.	Moana Regenerating: Evidence & Futures Analysing regeneration data, evaluating effectiveness of marine management, and leading Science Fair learning.

2026 Assessment Overview

Year	Assessment	Assessment purpose	Frequency
Year 0 - 1	Initial phoneme identity Letter sound recognition Phoneme blending	Phonological awareness Indicates Tier 2 intervention	After 10 weeks teaching
Year 2 - 3	Spelling Non word reading fluency Non word spelling Connected text	Spelling rule / pattern and morphology knowledge Reading fluency and decoding	After 10 weeks teaching
Year 3 - 8	PHoM Taumata 10 - 18	Phonological awareness and morphology	Baseline data collection - after 10 weeks
Year 4* - 8 *Includes Year 3 students who have completed the Year 3 Spelling screener	DIBELS	Reading Phonemic awareness Oral word reading fluency	As required for baseline and comparison. 2026: Year 4 - Term 1 Year 5 - Term 1 Year 6 - Term 1 Year 7 - 8 - by the end of Term 1 To be repeated Term 3
Year 3*-8 For those students who are not reading decodable texts	Running Record PROBE	Identify reading needs Monitor comprehension and reading behaviours	Term 2 Term 4
Year 4-8	Burt Word Recognition	Word reading recognition and accuracy	Term 2 Term 4
Year 0-8	Writing sample	Assessing 7 parameters of writing conventions	Term 1 Term 3

Year	Assessment	Assessment Purpose	Frequency
Year 0 -2	Junior Maths Assessment snapshots	Numeracy development	Term 2 Term 4
Year 3-8	eastTle Maths	Numeracy development	Term 2 Term 4
Year 3-8	SMART Maths assessment* *This will override the eastTle once the SMART tool is in place.	Numeracy	Twice a year
Year 4-8	IKAN	Snapshot of numeracy strands	Twice a year
Yr 0-8	Maths - No Problem! Chapter Reviews	Numeracy development & knowledge Inform teacher practice	At the end of each chapter



Medical Room visits

148 posts

Step 1: Select the required date range
Only posts in this range will be included.

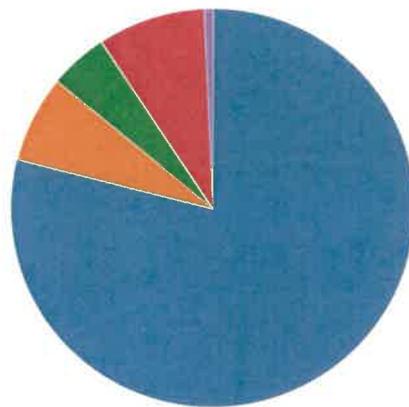
Start Date

03/02/2026

End Date

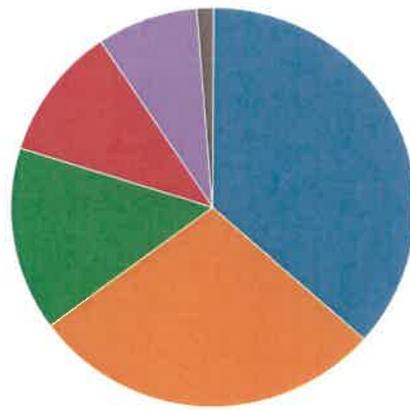
24/03/2026

Severity of Injury/Illness



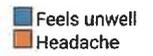
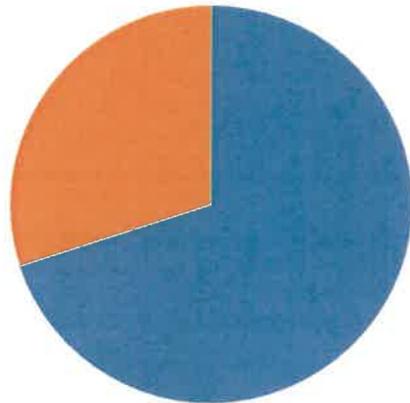
Tag	Total Posts ↓	Students
Minor	101	62
Repeated Minor	11	5
Minor Head Injury	9	9
Major	6	6
Major Head Injury	1	1

Injury



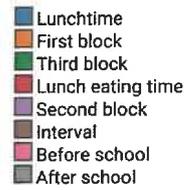
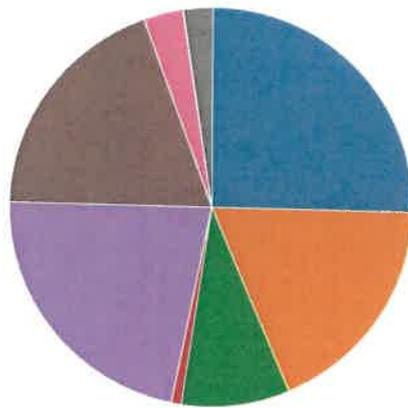
Tag	Total Posts ↓	Students
Bruise	27	23
Cut/abrasion	21	18
Strain/sprain	11	10
Sting	8	8
Head injury	6	6
Burn	1	1

Illness



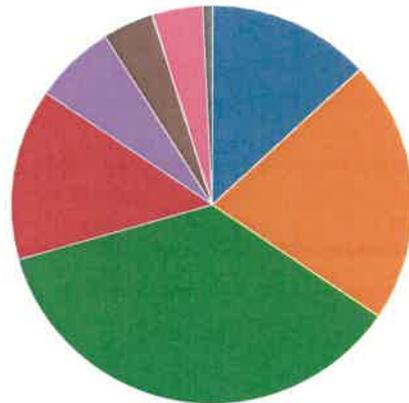
Tag	Total Posts ↓	Students
Feels unwell	21	15
Headache	9	5

Time of Medical Incident



Tag	Total Posts ↓	Students
Lunchtime	32	27
Second block	28	22
Interval	24	21
First block	23	20
Third block	11	10
Before school	4	4
After school	3	3
Lunch eating time	1	1

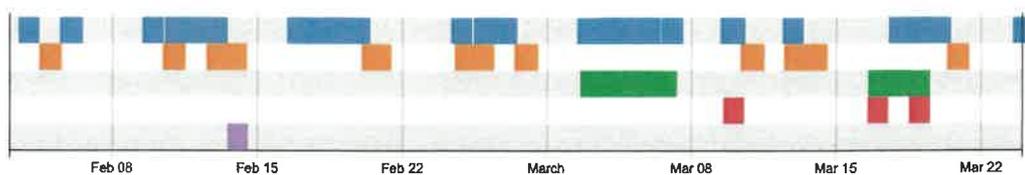
Incident Location



Tag	Total Posts ↓	Students
Classroom	44	29
Court	26	20
Field	17	17
Playground	16	15
Pool	8	8
Off site	5	5
Pumptrack	5	5
PAC	1	1

Posts by Author

Jane Best
 Jenna Grooby
 Tess Hansen
 Adele Lidgard
 Fiona Cook



March Supplementary Property Report from Principal

Water	<p>Connection to mains water is finally set for GO.</p> <p>Adele met with Downers, Hays Plumbing, MoE and Savills (Project Lead) to survey the site and ensure H & S for trades is set up. Mark (Grounds/Caretaker) also attended and will be the first point of contact for the school with trades, access, H & S etc.</p> <p>Water will be brought from the state highway, down School Road to where the bike shelter is visible (past the PAC) and appropriate links will be made to plumbing that Hays will be installing down through the school site, through the junior playground area, behind Otuwhero and behind where the greenhouse is standing, to link up with the feeder pipes that provide water to the school.</p> <p>Road works could possibly provide a nuisance to carparking and traffic, and we will monitor this if there is work happening outside of the term break.</p> <p>Police-vetting for trade staff has been assured.</p> <p>Most work is planned for the term break.</p>
Greenhouse/School garden	<p>Delivery of soil for the greenhouse and garden beds. Soil will be moved into the greenhouse by students next term.</p> <p>Work in the surrounding garden area was postponed due to the upcoming water reticulation and that there will be a digger in for the pipes.</p> <p>After water works are completed, the garden beds that we received last year will be put into the school garden area, wood chip laid and gardens ready for students.</p>
Sandpit	<p>The sandpit development is complete.</p> <p>Minor landscaping works/planting around the sandpit to take place over the term break (a small digger will be used to move the dirt).</p> <p>A quote for a sandpit cover was received from Tasman Canvas for \$2260. These funds will come from the fundraising account where funds raised for the sandpit last year are held.</p>
Tree work/spraying	<p>Trees and shrubs around the property continue to be broken or stripped by students making huts. Mark has undertaken to clear a lot of low branches and tidy up broken limbs.</p> <p>Perimeter and weed spraying will take place during the term break (we always try to do this outside of school time where possible and it is weather dependent).</p>
Weather Tightness/Admin Block	<p>In addition to the weather tightness report, Adele has been liaising with the MoE and Kaupapa Projects (Rua) about progressing the project.</p> <p>Mark has been on site during weekends and after hours to facilitate investigative and repair work around the wall leak in</p>

