



Annual Report

2023

Learning & Growing Together
Ako Tahī me te Tipu Tahī

Principal's report

The 2023 year was a busy one for our learners and staff.

We were able to show achievement across our annual plan and feel successful as a school, schoolboard and school community.



Throughout the year, we observed encouraging progress in our students' reading, writing, and math skills, thanks to our effective teaching and learning programs. We tailored our approach to meet the needs of students who were struggling, identifying effective learning methods and creating personalized learning plans when necessary. We also collaborated with external support agencies to ensure every student received the help they needed.

However, a significant challenge arose when our student population fluctuated due to changes in the local farming community. This resulted in a considerable turnover of students in both learning environments, making it difficult to accurately track progress across the school for the year and impacting our data reporting.

List of all school board members 2023

Board member names	Date term finishes
Elizabeth Turner (Presiding Member)	2025 (co-opt)
Sharyn Gibbens (Principal)	
Bayley McOnie (Staff Representative)	August 2025
Neven Harland	August 2025
Jane Shaw	Resigned
Lucy Fitzgerald	August 2025

Statement of variance: progress against targets

Ngutunui School Statement of Variance against Annual Targets 2023

Mission: To inspire curiosity, creative thinking and a love of learning in a safe, respectful and sustainable environment where diversity and individual success are valued.

Strategic Aims:

To inspire curiosity, creative thinking and a love of learning...

Strategic Goal 1: To engage all learners using relevant contexts for learning

- To have developed and embedded our localised curriculum for Ngutunui School
- Developed and embed a Learners Profile and pathway document for our learners through Ngutunui School
- Embed *inquiry learning* as our way of learning at Ngutunui School to encourage engagement, curiosity and a love of learning -New Pedagogies for Deep Learning
- Ensure teachers use effective teaching & learning strategies (incl Tataiako); high engagement and accelerated individual success is achieved (across learning range within classes)

within a safe, respectful environment...

Strategic Goal 2: To create an environment where all feel safe and valued

- To embed PB4L practices (Tier 1 and 2) as the 'Ngutunui way'.
- Well-being is a focus for both students and staff.
 - Pause Breathe Smile PLD to support resilience and self-regulation and consistent strategies used by teachers and learners
 - Te Whare Tapa Wha model is utilised so that students and staff are able to identify areas where they may require support in their hauora.

within a sustainable environment...

Strategic Goal 3: To take action to implement sustainable practices in our school

- To engage with Enviro-schools to provide advice, guidance and assistance with sustainability
- To have a strong student-lead Enviro group that will enjoy taking ownership, responsibilities and planning in creating our sustainable environment - learning from & with
- To engage with local environmental groups & community to form collaborative relationships
- To have strong themes flowing through our Localised Curriculum that link into our Enviro learning

where diversity and individual success is valued.

Strategic Goal 4: To ensure all learners have the skills & attitudes for success and continue on an upward trajectory

- Embed a strong positive behaviour for learning with high expectations for all
- An upward trajectory achieved for every learner through focused learning & teaching in literacy and math, with emphasis on identified cohorts of students requiring support to make progress in their learning
- Embed strong understanding and use of culturally responsive practices
- To embed Te Reo Māori and Tikanga Māori in school practices and Māori perspectives in planning and class programmes

Annual Aim: To achieve an upward trajectory for every learner through focused learning & teaching in literacy and math, with emphasis on identified cohorts of students requiring support to make progress in their learning.

Mathematics

Strategic Goal 1: To engage all learners using relevant contexts for learning

Strategic Goal 4: To ensure all learners have the skills & attitudes for success and continue on an upward trajectory

To achieve an upward trajectory for every learner through focused learning & teaching in literacy and math, with emphasis on identified cohorts of students requiring support to make progress in their learning.

Mathematics Target: Individual accelerated progress/understanding in foundations numeracy skills, showing shifts in number knowledge stage:

For all Year 2 and 3 learners to have extensive comprehension and number knowledge up to 100 and the ability to use a range of advanced counting strategies. Understanding that numbers represent how many are in a group and they no longer need to count them all. To be at stage 4 or higher by the end of 2023.

For all students in Year 4 who are relying on counting strategies to solve addition and subtraction problems (Strategy stages between 2 and 4) to use part-whole thinking at strategy stage E5 or higher by the end of 2023.

