



2025 Annual Report
(Due 31 May 2026)

Page 1	Overview of 2025 Annual Report
Page 2 – 5	1. Statement of variance: Progress against targets
Page 6 – 11	2. Evaluation of the school's students' progress and achievement
Page 12 – 14	3. How we have given effect to Te Tiriti o Waitangi
Page 15 – 22	4. Statement of compliance with employment policy
	5. Financial statements (attached separately)
Page 23	6. Kiwisport funding statement

1. Statement of variance: Progress against targets

2025 Strategic initiatives

- High quality implementation of the new English curriculum (1a)
- High quality implementation of the new Maths and Statistics Curriculum (2a)
- Embed 2024 initiatives
 - Embed Collaborative & Proactive Solutions (CPS) – Dr Ross Greene (3a)
 - Embed new learning support structures developed in 2024 (3b)
 - Embed new leadership structures developed in 2024 (3c)
 - Embed new principles (VIBE) developed in 2024 (3d)

1a. Summary of progress:

Significant progress has been made in establishing a strong foundation for targeted literacy improvement. Student data has been analysed to confirm intervention groupings, and baseline literacy data has been collected to inform next steps, including the development of heat maps and ongoing formative assessment tracking. A 10-week structured literacy intervention cycle has been launched for identified students, supported by the additional Y3–4 teacher (Vanessa), with a clear focus on acceleration and engagement. IDEAL strategies have been embedded into weekly literacy planning, and a refresher on the IDEAL framework has been delivered during a staff meeting to ensure consistency of practice across teams.

Leadership and collaboration have been strengthened through regular meetings between literacy leads (Tracy and Anna) and teaching teams to review planning, monitor progress, and identify support needs. Whānau have been informed of the Term 1 literacy focus and provided with guidance on how to support learning at home, strengthening the home–school partnership. Ongoing monitoring has included the collection of mid-cycle data, updates to heat maps, and end-of-term staff reflections to evaluate progress, surface challenges, and inform adjustments to intervention groupings and teaching approaches.

Alongside current implementation, forward planning for sustained improvement is well underway. Teaching resources and shared materials continue to be reviewed and updated, while evidence-based writing frameworks and a potential Writers' Toolbox approach are being explored to align with the 2026 curriculum and support diverse learners. Professional learning opportunities are being investigated, with decisions around 2026 professional development, funding allocation, and curriculum days planned to ensure a strategic and well-resourced

approach to future literacy development.

Actions going forward into 2026:

A structured writing professional development programme will be introduced to build teacher capability and consistency of practice across the school. This will focus on evidence-based writing approaches aligned with the 2026 curriculum, including explicit teaching of writing processes, the use of scaffolds, and tools to support students across a range of genres. Professional learning will include modelling, practical application, and opportunities for teachers to trial strategies in their classrooms, with time allocated for reflection and refinement. Resources and exemplars will be developed and shared to support implementation and ensure coherence across teams.

Implementation will be supported through deliberate planning, monitoring, and review. Writing strategies will be embedded into weekly literacy planning, with literacy leads providing ongoing coaching and feedback to support effective practice. Student progress will be tracked using formative assessment and writing samples to evaluate impact and inform next steps. Data gathered will guide adjustments to teaching approaches and professional learning, ensuring the structured writing focus leads to improved outcomes and sustained improvement in student writing achievement.

2a. Summary of progress:

Significant progress has been made in establishing strong foundations for the implementation of Numicon across the school. New Numicon equipment and resources were distributed through separate Government funding, ensuring staff had access to the required materials. Initial training was provided through the LA spearheading *Breaking Barriers* Numicon intervention, followed by a Parent Meeting on 13 March and a Staff Meeting on 26 March to build shared understanding and support. Further professional learning occurred with the *Breaking Barriers* LA intervention training hosted at Waimairi on 29 April, alongside two staff modelling sessions on 13 and 14 May, reinforcing effective classroom practice.

Ongoing professional development and collaboration have continued to strengthen staff confidence and consistency. A further Staff Meeting was held on 11 June to reflect on progress and next steps. Two staff members will attend the Numicon Conference in Auckland during the July holidays (9–10 July), with a specific focus on assessment in relation to the new curriculum. This learning will be shared with staff and supported through two additional modelling sessions scheduled for 22 and 23 July.