	<p>the bathroom and the sagging floor in the office area.</p> <p>Adele is waiting for quotes from Rua for the work - MoE will provide funding for this (P1 work) through Supplementary or Emergency funding.</p>
Emergency Procedures	<p>In our recent lockdown practice it was identified that there are a few doors that are not lockable from the inside, meaning staff/students can not shelter in safety in the event of a lockdown and would have to move.</p> <p>Remediation of this has been put forward for completion as soon as possible.</p>
Boiler	<p>During a recent certification process, the boiler 'failed' due to it not being an approved Worksafe burner - according to the new person doing the certifying. Over the years it has been wrongly identified as a Cuenod C24 H201, when in fact it is a Cuenod C28 H201, and has met the certification year after year (for many years).</p> <p>Mark is in discussion with Worksafe in regards to how we address the issue and is awaiting further information.</p> <p>The boiler will not be used until a suitable solution is found.</p>
Pump Track	<p>Spraying and remedial work to be undertaken over the term break.</p> <p>Signage to be quoted - Mark following up with local business.</p>
Swimming Pool	<p>The swimming season is about to end.</p> <p>Pool key holders have been notified that the pool will be closed from Sunday 29 March.</p> <p>There is a leak in the solar system pipes on the roof of the changing sheds. This will need to be looked at and repaired before the next swimming season. Mark and Trevor will arrange this - likely new alcatheene piping.</p> <p>Painting of the exterior pool fence and changing sheds is also due to start - dependent on work priorities and weather.</p>

Riwaka School

Monthly Management Summary report
2026 Draft Budget
For the period ending: 28-February-2026
Percentage of financial year to date: 17%



STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

Income					
Header	Net This Month	Actual YTD	Annual Budget	Ann Bgt Variance	% Ann Bgt
Government Grants	(35,691.21)	78,317.75	366,862.00	288,544.25	21
Locally Raised Funds Income	9,082.19	7,904.12	40,400.00	32,495.88	20
Interest Earned	0.00	56.51	5,000.00	4,943.49	1
Total Income	(26,609.02)	86,278.38	412,262.00	325,983.62	21
Expenditure					
Header	Net This Month	Actual YTD	Annual Budget	Ann Bgt Variance	% Ann Bgt
Learning Resources	14,068.49	21,976.86	157,250.00	135,273.14	14
Administration	7,168.87	22,252.79	138,663.00	116,410.21	16
Property	11,419.80	22,795.57	126,625.00	103,829.43	18
Depreciation	0.00	0.00	45,855.00	45,855.00	0
Total Expenditure	32,657.16	67,025.22	468,393.00	401,367.78	14
Plus					
Header	Net This Month	Actual YTD	Annual Budget	Ann Bgt Variance	% Ann Bgt
MOE Funded Teacher Salaries (Net)	0.00	0.00	0.00	0.00	
MOE Funded Use of Land and Buildings (Net)	0.00	0.00	0.00	0.00	
Operating surplus / (deficit) year to date	(59,266.18)	19,253.16	(56,131.00)		

STATEMENT OF FINANCIAL POSITION

Current Assets			
Group	This Year To Date	Last Year to February	Last Year End
Cash and Deposits	167,587.94	122,873.64	82,588.29
Credit Cards	(1,225.17)	(3,692.07)	(1,625.26)
Accounts Receivable	3,571.00	4,584.87	153,121.19
Prepayments	3,506.96	0.00	14,332.59
Inventories	0.00	0.00	0.00
Investments	50,000.00	149,749.34	50,000.00
Archived Current Assets	0.00	0.00	0.00
Redundant Current Asset codes	0.00	0.00	0.00
Total Current Assets	223,440.73	273,515.78	298,416.81
less Current Liabilities			
Group	This Year To Date	Last Year to February	Last Year End
Accounts Payable	36,381.53	131,011.27	171,825.66
GST Payable/(Receivable)	11,895.64	(30,306.30)	(1,269.70)
Income in Advance	39,109.90	38,879.30	11,008.03
Provision for Cyclical Maintenance - Current	0.00	0.00	0.00
Finance Lease - Current	7,712.95	6,568.96	7,712.95
MOE 5YA Capital Works	0.00	36,224.44	0.00
Archived Current Liability Codes	0.00	0.00	0.00
Redundant Current Liability codes	0.00	0.00	0.00
Total Current Liabilities	95,100.02	182,377.67	189,276.94
Net Working Capital	128,340.71	91,138.11	109,139.87
add Non Current Assets			
Group	This Year To Date	Last Year to February	Last Year End
Fixed Assets - Previous Year	330,543.90	297,780.97	330,543.90
Fixed Assets - Current Year Additions	52.32	26,959.41	0.00
Ac Deprn - Current Year	0.00	(6,166.66)	0.00
Total Non Current Assets	330,596.22	318,573.72	330,543.90
less Non Current Liabilities			
Group	This Year To Date	Last Year to February	Last Year End
Provision for Cyclical Maintenance - Term	21,475.00	7,861.00	21,475.00
Use of Provision (actual painting)	0.00	(13,455.91)	0.00
Finance Lease - Term	11,493.25	3,707.55	11,493.25
Total Non Current Liabilities	32,968.25	(1,887.36)	32,968.25
Net Assets	425,968.68	411,599.19	406,715.52
Represented by			
	This Year To Date	Last Year to February	Last Year End
Opening Equity	406,715.52	430,438.32	430,438.32
Addition to Equity	0.00	0.00	32,034.00
Operating surplus / (deficit)	19,253.16	(18,839.13)	(55,756.80)
Public Equity	425,968.68	411,599.19	406,715.52

STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE - DETAIL

Income					
Government Grants					
Group	Net This Month	Actual YTD	Annual Budget	Ann Bgt Variance	% Ann Bgt
010 Government Grants	(35,691.21)	78,317.75	366,862.00	288,544.25	21
Sub Total	(35,691.21)	78,317.75	366,862.00	288,544.25	21
Locally Raised Funds Income					
Group	Net This Month	Actual YTD	Annual Budget	Ann Bgt Variance	% Ann Bgt
030 Local Funds	9,082.19	7,904.12	40,400.00	32,495.88	20
Sub Total	9,082.19	7,904.12	40,400.00	32,495.88	20
Interest Earned					
Group	Net This Month	Actual YTD	Annual Budget	Ann Bgt Variance	% Ann Bgt
020 Interest Income	0.00	56.51	5,000.00	4,943.49	1
Sub Total	0.00	56.51	5,000.00	4,943.49	1
Total Income	(26,609.02)	86,278.38	412,262.00	325,983.62	21
Expenditure					
Learning Resources					
Group	Net This Month	Actual YTD	Annual Budget	Ann Bgt Variance	% Ann Bgt
040 LR Learning Resources	3,184.47	3,658.99	22,900.00	19,241.01	16
045 LR Curriculum Expense (related to MOE Donations Scheme)	0.00	0.00	0.00	0.00	
050 LR Staff Development	2,435.22	3,710.12	17,500.00	13,789.88	21
060 LR Personnel	8,448.80	14,607.75	116,850.00	102,242.25	13
Sub Total	14,068.49	21,976.86	157,250.00	135,273.14	14
Administration					
Group	Net This Month	Actual YTD	Annual Budget	Ann Bgt Variance	% Ann Bgt
070 ADM Administration	10,290.24	22,935.75	132,018.00	109,082.25	17
080 ADM Board of Trustees	191.57	446.72	6,645.00	6,198.28	7
990 Archived Revenue & Expenses Codes	619.28	619.28	0.00	(619.28)	
993 Redundant Rev & Exp codes	(3,932.22)	(1,748.96)	0.00	1,748.96	
Sub Total	7,168.87	22,252.79	138,663.00	116,410.21	16
Property					
Group	Net This Month	Actual YTD	Annual Budget	Ann Bgt Variance	% Ann Bgt
090 PROP Property	11,419.80	22,795.57	110,400.00	87,604.43	21
092 PROP Cyclical Maintenance	0.00	0.00	16,225.00	16,225.00	0
Sub Total	11,419.80	22,795.57	126,625.00	103,829.43	18
Depreciation					
Group	Net This Month	Actual YTD	Annual Budget	Ann Bgt Variance	% Ann Bgt
100 Depreciation	0.00	0.00	45,855.00	45,855.00	0
Sub Total	0.00	0.00	45,855.00	45,855.00	0
Total Expenditure	32,657.16	67,025.22	468,393.00	401,367.78	14

STATEMENT OF FINANCIAL POSITION - DETAIL

Cash and Deposits			
Account	This Year To Date	Last Year to February	Last Year End
Westpac Everyday 00 A/c	137,730.87	120,247.87	61,127.25
Westpac Online Saver 01 A/c	29,787.72	2,615.44	21,391.69
Westpac Online Saver 02 A/c	10.35	10.33	10.35
Cash on Hand	59.00	0.00	59.00
Sub Total	167,587.94	122,873.64	82,588.29
Credit Cards			
Account	This Year To Date	Last Year to February	Last Year End
Mastercard - Adele Lidgard	(1,225.17)	(3,692.07)	(1,625.26)
Sub Total	(1,225.17)	(3,692.07)	(1,625.26)
Accounts Receivable			
Account	This Year To Date	Last Year to February	Last Year End
Debtors Control	500.00	2,710.87	0.00
Banked Staffing Debtor	0.00	0.00	0.00
MOE Debtor	3,071.00	1,874.00	23,183.97
Income Accrued	0.00	0.00	1,456.36
Salary Grant Due	0.00	0.00	128,480.86
Sub Total	3,571.00	4,584.87	153,121.19
Prepayments			
Account	This Year To Date	Last Year to February	Last Year End
Prepayments	3,506.96	0.00	14,332.59
Sub Total	3,506.96	0.00	14,332.59
Inventories			
Account	This Year To Date	Last Year to February	Last Year End
Inventory	0.00	0.00	0.00
Sub Total	0.00	0.00	0.00
Investments			
Account	This Year To Date	Last Year to February	Last Year End
Investment 0009	0.00	149,749.34	0.00
W-0010 Term Deposit m.11Oct25	0.00	0.00	0.00
W-0011 Term Deposit m.12Jan26	50,000.00	0.00	50,000.00
Sub Total	50,000.00	149,749.34	50,000.00
Archived Current Assets			
Account	This Year To Date	Last Year to February	Last Year End
Sub Total	0.00	0.00	0.00
Redundant Current Asset codes			
Accounts Payable			
Account	This Year To Date	Last Year to February	Last Year End
Hero Clearing Account	0.00	0.00	0.00
HERO PIA	0.00	0.00	0.00
Creditors Control	6,250.59	113,762.33	13,213.86
Expenses Due	6,101.00	9,331.34	6,101.00
Current Yr Banked Staffing overuse	15,150.00	0.00	15,150.00
Suspense account	0.00	0.00	0.00
Payroll Due	6,405.89	6,117.14	134,886.75
Leave Liability	2,474.05	1,800.46	2,474.05
Rounding	0.00	0.00	0.00
Sub Total	36,381.53	131,011.27	171,825.66
GST Payable/(Receivable)			
Account	This Year To Date	Last Year to February	Last Year End
GST Control	11,895.64	(30,306.30)	(1,269.70)
Sub Total	11,895.64	(30,306.30)	(1,269.70)
Income in Advance			
Account	This Year To Date	Last Year to February	Last Year End
Income in advance	0.00	0.00	654.00

MOE Grants in Advance	39,109.90	38,879.30	10,354.03
Sub Total	39,109.90	38,879.30	11,008.03
Provision for Cyclical Maintenance - Current			
Account	This Year To Date	Last Year to February	Last Year End
CL Provn for Cyclical Mtce	0.00	0.00	0.00
Sub Total	0.00	0.00	0.00
Finance Lease - Current			
Account	This Year To Date	Last Year to February	Last Year End
CL TELA Repayments	0.00	0.00	0.00
CL TELA Lease School	3,217.45	2,290.56	3,217.45
CL TELA Lease MOE	3,387.33	2,403.82	3,387.33
CL TELA Lease U/I	(1,243.88)	(300.04)	(1,243.88)
CL CSG Lease	0.00	0.00	0.00
CL CSG Lease U/I	0.00	0.00	0.00
CL Quadrent Lease	2,469.64	2,469.64	2,469.64
CL Quadrent Lease U/I	(117.59)	(295.02)	(117.59)
CL Quadrent Lease Repayments	0.00	0.00	0.00
Sub Total	7,712.95	6,568.96	7,712.95
MOE 5YA Capital Works			
Account	This Year To Date	Last Year to February	Last Year End
SIP Project Inc Playground Development	0.00	71,489.22	0.00
SIP Funds Exp Playground Development	0.00	(71,489.22)	0.00
MOE Replace timber deck Income	0.00	20,847.64	0.00
MOE Replace timber deck Expenses	0.00	(20,847.64)	0.00
MOE Classroom upgrades Income	(361,878.62)	250,000.00	361,878.62
MOE Classroom upgrade Expenses	361,878.62	(213,775.56)	(361,878.62)
Sub Total	0.00	36,224.44	0.00
Archived Current Liability Codes			
Account	This Year To Date	Last Year to February	Last Year End
Historical Adjustment	0.00	0.00	0.00
Unpaid Expense Claims	0.00	0.00	0.00
Tracking Transfers	0.00	0.00	0.00
Sub Total	0.00	0.00	0.00
Redundant Current Liability codes			
Fixed Assets - Previous Year			
Account	This Year To Date	Last Year to February	Last Year End
Building Improvements Prior Yr	320,761.44	320,761.44	320,761.44
AcDp Building Improvements	(163,928.20)	(152,526.77)	(163,928.20)
Office & Staffroom Equipment Prior Yr	12,150.04	13,832.65	12,150.04
AcDp Office & Staffroom Equipment	(11,837.20)	(11,602.60)	(11,837.20)
Office & Staffroom Furniture Prior Yr	32,187.39	30,504.78	32,187.39
AcDp Office & Staffroom Furniture	(28,587.14)	(28,122.49)	(28,587.14)
General Equipment Prior Yr	188,253.75	188,253.75	188,253.75
AcDp General Equipment	(163,555.91)	(159,400.49)	(163,555.91)
Classroom Furniture Prior Yr	164,745.94	164,745.94	164,745.94
AcDp Classroom Furniture	(126,974.82)	(120,845.07)	(126,974.82)
Grounds & Maintenance Equip Prior Yr	27,850.33	27,850.33	27,850.33
AcDp Grounds & Maintenance Equip	(20,843.77)	(18,397.95)	(20,843.77)
AV & Computer Equip Prior Yr	386,799.93	326,223.43	386,799.93
AcDp AV & Computer Equip	(319,075.52)	(306,463.50)	(319,075.52)
Library Resources Prior Yr	48,625.85	46,328.42	48,625.85
AcDp Library Resources	(35,474.86)	(33,939.29)	(35,474.86)
Leased Assets Prior Yr	29,947.09	25,229.08	29,947.09
AcDp Leased Assets	(10,500.44)	(14,650.69)	(10,500.44)
Sub Total	330,543.90	297,780.97	330,543.90
Fixed Assets - Current Year Additions			
Account	This Year To Date	Last Year to February	Last Year End
Asset Addns ICT Equip	0.00	0.00	0.00
Asset Addns Library Books	52.32	30.43	0.00