Baseline Data	Actions to Achieve Target	End of Year Data: A focus on individual progress	Reason for Variance Why did it happen? Evaluation Where to next?
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<p>Baseline data (based on OTJ when grouping students) collected in March indicated the following:</p> <p>Year 2: After a year at school the Year 2 groups were showing: 25% of our Year 2 students were working in Stage 1 & 2. 38% of our Year 2 students were working in Stage 3. 25% of Year 2 students were working in Stage 4 12% of Year 2 students were working in Early Stage 5</p> <p>Year 3: After 2 full years at school Year 3 groups were showing: 20% of our Year 3 students were working in Stage 3. 60% of our Year 3 students were working in Stage 4. 20% of our students were working in Early Stage 5.</p>	<p>Focused teaching and learning</p> <p>There will be a focus on quality mathematics programmes and differentiation to ensure that the children in the target group receive programmes that meet their needs.</p> <p>JAM assessment tool</p> <p>Teaching from the Number Framework</p> <p>Investigate PRIME math utilising the format as a structured numeracy programme</p> <p>Home partnership:</p> <ul style="list-style-type: none"> • Number in real-life situations • Number knowledge 	<p>Note: all assessment data is collected and analysed from the same cohort of students T1 -T4 (no new enrollment data have been counted).</p> <p><i>ESOL student data included (10%) of our students</i></p> <p>Demonstrating individual shifts in learning after 1 year at school to Year 8 students: 74% of students demonstrated a 1 level /stage shift over 2023 (10% making 2 stage shift) 26% of students remained learning within the same stage of math over 2023</p> <p>Maori students (identified): 57% of our Maori students (after 1 year at school -to Y8) demonstrated a 1 stage shift or more in mathematics learning over the 2023 school year 43% of our Maori students (after 1 year at school to Y8) remained working within the same stage of mathematics over the 2023 year.</p> <p>Pasifika students (identified): 100% of our Pasifika students (after 1 year at school - Y8) demonstrated a 1-stage shift in their mathematics learning over the 2023 school year.</p> <p>Target: Year 2-3 students to be at stage 4 or higher: 82% of our Year 2-3 students achieved the target of working at stage 4 or higher in mathematics in 2023.</p>	<p>There was a big change over of students mid -year for the school due to farming shifts. Therefore data is only collected on those students who remained at the school from Jan-Dec.</p> <p>Resources are required for the classroom to practice number skills independently.</p> <p>2023 these students will require targeted teaching with repetition to help these identified students gain knowledge and accuracy in their foundational math skills.</p> <p>PRIME and NZ Math will be used for target teaching and learning programmes.</p> <p>ILP will be discussed with parents to devise a plan for parents to be supporting the learning at home (practice and maintenance).</p>
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<p>Year 4: After 3 full years at school our Year 4 group were showing:</p> <p>12.5% of our Year 4 students were working in Stage 3 62.5% of our students were working in Stage 4 12.5% of our Year 4 students were working in Stage 5 12.5% of our Year 4 students were working in Early Stage 6</p>	<p>Classroom programmes will focus on <u>strategy development</u> in small group instruction following numeracy guidelines to ensure mastery and understanding:</p> <ul style="list-style-type: none"> o Materials o Imaging o Number properties ● Basic facts and place value knowledge will be at the appropriate level for the child based on assessment. 	<p>Target: Year 4 to use part-whole thinking at strategy stage E5 or higher by the end of 2023 100% of Year 4 students reached Stage E5 or higher in mathematics in 2023</p>	<p>Teaching and learning - classroom observations and feedback required for teachers in math. Are our sessions targeted? Are our individual tasks serving a purpose? Is there a place to meet individual learning styles (UDL)? Teachers inquiry</p>

Literacy

Strategic Goal 1: To engage all learners using relevant contexts for learning

Strategic Goal 4: To ensure all learners have the skills & attitudes for success and continue on an upward trajectory

To achieve an upward trajectory for every learner through focused learning & teaching in literacy and math, with emphasis on identified cohorts of students requiring support to make progress in their learning.