Asset Addns BOT Funded	0.00	0.00	0.00
Asset Addns Fundraising Group	0.00	0.00	0.00
Asset Addns Community Grants	0.00	0.00	0.00
Asset Addns MOE Furn & Eqp funded	0.00	0.00	0.00
Asset Addns Leased Assets	0.00	0.00	0.00
Asset Addns - current year	0.00	26,928.98	0.00
Sub Total	52.32	26,959.41	0.00
Ac Deprn - Current Year			
Account	This Year To Date	Last Year to February	Last Year End
Depreciation Estimate	0.00	(6,166.66)	0.00
Sub Total	0.00	(6,166.66)	0.00
Provision for Cyclical Maintenance - Term			
Account	This Year To Date	Last Year to February	Last Year End
TL Provn for Cyclical Mtce	21,475.00	7,861.00	21,475.00
Sub Total	21,475.00	7,861.00	21,475.00
Use of Provision (actual painting)			
Account	This Year To Date	Last Year to February	Last Year End
Use of the provision (Painting)	0.00	(13,455.91)	0.00
Sub Total	0.00	(13,455.91)	0.00
Finance Lease - Term			
Account	This Year To Date	Last Year to February	Last Year End
TL Quadrent Lease	0.00	2,469.64	0.00
TL Quadrent Lease U/I	0.00	(117.59)	0.00
TL TELA Lease School	5,870.95	845.51	5,870.95
TL TELA Lease MOE	6,996.29	561.90	6,996.29
TL TELA Lease U/I	(1,373.99)	(51.91)	(1,373.99)
TL CSG Lease	0.00	0.00	0.00
TL CSG Lease U/I	0.00	0.00	0.00
Sub Total	11,493.25	3,707.55	11,493.25

Finance Report March 2026

Principal: Adele Lidgard | Trustee: Paul Miles | Presiding Member: Morag Ingram

Context

Following a finance workshop facilitated by the Principal in February, which outlined the nuances of school accounting, Ministry funding streams, and the operational costs associated with running the school, the Board established a **Finance Sub-Committee** to review current expenditure.

The sub-committee consists of **the Principal, Paul Miles (Trustee)** and **Morag Ingram (Presiding Member)** working together to examine expenditure lines and provide information to support the Board's ongoing governance and financial stewardship.

Financial Overview

Initial analysis of the school's budget in preparation for the **2026 financial year** indicates that projected income will not fully meet current operating commitments, creating the potential for a forecast deficit. While schools may carry a planned deficit in a given year, it is not sustainable for the school to continue drawing on **Board reserves**, which currently sit at the **recommended minimum level within Ministry guidelines**. It is therefore important that expenditure remains aligned with available operational funding over time.

As part of the Principal's operational responsibility for financial management, a review of current expenditure and projected income has been undertaken to inform the Board's governance and budget-setting decisions.

Ministry Funding Context

A key factor influencing the school's income is the Ministry of Education **Operations Grant**, which is recalculated annually based on the school's roll and confirmed following the **1 March roll return**. At the time of writing this report the updated 2026 Operations Grant allocation has not yet been confirmed; however, based on current roll projections it is anticipated that this figure may be adjusted downwards.

It is important to note that schools are not expected to generate profit. Rather, boards are responsible for ensuring that the funding allocated by the Ministry of Education is used appropriately to operate the school during that financial year.

The **Operations Grant** is meant to cover the day-to-day costs of the school from 01 January - 31 December of each calendar year. This includes all costs related to keeping the school open, safe, and functioning. This includes operational expenses

such as utilities, insurance, administration, and services. The reality is that schools are increasingly reliant on external funds or grants to meet the increasing costs - in short, the operations grant does not actually meet the costs incurred.

In addition, the Operations Grant does **not** include teacher salaries or school property funding, which are provided through separate Ministry funding streams.

Budget Review Work Underway

A detailed review of expenditure lines is currently underway. Particular attention is being given to areas of expenditure that are not directly classroom or teaching-and-learning focused.

Current areas under review include:

- Cleaning contract
- Photocopier lease and photocopying costs
- Grounds & Property maintenance
- School camps and associated costs
- Administration costs
- Leasing arrangements
- Depreciation (non-cash budget line)
- Cyclical maintenance (non-cash budget line)

The purpose of this review is to ensure that expenditure aligns with available operational funding while protecting **teaching and learning priorities** for students.

Any recommendations arising from this work will be reported to the Board for consideration as part of the Board's governance and stewardship responsibilities.

Current Workflow:

Cleaning Contract	<ul style="list-style-type: none"> - Contract reviewed - break fees make that option untenable (pay out the entire contract) - Investigating other options prior to August which is when we would need to give notice of termination of this contract. - Further information is being sought in regards to All of Government cleaning consumables or direct ordering ourselves. - After re-negotiation of contract we have a minimum saving of (\$2102 +GST) for the current contract in line with classroom and bathroom use (less students) - Other possible reductions: <ul style="list-style-type: none"> ● Reduction of 'term cleans' from four to
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	<p>two per year - Actioned</p> <ul style="list-style-type: none"> ● Removal of external window cleaning - a saving of \$1400 +GST per year - declined ● Reduction in classrooms and bathrooms open due to roll - Actioned
Photocopier lease & costs	<ul style="list-style-type: none"> - A full review of the costs of photocopier lease and additional copies - Real cost is closer to \$7000 per annum including copies over and above the lease allocation plus paper - All staff are being allocated 'codes' for printing and copying' to provide clarity and accountability for costs - Possibility of negotiating change of contract (mid-lease) to increase allocated copies, therefore reducing additional copy costs - Investigate other photocopy companies - in particular All of Government options.
Grounds & Property	<ul style="list-style-type: none"> - A review to be undertaken of grounds costs - A sub-committee has been formed and will commence work shortly (Paul, Tim and Tess) - Separated lines in the Budget for clarity and to show personnel and costs - previously lumped together. - The rates billing has been reviewed. <p>To note:</p> <ul style="list-style-type: none"> ● 25.8% increase in TDC rates for 2026
Camps	<ul style="list-style-type: none"> - Awaiting final income and expenditure from 2026 camps - Review of camp overview year on year (pending) - Historical costs identified (in progress)
Administration	<ul style="list-style-type: none"> - Sub-committee created - Morag, Shay & Adele - Review of ministry recommendations for school size and compared with 10 other schools for benchmarking - Consultation process underway
Leases	<ul style="list-style-type: none"> - Clarity around leases for PAC TV, teacher laptops, photocopiers/printers - Costs confirmed - PAC TV - set costs confirmed - Teacher Laptops - costs confirmed

	<ul style="list-style-type: none">- Photocopiers - as above
Non-cash items <ul style="list-style-type: none">- Depreciation- Cyclical Maintenance	<ul style="list-style-type: none">- Clarity around depreciation (IRD Tax Rates for depreciation do not apply to schools)- 10YPP (10 year property plan) current until October 2026. Any property work will be Ministry led and funded between now and then.

Property Report

Board Meeting — 31 March 2026

Prepared by: Tim Norman

1. Overview

This reporting period has seen two matters requiring board attention: an incident at the pump track, and receipt of a preliminary weathertightness report for A Block. These are detailed below.