Literacy Target: For our target students (within Years 2 & 4) to show an individual accelerated shift within their literacy (reading and writing) through securing strong knowledge in foundation literacy skills which will then be translated into reading and writing.

To ensure teachers have the knowledge, appropriate assessments, reporting systems and multisensory resources to teach foundation literacy skills explicitly.

Baseline Data Year 2: After 1 year at school Reading: using Running Records indicates: 50% of students working below the expected level for after 1 year at school - 25% working well below the expected level after 1 year at school 38% students working within the expected level for after 1 Year at school. 12% of our Year 2 students worked above the expected level after 1 year at school.	Actions to Achieve Target	End of Year Data: A focus on individual progress	Reason for Variance Why did it happen? Evaluation Where to next?
<p>Writing: From moderated writing sample indicates: 50% of students were writing at an expected level after 1 year at</p>	<p>Teacher PLD - Science of Reading</p> <p>Targeted learning and teaching - precise and structured lessons</p> <p>To ensure teachers have the knowledge, appropriate assessments, reporting systems and multisensory resources to teach foundation literacy</p>	<p><i>Note: all assessment data is collected and analysed from the same cohort of students T1 -T4 (no new enrollment data have been counted).</i></p> <p>Reading: individual progress</p> <p><i>Assessment data is collected through Running Records (PM or PROBE). Y1-2 students have not been assessed with a reading running record as they are working through the Better Start Literacy Approach learning platform and de-codable text, they are not yet on an authentic text, therefore running records assessments is not appropriate.</i></p> <p>Demonstrating individual shifts in learning Year 3 to Year 8 students:</p>	<p>There was a big change over of students mid -year for the school due to farming shifts. Therefore data is only collected on those students who remained at the school from Jan-Dec.</p> <p>Difficulty in using data to demonstrate the student shifts due to the change in assessment data during the year - with authentic texts vs de-codable text due to the school-wide shift to full structured literacy approach)</p> <p>School-wide discussion on if student Level 2 structured literacy (reading level</p>