2. Health & Safety

Pump Track Incident

An injury occurred at the pump track. The student received first aid on site from staff, and subsequently ambulance staff, and was transported to Nelson Hospital. He was not admitted and has since recovered and returned to school.

It met the requirement of a notifiable incident and an incident report was submitted to WorkSafe NZ by Adele. However, WorkSafe did not intervene and closed the report. See inwards correspondence packet for more details.

A review of the incident has been completed and recommendations have been made. These have not yet been actioned.

Review recommendations:

- **Signage — install signage at the track covering expectations of use, safety, and risk. Adele to obtain quotes.**
- **Rider education — deliver basic education sessions for students using the track.**
- **Jump condition — rework and reshape specific jumps that are unevenly worn or incorrectly dimensioned to improve usability and reduce risk.**

A Block — Mould and Possible Asbestos

The weathertightness inspection of A Block (see section 4) identified two health and safety matters:

- Small areas of suspected *Stachybotrys* mould were found in wall cavities. These have been safely encapsulated and disposed of.

- Possible asbestos pipe lagging has been identified in the subfloor. This has not yet been tested. Further investigation is required.

3. A Block — Weathertightness Report

A preliminary weathertightness report for the A Block Administration Building has been received from Kaupapa Projects Ltd (Registered Building Surveyor Rua Sargent), dated 3 March 2026. The report followed investigations in August 2025 and January 2026.

Key findings:

- The subfloor timber structure has sustained significant moisture damage. Ground water is pooling under the building due to a combination of low floor height relative to exterior ground levels and inadequate subfloor ventilation — progressively worsened by building additions since 1987.
- Flooring has already required replacement in two locations. The building shows signs of ongoing subsidence.
- The building does not meet Building Code requirements for moisture management (Clause E2.3.3).
- A roof leak near the toilet skylight is likely caused by a construction detail at the roof pitch change. Upper wall framing had dried out by the January 2026 re-inspection; lower wall framing remains elevated in moisture content.
- The site is low-lying and was inundated during the 2025 storm events, representing an ongoing risk.

Surveyor's recommendations:

1. Commission a full condition assessment and building valuation of A Block.
2. Investigate the feasibility of lifting and re-piling the building with a new damp-proof membrane and restored subfloor ventilation.
3. At minimum, install a damp-proof membrane and ventilation system as an interim measure.
4. Continue monitoring the roof near the toilets for further leaking.

Note: This report is a preliminary assessment (Revision 0). The board should confirm with Kaupapa Projects that it has been finalised before relying on it for major decisions.

4. Budget

A subcommittee (consisting of Tim Norman, Paul Miles and Tess Hansen) has begun the initial stages of a financial review of grounds maintenance expenditure, including the activities undertaken and the choices available to the school as part of the wider school financial review. This is ongoing.

Meeting Summary – Friends of Riwaka School (FoRS) / Fundraising Coordination

Adele Lidgard - Tumuaki Jane Corston - Parent Trustee Claire Brownlie - Parent Trustee

Discussion focused on the current lack of structure, leadership, and clarity around the Friends of Riwaka School (FoRS) group and associated fundraising activities.

Key Issues Identified:

- There is currently **no clear leadership or formal structure** for FoRS.
- Historical parent-led model no longer exists; the previous core group has moved on.
- Recent efforts have relied on a small number of individuals, creating **unsustainable workload and frustration**.
- Fundraising activities (e.g., lunches, events) have lacked coordination and consistency.
- Risk of FoRS operating independently without alignment to **school strategy or Board priorities**.

Agreed Principles:

- FoRS should operate as a **parent-led group, separate from the school**, but in partnership.
- Activities must align with **Board direction and agreed fundraising purpose** (learning resources).
- Clear communication and coordination with school leadership is essential (calendar, comms, staffing impact).
- Staff are **not responsible for leading or running FoRS activities**, but may support when appropriate.

Key Actions / Next Steps:

1. **Establish Structure:**
 - Identify a small group of parent volunteers to take on defined roles (e.g., coordination, events, lunches).
 - Clarify a **liaison role** between FoRS, Board, and school leadership.
2. **Develop Guiding Framework:**
 - Create a **Memorandum of Understanding (MoU)** to outline purpose, roles, and decision-making boundaries.
3. **Annual / Term Planning:**
 - Develop a **fundraising plan aligned to the school calendar** to avoid clashes and improve visibility.
 - Identify key events and “money-makers” for the year.
4. **Communication:**
 - All community communications to be coordinated through school processes (e.g., Hero), with leadership oversight.
5. **Immediate Actions:**
 - Initiate a **termly house-based bake sale**, starting with Ahi in Week 9 (short notice acknowledged). **Adele** to send comms to staff and also all parents on Wednesday.
 - Begin building momentum while broader structure is established.
6. **Operational Clarity:**
 - Define processes for regular activities (e.g., school lunches), including resourcing, roles, and accountability.

Financial Clarity:

- Funds raised are held in a **separate fundraising account**.
- Net proceeds (after costs) are transferred and tracked.
- From 2026, all funds raised will be directed toward **learning resources**, as agreed by the Board.

Feedback on Term 1, 2026 Policies Open for Consultation

Prepared by: Claire Brownlie

Reporting Period: Term 1, 2026

During the consultation period, feedback was received on several policies. Overall participation was limited, with single submissions received on most policies.

Policy-Specific Feedback Summary

1. Alcohol, Drugs and Other Harmful Substances Policy

- One submission was received.
- The feedback raised concern regarding:
 - The acceptance and management of donated alcohol.
 - The need for clearer guidance relating to the age of recipients where alcohol may be gifted or provided.
- The submitter suggested that these areas may require additional clarification to reduce risk and ensure compliance.

2. SunSmart Policy

- One submission was received.
- The feedback suggested that teacher discretion and choices in relation to SunSmart practices could be strengthened or better defined, to ensure more consistent implementation.

3. Digital Technology and Online Safety

- **Social Media Policy**
 - One submission was received.
 - The feedback noted that consent requirements should be more explicit, particularly where student images or content are shared via social media platforms.

4. Cell phones and Other Personal Digital Devices

- One submission was received.
- The feedback clarified that the “no phones” position is a directive rather than a bylaw and suggested that this distinction be clearly reflected in the policy language to avoid confusion.

Conclusion

The feedback received highlights a small number of specific areas where clarification or refinement of language may improve policy understanding and implementation. While overall engagement was low, the points raised are constructive and should be considered as to the inclusion in the relevant policies and the implementation aspects managed by the Principal.

Recommendations and Next Steps

In accordance with the board's governance role and responsibilities under the Education and Training Act 2020, it is recommended that the board:

1. Notes Consultation Outcomes

- Note that minimal community feedback was received during the Term 1, 2026 consultation period.

2. Requests Policy Review Consideration

- Request that School Docs and/or school management consider the feedback received and whether amendments should be made and request that school management monitor compliance as follows:
 - **Alcohol Policy** — to clarify expectations regarding donated alcohol and the age of recipients, ensuring alignment with legal obligations and risk management practices.
 - **SunSmart Policy** — to assess whether guidance regarding teacher discretion and implementation could be strengthened to promote consistency.
 - **Social Media Policy** — to ensure that consent requirements are clearly articulated and explicit, particularly in relation to students.
 - **Digital Use Policy** — to clarify that the “no phones” requirement is a school directive rather than a bylaw, and that policy language accurately reflects this distinction.

3. Delegates Operational Follow-Up

- Delegate responsibility to the principal to work with School Docs and relevant staff to review wording where appropriate and implement any approved changes through the normal policy review process.

4. Ensures Communication

- Ensure that any substantive policy updates are communicated to staff, students, and whānau to support shared understanding and effective implementation.
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Riwaka School Board

Item 6c

Subject: Schedule of Delegations for Adoption

Date: 31 March 2026

Purpose

To present the Schedule of Delegations - Riwaka School 2026 for Board adoption.
This item was carried over from 24 February meeting

Background

A schedule of delegations has been prepared to set out clearly the matters retained by the Board and those delegated to the Principal and other staff positions. The document uses current Board terminology and reflects the financial delegation structure set out in the Ministry of Education's *Financial Information for Schools Handbook*.

[Schedule of Delegations 2026](#) [link]

Comment

The schedule is intended to provide clarity around governance and operational decision-making by:

- confirming the matters retained by the Board
- setting financial delegation thresholds
- clarifying staff sub-delegations.

A small number of drafting tidy-ups have been identified and can be incorporated into the final signed version if the Board is comfortable to adopt the schedule at this meeting.

Motion

That the Board:

- 1. adopts the Schedule of Delegations - Riwaka School 2026, dated 31 March 2026; and***
- 2. authorises the Presiding Member to approve any minor drafting or formatting corrections required before final signing.***

Riwaka School
Schedule of Delegations 2026

This schedule of delegations was approved by the Board at its meeting on *[insert date]* and became effective at this date. This schedule should be read together with the Board's finance, cash handling, sensitive expenditure and financial conflict of interest policies.

Introduction

1. The schedule is made under regulation 8 of the Education (School Boards) Regulations 2020, and sets out those responsibilities that can only be exercised by the Board, the responsibilities delegated to the chief executive (the Principal), and those responsibilities that the Principal can delegate to specified staff positions.
2. The purpose of the schedule is to ensure that the effectiveness of the governance and management of the school is maintained, to provide an agreed basis by which the school's management can exercise its responsibilities, and to enable the responsibilities delegated to be monitored. It is the Board's expectation that delegations made will be properly exercised and the persons who hold such delegations will be held accountable (includes cash handling). If these principles are observed then the Board can be certain its responsibilities under the Education and Training Act 2020, the Crown Entities Act 2004 and the Financial Reporting Act 2013 will have been properly fulfilled.
3. If persons who exercise responsibilities on behalf of the Board have any doubts or concerns in the execution of a specific action, the expectation is that they will check with the person or group who set the delegation in the first place. The intention of this expectation is that, should doubt arise in the exercise of a delegated responsibility, it is preferable to verify the bona fides of the intended action rather than make an error of judgement and be held accountable for this.
4. This schedule does not in itself provide the right to management and staff to exercise the responsibilities delegated. The right to exercise these responsibilities must be set out in a memorandum of delegations which sets out the delegations and is signed by the parties involved. This memorandum is set out at the end of this schedule.
5. The Principal shall ensure that a copy of each memorandum of delegations is safely retained and shall be made available to the Board, the school's auditors and Officers of any court hearing a case related to the school's finances.
6. For the avoidance of doubt, the Board remains the governing body of the school and must exercise its powers in a financially responsible manner. The Principal exercises delegated authority subject to the Board's policies and directions.

Approval

7. When the Board approved this schedule, it agreed that no variations of this schedule or amendments to it can be made except by the majority approval of those members present at the Board meeting.
8. As part of its approval, the Board requires the Principal to circulate this schedule to all staff and for a copy to be included in the school policy library (via SchoolDocs). The school policy manual, via SchoolDocs, is available online to staff, students and parents. The Board requests that the Principal arrange for all new staff to be made familiar with this policy and other policies approved by the Board.

Presiding Member: Morag Ingram

Signature: _____

On behalf of, and with the authority of, the Board on: Dated: _____

Memorandum of Delegations

Delegations retained by the Board

1. The Board retains for itself and does not delegate to any management or staff position the following responsibilities:
 - a. Approval of all operating, capital, cashflow and property maintenance budgets, and amendments to these budgets.
 - b. Commitment of operating expenditure for any invoice in excess of \$5000.00.
 - c. The commitment or purchase of capital expenditure.
 - d. The disposal of fixed assets with a cost price in excess of \$2500.00.
 - e. The transfer of money between any Board cheque and term deposit account in excess of \$5000.00 and for a period longer than 12 months.
 - f. The appointment of any permanent staff and the salary and terms of conditions on which they are employed which are in excess of positions funded by Ministry of Education salaries grants.
 - g. Leave on full pay granted to non-teaching staff to attend training sessions or courses outside the school for a period greater than 2 half-days.
 - h. The termination of employment of any paid employee.
 - i. Approving and signing applications, agreements and other formal documentation relating to Ministry property funding, capital works, 5YA projects and any associated approvals required by the Ministry of Education.
 - j. Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament.
 - k. Responses to the Secretary for Education or any other chief executive of a government department or public service agency which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Presiding Member.
 - l. Interviews with the media and the distribution of media releases on any matter which involves the school.
 - m. The initiation of any legal actions and any communications in relation to these actions.
 - n. Signature of any formal or legal agreement which is in the name of the school and must involve the Board.
 - o. The entering into of any borrowing arrangement, including loans, overdrafts, finance leases and any other arrangement that has the effect of borrowing, together with any approval required under section 155 of the Education and Training Act 2020 and regulation 12 of the Crown Entities (Financial Powers) Regulations 2005.

Note: These responsibilities are in addition to those specified in Acts and regulations by which the Board is bound.

Board delegations to the Principal

2. The Board delegates to the Principal the responsibilities listed below:
- a. The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents.
 - b. The implementation of any other requirements specified by an Act of Parliament, the Secretary for Education, any other permanent head of a Government department and for individual and collective employment contracts.
 - c. Approval of any orders for goods and services up to the value of \$4999.00 and provided such an order will not exceed the Board approved budget allocation for the expenditure item involved.
 - d. Transfers to at-call deposits of amounts less than \$5000.00 and for periods less than 12 months.
 - e. Ordering fixed assets for which the capital expenditure has the prior approval of the Board.
 - f. The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member.
 - g. Communication with parents, officials, representatives of educational organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities.
 - h. Delegation in writing to specified staff positions of responsibilities according to the format set out below.

Note: These responsibilities complement those responsibilities and achievements specified in the Principal's Professional Growth Cycle, with the Board.

Note: The Board confirms that the monetary thresholds in this schedule are local thresholds set by the Riwaka School Board, consistent with MoE financial guidance.

During any absence of the Principal from the school for more than five days, these delegations shall be exercised by the acting Principal with the separate and prior approval of the Presiding Member. In such an absence, the acting Principal shall sign a copy of this schedule.

I have read and understood this Schedule of Delegations. I accept responsibility for the proper execution of the delegations assigned to me as Principal and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations.

Principal name: Adele Lidgard

Signature: _____

Dated: _____

Principal's delegations to specified positions

With the Board's delegation to me as Principal and with the Board's approval for me to delegate to a specified staff position, I delegate to the position of Deputy Principal the following responsibilities:

1. Approval of any orders for goods and services up to the value of \$500.00 and provided such an order will not exceed the Board approved budget allocation for the delegated curriculum / operations budget area.

These delegations are to be exercised in terms of page 2 of the Board's Schedule of Delegations.

Principal name: Adele Lidgard

Signature: _____

Dated: _____

I accept responsibility for the proper execution of the delegations assigned to me as Deputy Principal and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations. I acknowledge that I cannot further delegate those powers delegated to me by the Principal.

Signed by

Name and position: Tess Hansen

Signature: _____

Dated: _____

Riwaka School Board

Item 6c

Subject: Subcommittee structure and Terms of Reference

Date: 31 March 2026

Purpose

To confirm the Board's current subcommittee structure, update membership where required and agree a process for reviewing or preparing Terms of Reference (ToR) for each committee.

Background

This item was carried over from the 24 February 2026 meeting.

The Schedule of Delegations - Riwaka School 2026 (see Item 6c) is useful context as it clarifies the matters retained by the Board and those delegated to the Principal and other staff positions. It confirms that the Board retains key governance decisions while delegating day-to-day operational decision-making within defined limits.