<p>school. 50% of Year 2 students were writing below the expected level for after 1 year at school.</p> <p><u>Structured Literacy:</u> 100% working in Stage 1</p> <p>Year 4: After 3 Years at school <u>Reading:</u> Running records indicate: 2 After 4 students are reading at a level below the expected level after 3 years at school. 38% working well below the expected level of reading attainment after 3 years at school. 38% of Year 4 students are reading within the expected level after 3 years at school. 12% of the students are working at a level above expectation after 3 years at school. <u>Writing:</u> moderated writing samples indicate: 88% of Year 4 students are writing below the expected level for students after 3 years at school (deeper and surface features) 12% of Year 4 students are working at the expected level for</p>	<p>skills explicitly.</p> <p>Structured Literacy Programme iDeal -4% days per week</p> <p>IEP/ target goal plan - for those identified requiring this support</p> <p>Ongoing teacher reflections - change of practice or techniques to engage and motivate students</p> <p>Groups interchangeable to suit the current need of the student's</p> <p>Literacy time - small groups with a teacher and meaningful independent tasks</p> <p>Reading engagement - use of decodable text and literacy learning programme(for students below green),</p>	<p>100% of our Year 3-8 students demonstrated a shift in reading and comprehension levels over the 2023 school year, demonstrating an average accelerated shift in their learning of 4 reading levels.</p> <p>Māori students Y3-8 (identified): 100% of our Māori students demonstrated a shift in their reading and comprehension with an average shift of 6.2 levels.</p> <p>Pasifika Students Y3-8 (identified): 100% of our Pasifika students demonstrated an average accelerated shift of 4.2 levels in their reading and comprehension abilities over the 2023 school year. <i>Note: For 50% of our Pasifika students English is their second language.</i></p> <p>Annual Target: For our target students (within Years 2 & 4) to show an individual accelerated shift within their literacy (reading and writing)</p> <p>Year 2 students learning and assessment is focused on structured literacy and not authentic texts. Assessments completed such as phonological knowledge, spelling, and running record of de-codable text (reading speed and accuracy) have all been collected. Comparison data in spelling shows a shift in learning, all students have attained shifts in their level of phonological knowledge. All Y1-2 students have been involved in Better Start Literacy Approach BSLA, all assessment and learning is through this platform.</p> <p>Year 4 All of our Year 4 students are working in the structured literacy</p>	<p>17) then reading authentic text required as need a focus on comprehension.</p> <p>Year 2 students' learning and assessment is focused on structured literacy and not authentic texts. Assessments completed such as phonological knowledge, spelling, and running record of de-codable text (reading speed and accuracy) have all been collected. Comparison data in spelling shows a shift in learning, all students have attained a high level of phonological knowledge.</p> <p>Those below and well below - we need to look into our programmes are running (authentic use of iDeal Structured literacy programme -fidelity)</p> <p>Resources to support the programme - independent activities, games and learning mentor backup of learning</p> <p>*Learner Agency and motivation</p>
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<p>after 3 years at school.</p> <p>Structured Literacy: 50% Stage 1 50% Stage 2</p>	<p>reading authentic texts for those with reading strategies</p> <p>Writing engagement - a purpose for writing</p> <p>Partnership with home:</p> <ul style="list-style-type: none"> • Parent evening • De-codable texts • Supporting material to go home eg games <p>Resources: iDeal Structured Literacy Platform Accelerated Progress in Writing I have Something to Say - Gail Loane</p>	<p>programme and are reading de-codable text, the majority are reading at a level where we are also able to bring in authentic texts, these students have completed a running record from PM readers to be able to display comparable data from the beginning of the year.</p> <p>100% of our Year 4 students have made an accelerated shift in their reading and comprehension levels with an average shift of 5.5 reading levels. 25% of our Y4 readers were reading above the expected level, 50% were reading at the expected level for their age and 25% were reading below the expected level of their age (still showed accelerated shifts). - data includes 50% of Y4 students are ESL students</p>	
		<p>Noticings / next steps:</p> <ul style="list-style-type: none"> - Data 2024 needs to be focused on Structured literacy learning and attainment to show comparable data, use of authentic texts can also be used to demonstrate reading accuracy and speed within iDeal & BSLA - All of our Y4-8 students are reading at a level where authentic texts should be being used in their reading programme - comprehension focus - Year 7 cohort all made minimal shifts in learning (1 level), a focus on their reading comprehension, independence, motivation and engagement in reading 	<p>Year 8's 2024 require reading milage - building comprehension skills to ensure reading independently is confident. Reading at the secondary school level is attainable</p>

		required in 2024.	
<p>Year 2 <u>Writing</u>: From moderated writing sample indicates: 50% of students were writing at an expected level after 1 year at school. 50% of Year 2 students were writing below the expected level for after 1 year at school.</p> <p><u>Structured Literacy</u>: 100% working in Stage 1</p> <p>Year 4 <u>Writing</u>: moderated writing samples indicate: 88% of Year 4 students are writing below the expected level for students after 3 years at school (deeper and surface features) 12% of Year 4 students are working at the expected level for after 3 years at school.</p> <p>Structured Literacy: 50% Stage 1 50% Stage 2</p>		<p>Writing: Individual progress Writing samples (of a recount) were moderated as a team to ensure levels were consistent across the school. Writing levels are a triangulation of data that includes the writing sample.</p> <p>Demonstrating individual shifts in learning Year 2 (after 1 year at school) to Year 8 students:</p> <p>85% of our students demonstrated a shift of 1 sub-level in their surface & deeper features in writing. 15% of our students' indicated that they are still working within the same level of writing.</p> <p>Māori students Y2-8 (identified): 90% of our students who identify as Māori made a shift in writing ability of 1 curriculum sub-level 10% of our students who identify as Māori remained within the same curriculum sub-level</p> <p>Pasifika Students Y3-8 (identified): 100% of our students who identify as Pasifika made a shift in writing ability of 1 curriculum sub-level (includes data of ESL students)</p> <p>Annual Target: For our target students (within Years 2 & 4) to</p>	<p>Writing samples on recounts Students have not had focused teaching (throughout the year) to focus on this skill. 2024 recount writing to be a focus during every term.</p> <p>Teachers need to set focuses in each level - surface features, using WALTs for students to learn and attain each level within their progressions.</p> <p>Teacher writing PLD to accelerate the learning and success in writing for our students</p> <p>Structured literacy - pre to level 1 - SL full literacy programme</p> <p>Students learning in structured literacy will continue to strengthen their writing levels over time</p>

		<p>show an individual accelerated shift within their literacy (reading and writing)</p> <p>Year 2 100% of our Year 2 cohort made a shift of 1 sub-level in their writing attainment</p> <p>Year 4 90% of our Year 4 cohort made a shift of 1 sub-level in their writing attainment 10% of our Year 4 cohort remained working within the same level of the writing curriculum</p>	<p>There is a lot of learning within each level of writing - writing progressions / our moderation of levels will be displayed on our website for parents to understand the level of learning within each level.</p>
		<p>Noticings / next steps:</p> <ul style="list-style-type: none">● Although the majority of our students demonstrated individual shifts in their writing level attainment over the year they are still below the ‘expected’ level for their age group.● Teacher PLD to accelerate the learning and success in writing for our students -surface features● Students learning in structured literacy will continue to strengthen their writing levels over time● Teachers will need to have a greater focus on recount/memoir writing throughout the year (not a termly focus but throughout the year with other genre taking a proportion of each term).● There is a lot of learning within each level of writing - writing progressions / our moderation of levels will be displayed on our website for parents to understand the level of learning within each level.● how does our school level indicator compare to that within the Kahui ako?/ needing to ensure our moderation is accurate	
Planning for the next year:			
Literacy:			

Writing

- Teacher professional learning within the writing curriculum - a focus required on accelerating the learning and development in the surface features
- Teacher continued PLD through the iDeal platform on structured literacy practises
- Recount writing to have a focus **every** term
- Students believing they are writers - purpose and celebrations

Reading / Structured Literacy

- Resources required for independent activities - reading / structured literacy programmes
- Level 2 SL and up using authentic text & reading programme with comprehension focus
- Look into Learning Mentor time (\$)to support programmes
- Year 8 - reading milage

Mathematics / Numeracy:

- Classroom resources to support programmes
- Targeted learning programmes - number focus 60% of the term
- Programmes - PRIME and NZ Math
- Problem-solving teaching and learning focus

Evaluation and analysis of the school's students' progress and achievement



NGUTUNUI ENVIRO SCHOOL

2023 Achievement against the expected level of NZC

Representation of ākonga enrolled from Jan to Dec for end year reporting 2023 -

Reading

% of ākonga on target working within or above the expected curriculum level



Structured Literacy
100%

Year 1-2

100% of all learners made individual accelerated progress of an average of 4 reading levels over the year

Year 3-4

73%

Year 5-6

89%

Year 7-8

67%

Data excludes ESOL students

% of ākonga on target working within or above the expected curriculum at level year end



91%

Data excludes ESOL students



92%

Māori

57%



85%

Pasifika

100%

Writing

% of ākonga on target working within or above the expected curriculum level



After 1 Year

50%

85% of all learners made individual accelerated progress over a writing level over the year

Year 3-4

64%

Year 5-6

44%

Year 7-8

67%

Data excludes ESOL students

% of ākonga on target working within or above the expected curriculum level



54%

Data excludes ESOL students



69%

Māori

52%



27%

Pasifika

67%

Math

% of ākonga on target and working within or above the expected curriculum level



After 1 Year

100%

74% of all learners demonstrated a 1 level /stage shift over 2023 (10% making 2 stage shift)

Year 3-4

60%

Year 5-6

67%

Year 7-8

50%

Data excludes ESOL students

% of ākonga on target and working within or above the expected curriculum level



71%

Data excludes ESOL students



69%

Māori

57%



72%

Pasifika

100%

ākonga progress from end-year assessments and reporting 2023r

Giving Effect to Te Tiriti o Waitangi at Ngutunui School

Ngutunui School acknowledges the unique position of Māori in Aotearoa New Zealand and acknowledges Māori as the elder treaty partner. We seek to promote awareness of Te Mana o Aotearoa and foster improved cultural understanding consistent with Te Tiriti o Waitangi

At Ngutunui School we give effect to Te Tiriti by making tikanga and te reo Māori part of what we do every day with the students, staff and Board. **How we do this:**