The Education (School Boards) Regulations 2020 allow a Board to appoint committees either to advise the Board or to perform powers delegated to them. Any delegation must be by resolution and in writing and the Board remains responsible for the actions of delegates.

The NZ School Board Association (NZSBA) sample governance framework also reinforces that Board committees should be used sparingly, should not interfere with the Board's delegation to the Principal and should have a written Terms of Reference describing their constitution, aims and delegations.

The committees currently identified are below and the outline for each is listed from page 4 for Board consideration and discussion:

1. Property
2. Personnel
3. Finance
4. Community and Fundraising
5. Disciplinary

Terms of Reference review

Each committee should have a written ToR, even where the committee is advisory only. It is recommended the default wording for most committees be that they are

advisory to the Board unless the Board has expressly delegated a power in writing (for example, the Administration Review currently underway via the Personnel Committee). That is consistent with the Regulations and with NZSBA guidance that committee directions are not binding on the Principal unless the Board has explicitly delegated authority.

Each ToR should clearly set out:

- purpose
- scope
- membership
- quorum, if needed
- chair/convenor
- meeting frequency
- reporting back to the Board
- whether the committee is advisory only or has any delegated authority
- limits on that authority
- review date.

Motion

That the Board:

- ***confirms the following committees for 2026: Property, Personnel, Finance, Community and Fundraising and Disciplinary;***
- ***confirms the membership of each committee as recorded in the Minutes;***
- ***agrees that each committee will operate under a written Terms of Reference which reflect the current governance environment, the Board's Schedule of Delegations and current Board expectations;***
and
- ***requests that draft Terms of Reference for all committees be prepared and presented to the next Board meeting for approval.***

1. Property Committee		
Current membership:	Purpose:	Scope:
Tim Norman, Adele Lidgard, Mark Joyce, Tess Hansen	There is a clear governance need for structured oversight of property matters, particularly where this links to property maintenance budgets, major works and capital decisions retained by the Board under the Schedule of Delegations.	This committee would support the Board by: <ul style="list-style-type: none"> ● reviewing property plans, projects and risks ● providing oversight of major works, Ministry-funded works and maintenance priorities ● bringing recommendations to the Board.

2. Personnel Committee		
Current membership:	Purpose:	Scope:
Shay Gill, Adele Lidgard, Morag Ingram	This committee has a governance role in supporting the Board to meet its responsibilities as a good employer. That is most likely to include matters relating to the Principal, any employment matters reserved to the Board and other	This committee would support the Board by: <ul style="list-style-type: none"> ● Principal employment and wellbeing matters ● good employer responsibilities at Board level

	<p>sensitive employment issues that need Board oversight.</p> <p>The Principal remains responsible for day-to-day staffing matters within her delegated authority. This means the committee's role is not routine HR management, but governance-level oversight and advice where Board involvement is required.</p>	<ul style="list-style-type: none"> ● advice on sensitive employment matters that come to the Board ● not routine staff management or day-to-day HR matters.
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3. Finance Committee		
Current membership:	Purpose:	Scope:
Paul Miles, Adele Lidgard	<p>Finance is the clearest case for a standing committee, given the need for regular financial scrutiny and advice to the Board. The Board retains approval of operating, capital and property maintenance budgets, as well as higher-value expenditure and certain financial decisions, while the Principal manages spending within approved delegations.</p>	<p>This committee would support the Board by:</p> <ul style="list-style-type: none"> ● review of monthly finance reporting ● budget monitoring and variance discussion ● advice on annual budget development ● cashflow, assets and financial risk oversight

	<p>The Ministry of Education’s <i>Financial Information for Schools Handbook</i> material also reflects the importance of a delegation framework that enables responsibilities to be monitored and held accountable.</p>	<ul style="list-style-type: none"> • recommendations to the Board.
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4. Community and Fundraising Committee		
Current membership:	Purpose:	Scope:
Jane Corston, Adele Lidgard	<p>There is a strong strategic case for a community-facing committee. The Strategic Plan includes partnership, whānau engagement, community visibility and community connection as active priorities, which supports some form of Board attention to community-facing work.</p> <p>A question for discussion is whether fundraising belongs as a standing Board committee or whether the Board is better to keep a governance lens on community engagement and relationship-building, while</p>	<p>This committee would support the Board by:</p> <ul style="list-style-type: none"> • community connection and consultation support • whānau/community engagement from a governance perspective • oversight of how fundraising aligns with Board priorities and approvals • recommendation of major fundraising proposals to the Board.

	supporting the school's fundraising group (FORS) at an arms-length.	
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5. Disciplinary Committee		
Current membership:	Purpose:	Scope:
Whole Board Chair: Presiding Member	This is the committee most clearly suited to an as-required structure rather than regular meetings. Its purpose is to ensure the Board can respond appropriately if a student disciplinary matter arises.	Because of the nature of these matters, it makes sense to confirm: <ul style="list-style-type: none"> ● whole of Board membership ● who may chair ● that a current ToR or process document is in place ● that conflicts of interest and confidentiality expectations are understood.

Network Pricing Update



Kia ora Riwaka School Board of Trustee's

Account Number 234686
ICP 0000003639NTD21

We are giving you advance notice that your electricity network rates will change on **1 April 2026**. The network rates are the cost of getting energy to you and are set by your local network company.

Why a change of rates?

The change is due to the network lines company, responsible for delivering your electricity, updating its pricing. We are now passing these changes on to you. Your Ecotricity energy charges will remain unchanged.

The updated rates for your area are outlined below, these exclude GST. The second page of your bill will show which network rates apply to your property.

The new rates will be reflected on your bill from **1 April 2026**. There's nothing you need to do, as your new rates will be applied automatically.

Line charges for 20 SCHOOL ROAD, MOTUEKA

Network Tasman - Price category Switch from 2 to T-2				
Usage Type	Pricing to 31 Mar 2026	Pricing from 01 Apr 2026	Change in Price	
Fixed Charge				
kVA/day Capacity Charges	12.600 cents	14.800 cents	2.200 cents	
Usage Charge				
kWh Controlled Usage	1.070 cents	0.090 cents	-0.980 cents	
kWh Day Usage	7.860 cents	9.050 cents	1.190 cents	
kWh Export	0.000 cents	0.000 cents	0.000 cents	
kWh Night Usage	0.790 cents	0.240 cents	-0.550 cents	
kWh Off Peak Usage	2.890 cents	1.940 cents	-0.950 cents	
kWh Peak Usage	7.680 cents	8.560 cents	0.880 cents	
kWh Unmetered Load Usage	5.250 cents	12.607 cents	7.357 cents	

Rates exclude GST. Network rates are rounded to three decimal places. The changes will take effect on 1 April 2026. A late payment fee of 2% applies if you don't pay your bill on time. For full terms and conditions visit ecotricity.co.nz/terms-of-use-residential. Other charges which are specific to your property may apply; these are in addition to the rates.

Peak usage periods apply on weekdays from 7:00 am to 11:00 pm, with off-peak usage applying on weekdays from 11:00 pm to 7:00 am and all day on weekends; peak export periods apply on weekdays during winter (May to September) from 7:00 am to 9:30 am and 5:30 pm to 7:30 pm, with off-peak export applying at all other times. This tariff applies only to residential and small business price categories that include Time of Use (TOU) usage and TOU export charges.

Need help? Just reach out

Our team is also here to help with any questions, or if paying your bill is becoming a struggle, and can be contacted at bring.change@ecotricity.co.nz or 0800 845 000.

Ngā mihi,

The Ecotricity Product Team



ERO School Reports: Explainer for schools and boards



What hasn't changed?

- When ERO reviews schools – about every three or four years.
- What we do when we visit schools – we will use the same approach and the same tools.
- The framework for our judgements – still the [School Improvement Framework](#).
- The scale of our judgements – we will continue to use a four-point scale.
- We still don't do an overall, single judgement of each school.
- No league tables.
- How we publish – each final School Report goes on our website www.ero.govt.nz

What has changed?