What You Will See	What You Will Hear	What You Will Feel
<p>Te Reo and tikanga Māori on our walls, in our books, in our library, in our presentations, and in our school values.</p> <p>Karakia & waiata daily</p> <p>Te Reo and Tikanga Māori permeate through all we do and is a part of our Ngutunui Curriculum.</p> <p>We ensure that all our inquiry units include reo and tikanga Māori focus.</p> <p>We create learning around Waitangi Day and Matariki each year.</p> <p>You will see our whole school celebrations such as Matariki with kai and waiata.</p> <p>Students understanding Māori tikanga and protocols</p> <p>Role models of the language and tikanga within staff</p>	<p>Morning karakia, karakia kai, end of day karakia</p> <p>Waiata</p> <p>Greetings, classroom instructions, numbers and colours, and praise all in te reo with both children and staff.</p> <p>Discussions around Te Tiriti and Tikanga Māori</p> <p>Te reo Māori integrated throughout the learners' day</p> <p>Understanding of kaupapa Māori through conversation</p>	<p>Whanaungatanga and Manaakitanga as we:</p> <ul style="list-style-type: none"> - Welcome schools with kapahaka - Host local rangitahi - Support and teach local Village entities waiata and kapahaka - Ensure we are involved in local activities where we can utilise our te reo, waiata and kapahaka skills <p>Kaitiakitanga as we</p> <ul style="list-style-type: none"> - Take part in conservation projects - Take part in our kaitiaki role locally <p>Aroha as we:</p> <ul style="list-style-type: none"> - Celebrate our cultures and whānau - We eat together, we laugh together, and we enjoy being together. - Love and are connected to each other

Partnership:

Partnership involves working together with iwi, hapū, whānau and Māori communities to develop strategies for Māori education. Partnership encourages and requires Māori to be involved at all levels of the education sector, including decision-making, planning, and development of curriculum.

Protection:

Protection, actively protecting Māori knowledge, interests, values, and other tāonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. Ka Hikitia (Ministry of Education, 2007) emphasises that “culture counts” and describes a commitment to “knowing, respecting and valuing where students are, where they come from and building on what they bring with them.”

Participation:

Emphasise positive Māori involvement at all levels of education, as expressed in NELP 1(2): “Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.”

Compliance with the Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	By maintaining a safe physical environment, implementing emergency procedures, and providing necessary safety training to staff members. Ngutunui School has policies in place to prevent discrimination and harassment. Senior management along with the School Board work on fostering a positive and respectful workplace culture. We provide adequate resources for professional development, support services, and grievance mechanisms are also established to address the needs of employees.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p>As required by the Education and Training Act 2020 (s 597), Ngutunui School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</p> <p>Ngutunui School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).</p> <p>This is to ensure that we:</p> <ul style="list-style-type: none"> • treat current and prospective staff fairly • make decisions based on relevant merit • work to eliminate bias and discrimination. <p>To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy is available to all Ngutunui School staff.</p> <p>Ngutunui School aims to raise awareness of discrimination and bias through our EEO policy. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.</p>
How do you practise an impartial selection of suitably qualified persons for appointment?	Practicing impartial selection of suitably qualified persons for appointment is essential to ensure fairness, equality, and diversity in the hiring process. Here are some guidelines to help you achieve this goal: Establish Clear Criteria: Define the

Reporting on the principles of being a Good Employer	
	<p>qualifications, skills, and experience required for the position. Create a detailed job description and person specification to guide your selection process. Develop a set of standardized questions related to the job requirements. Use the same questions for all candidates to ensure fairness. Avoid asking questions that could lead to bias or discrimination. Include a diverse group of interviewers who can provide different perspectives and reduce bias. Encourage panel members to focus on candidates' qualifications and skills. Evaluate candidates solely based on their qualifications, skills, and experience relevant to the job. Avoid favouring candidates based on personal connections, ethnicity, gender, or any other irrelevant factors. Communicate the selection criteria and process clearly to all applicants. Transparency builds trust and confidence in the fairness of the process.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>Recognizing the aims and aspirations of Māori, addressing their educational requirements, and promoting greater involvement in our education service involves implementing culturally sensitive and inclusive practices. This includes consulting with Māori communities to understand their specific aspirations and needs, fostering cultural awareness and respect within our Kura, and incorporating Māori perspectives into the curriculum and educational materials.</p> <p>Addressing the employment requirements of Māori involves providing targeted training programs, mentorship opportunities, and support networks to help thrive in the workplace. Ensuring equal opportunities for career advancement and fair representation at all levels of our Kura is also essential.</p> <p>To encourage greater involvement of Maori in Ngutunui School, we continue to establish partnerships with local iwi (Maniapoto Tainui) and Māori community organizations. We involve Māori community in decision-making processes. We provide platforms for our Māori whanau voices to be heard and by actively engaging with Maori cultural practices we can further enhance their participation in our Kura. Regular consultation and collaboration with our Māori communities are fundamental to recognising and addressing aspirations and requirements effectively.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>Enhancing the abilities of individual employees is crucial for personal and professional development, as well as for the overall growth of your organization.</p> <p>Training and Development Programs: Implementing regular professional learning and workshops tailored to roles or skills can enhance employees' abilities.</p> <p>Mentorship and Coaching: Pairing employees with experienced mentors or coaches provides them with personalized guidance, feedback, and support, enabling them to enhance their abilities and gain valuable insights.</p>

Reporting on the principles of being a Good Employer	
	<p>Performance Feedback: Providing constructive feedback through regular performance evaluations helps employees understand their strengths and areas for improvement. Specific, actionable feedback can empower them to enhance their skills and excel in their roles.</p> <p>Skill-building Initiatives: Encouraging employees to participate in online courses, workshops, or certifications related to their job roles can expand their skill sets and keep them updated with industry trends and best practices.</p> <p>Encouraging Innovation: Fostering a culture of innovation and creativity within the workplace allows employees to explore new ideas and solutions. Encouraging them to think critically and propose innovative solutions can enhance their problem-solving abilities.</p> <p>Recognition and Rewards: Acknowledging and rewarding employees for their achievements and contributions can boost their confidence and motivation, leading to improved performance and increased abilities.</p> <p>Professional Development Plans: Collaboratively working with employees to create personalized development plans helps identify their goals and areas for growth. Supporting these plans through relevant training and opportunities can enhance their abilities over time (Professional Growth Cycles)</p> <p>Team Collaboration: Encouraging teamwork and collaboration among employees enables them to learn from each other, share knowledge, and enhance their abilities collectively.</p> <p>Promoting a Learning Culture: Creating an environment where continuous learning is encouraged and celebrated fosters a culture of growth. Providing resources and time for learning, such as access to educational materials and dedicated learning hours, can enhance employees' abilities in the long run.</p> <p>By employing these strategies, we can contribute significantly to enhancing the abilities of individual employees, leading to a more skilled, motivated, and productive workforce.</p>
How are you recognising the employment requirements of women?	<p>Recognizing the employment requirements of women involves implementing policies and practices that promote gender equality, diversity, and inclusivity in the workplace. This can include offering flexible work arrangements to accommodate work-life balance, providing equal opportunities for career advancement, and ensuring fair pay and benefits irrespective of gender. Implementing family-friendly policies, such as parental leave and family sick</p>

Reporting on the principles of being a Good Employer	
	leave recognition, can specifically address the needs of women with caregiving responsibilities. Additionally, fostering a supportive and inclusive work culture that empowers women to voice their opinions, contribute ideas, and participate in decision-making processes is crucial.
How are you recognising the employment requirements of persons with disabilities?	Recognising the employment requirements of persons with disabilities involves implementing inclusive hiring practices and accessible workplace policies. This includes promoting a barrier-free physical environment, flexible work arrangements, and providing assistive technologies when needed. Regularly engaging with employees with disabilities to understand their specific needs and concerns is crucial. By accommodating these requirements, we create a more inclusive and diverse workforce while empowering individuals with disabilities to contribute effectively to the workplace.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Y	
Has this policy or programme been made available to staff?	Y	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Y	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Y	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Y	
Does your EEO programme/policy set priorities and objectives?	Y	

Special and contestable funding

We received funding from the Ministry of Education to support the learning and teaching of our English as a second language learners (ESL). This funding was utilised by helping to employ a Teacher Aid to support within classrooms.

Kiwisport funding

Kiwisport funding was used to increase students' participation in organised sports through the purchasing of sports equipment to ensure that students and staff have the required equipment for students to participate in sports at school.