One report not three

- We won't do the 'school evaluation report' or 'profile report' formats anymore – now we have one style of School Report.

Clear visuals

- We have responded to requests from *parents and whānau* to make School Reports easier to understand by including an easy-to-understand Snapshot and an Overview showing judgements for each area.

Clearer language

- We have removed jargon and words that could be confusing.
- We focused on making reports easy for parents and whānau to understand – including changing the wording of areas and judgements to make it clearer what we mean.
- We used to *describe* our judgements for different areas – now we use a clear four-point scale as well as a description.

Clearer about next steps

- Next steps give more detailed actions for school leaders and boards.
- We now include expected timeframes for when those actions should be completed.
- We clearly state if there are recommendations of action required from the Ministry of Education, e.g. support for schools.

What do the new School Reports look like?

Areas

We will look at 14 areas of school performance that matter the most – or 16 if your school has a reo rua or rūmaki.

The 14 areas which ERO makes judgements on:	
Student achievement	Leadership
Student progress	Teaching
Reading & writing	Curriculum
Mathematics	Assessment
Attendance	Provision for students with additional needs
Engagement & belonging	School improvement
Equity	Governance & the school board
Plus two more for schools with a reo rua or rūmaki:	
Panui & Tuhituhi	Pāngarau

Judgements

ERO makes one of four judgements about each area, based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance, but aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

Want to see what the new reports will look like? See examples on our website: www.ero.govt.nz

When will our school get one of the new School Reports?

We will begin using our new School Reports for schools that are visited from Term 2 2026 onwards. So the next time your school has a full ERO review, you can expect a new report.

Want to learn more? See our website for information about webinars and other guidance: www.ero.govt.nz

16/02/2026

To the Riwaka School Board of trustees

Hello and happy 2026 School year.

I am writing to you to inform you about a donation the school received in September 2025 for new devices including chrome books and iPads to the value of \$36801.70.

Bill and Marama Stevens have a long association and family history with Riwaka School and the farming community. They wanted to donate some money to Riwaka School. But only where there was a "need" not a want. They also had a meeting with Adele earlier in 2025 about it.

I spent a few months researching, what other schools in our district had in place with devices. Teachers throughout the school were interviewed and gave feedback on what they thought was important. Senior leadership gave feedback and included a "wish list" for the school. As a parent I knew there was a need for the children that had learning difficulties, and they needed additional assistance with learning and technology, they needed to have access to their own individual devices.

In 2026 Motueka High School, along with all other high schools and colleges in the Nelson/Tasman region became BYOD schools. (Bring your own device). This meant that the year 8 students need to be fully competent and confident using devices and education programs prior to starting high school.

All these things considered we determined there was a "need" at Riwaka School for Number #1 new student devices. (IPad and chromebooks) and number #2 a device program going forward. (To note: the devices are for education purposes for students, and not for the school library, administration or staff computers, as that is funded separately)

Bill, Marama, Adele and I had a meeting to discuss the donation; part of that donation condition was that the GST component amount of \$ 4800.22 was to be put into its own account to start a Riwaka School Device program. This was agreed by all parties.

It took a few months to finalise; on the 1st September it was all agreed. Adele ordered the devices through Noel Leeming Commercial; they sent the invoice to the school. On the 8th September Bill and Marama made payment to the school of \$36801.70. These devices were delivered, and then on the 12th September, these were presented to the entire school at an assembly. This was such a special and exciting day for the school community.

These new devices, are excellent technology, are upgradeable and so should be able to last a very long time. The device program moving forward will ensure there will be funding to replace and upgrade the devices for the next decade.

This is really great for our school and a huge boost to the learning capabilities for the students.

What I am wanting the BOT to now do, is to ensure that there is a separate bank account setup for devices, with the GST amount of \$4800.22, which was a condition.

Secondly we need the BOT and senior leadership to decide how to continue to add funds to the device account annually. As the aim is to ensure that money is always being put aside for future student devices.

This could be done through fundraising efforts or the BOT approve a certain amount annually to go into this account. Which I feel is the better option.

I totally appreciate that funding is always tight, but I think it is imperative that the BOT look to the future and ensure the school going forward can provide the necessary funds for the devices.

Anyway I'm really happy to see the devices at the school for the children. This is really positive for the School. If you have any questions I am available at any time if you would like to discuss further. I have attached a copy of the invoice, for your information.

Wishing you all a great 2026.

Regards

A handwritten signature in black ink, appearing to read 'Louise Fry', written in a cursive style.

Louise Fry

0275705933

Noel Leeming
a division of The Warehouse Limited
26 The Warehouse Way
Northcote
PO Box 91146, Auckland
0800 737 5223

Tax Invoice
Printed: 26/8/2025



Bill To:
Riwaka School 20 School Road RD 3 Motueka Home Phone: (03) 528 9376 Mobile Phone: 021 812 843 Cust. no.: 4983253

Delivery Instructions:
Riwaka School Adele Lidgard Home Phone: (03) 528 9376

Invoice	Created	Salesperson
161981693	19/8/2025 09:21:11	HAYDEN L

PO Number	Ref
Adele	

SKU	Model	Product or Service Description	Warranty Period	List Price (Exc GST)	Invoice Price (Exc GST)	Quantity	Total Line Discount (Exc GST)	Amount (Exc GST)
238755	MD4A4X/A	Apple 11-inch iPad Wi-Fi 128GB - Blue	1 Year	607.83	568.01	20	-796.35	11,360.17
232172	CR1104CGA-N0010 2	Asus 11.6inch HD Chromebook /N100/8GB/64GB - 2Y Warranty	2 Years	520.87	378.75	50	-7,106.09	18,937.39
230203	3S-2454	3sixT Rugged iPad Folio Case - iPad 10.9 Gen 10	1 Year	43.47	32.95	20	-210.43	658.96
237399	JAMF6MONTH	Tech Solutions Jamf School from August through to 1st Feb of following year	1 Day	4.75	4.75	20	0.00	94.96
230898	CHROMEENROLL+	Tech Solutions NC* Chromebook Enrolment + (ChromeOS)	1 Day	13.00	13.00	50	0.00	650.00

SKU	Model	Product or Service Description	Warranty Period	List Price (Exc GST)	Invoice Price (Exc GST)	Quantity	Total Line Discount (Exc GST)	Amount (Exc GST)
230899	IPADENROLL+	Tech Solutions NC* iPad Enrolment + (Jamf)	1 Day	15.00	15.00	20	0.00	300.00
Total Discount:								-8,112.87
Invoice Subtotal:								32,001.48
GST:								4,800.22
Invoice Total:								36,801.70

GST Number: 41-482-354

Bank Account: 02-0108-0348500-00

Prices are exclusive of GST unless otherwise stated. List Price is reflective of the national supplier list price and does not reflect any advertised specials or promotions at a national or local level. Payment will be required before delivery occurs unless the client has an existing authorised charge account with Noel Leeming Group. Ownership of the product(s) will pass to the buyer only after payment has been made in full. Returned products will require a Goods Return Authority and must be in original condition with packaging unopened, restocking fees of 15% apply. Cancellation of products which have been ordered and received by Noel Leeming are subject to restocking fees of 15%. Products that are custom ordered from factory cannot be cancelled or returned once order is placed, except where goods are faulty. Freight will be at the customer's expense. If there is an error in pricing, in a product description, name or product image in any of our communications, Noel Leeming reserves the right to contact you and agree appropriate changes to the quote or order. If an alternative option is not agreed upon with you, we may cancel the quote or order and we will refund you any amounts already paid for that quote or order. You acknowledge that you are in trade and agree that any quote or order made with us for goods and services (as applicable) are supplied and acquired in trade. You agree that the Consumer Guarantees Act 1993 and sections 9, 12A, 13 and 14(1) of the Fair Trading Act 1986 will not apply to the supply of goods and services under this quote or order.