Clear planning for sustainability and future direction has also been prioritised. Clarification has been provided around the use of teaching books for 2026, ensuring alignment with curriculum expectations. Advocate School status has been confirmed, reinforcing the school's leadership role in this work. In addition, a smooth transition of leadership has been supported with Vanessa stepping into the new role, providing continuity and clear oversight as the initiative moves forward.

Actions going forward into 2026:

In 2026, the focus will be on embedding Numicon practice consistently across all classrooms, ensuring alignment with the refreshed curriculum and assessment expectations. Teaching books and planning documents will be finalised and implemented to provide clarity and coherence in progression and coverage. Assessment practices will be refined using learning from the Numicon Conference, with agreed tools and checkpoints established to support accurate tracking of student progress. Ongoing staff modelling and in-class support will be prioritised to maintain high-quality delivery and to support new or transitioning staff.

Strengthening sustainability and leadership will also be a key action for 2026. As an Advocate School, opportunities will be created to share effective practice within the wider network, including hosting visits or professional learning sessions. Leadership structures will be consolidated to support oversight, evaluation, and continuous improvement, with clear roles and responsibilities in place. Regular review points will be scheduled to monitor impact, respond to emerging needs, and ensure Numicon continues to support equitable outcomes for all learners.

3(a-d). Summary of progress:

Progress has been made in strengthening behaviour and wellbeing systems through the prototyping of CPS across Tier 1, 2, and 3 behaviour interventions. Behaviour management processes have been updated, with CPS implementation supported through a combination of Zoom sessions, online modules, and in-person professional development for River Leaders. Early data has informed refinement of CPS practices, and targeted communication has supported parent and whānau engagement in behaviour support and acceleration programmes.

Acceleration programmes have been strengthened by balancing targeted support with meaningful classroom participation, ensuring alignment with Numicon and IDEAL frameworks. Structured intervention cycles have been implemented to monitor student progress and adjust support as needed. Learning support structures and roles have been clarified through team meetings, with regular reflection on progress in leadership and staff meetings across Terms 1 and 2 to identify challenges and set goals for Term 3.

School culture and leadership capacity have continued to develop through the embedding of VIBE principles and strength-based approaches. "Huddle" and "VIBE check" discussions have been introduced and used regularly to promote shared leadership and cultural alignment. Staff-only days with Julia Atkin and planned Term 3 sessions have deepened shared understanding of VIBE, supported by practical examples and a structured VIBE check process. Reflective practice has been strengthened through training with Tony Burkin on 4-minute walkthroughs, now used routinely to support professional dialogue, coaching, and continuous improvement, with walkthrough data collected and analysed to inform ongoing professional development.

2. Evaluation of the school's students' progress and achievement

Introduction

In late 2025, New Zealand began transitioning to a refreshed national curriculum, marked by a significant shift in both language and instructional expectations. One of the most notable changes was the replacement of the traditional curriculum “levels” with five new *phases of learning*:

- Phase 1: Years 0–3
- Phase 2: Years 4–6
- Phase 3: Years 7–8
- Phase 4: Years 9–10
- Phase 5: Years 11–13

This restructured progression framework is designed to provide clearer, year-by-year guidance for schools and better reflect the developmental stages of learners. The refreshed curriculum encourages a progression-focused approach, integrating the “Understand, Know, Do” model to deepen teaching and learning practices

In 2025, Waimairi School began by focusing on the effective implementation of its scope and sequence in alignment with iDeal Structured Literacy for English and Numicon for Mathematics. The second stage—currently underway—involves mapping these scope and sequence frameworks to the new national curriculum phases. The final stage will link the resulting milestones directly to these phases, creating a robust, school-wide data system that supports consistent tracking of student progress across all year levels.

This dataset represents our first attempt at producing end-of-year data aligned with the new curriculum. It also reflects a late change made in October, which effectively moved the “goal posts” of the NZ Curriculum once again. It is important to note that this dataset is heavily weighted towards teacher professional judgement, as there are currently no assessments available that fully align with the new curriculum expectations.

I have deliberately not compared this dataset with results from previous years. In 2025, the NZC replaced levels with five phases of learning and introduced year-by-year teaching and learning sequences, alongside the new Understand–Know–Do (UKD) progress outcomes. Given that benchmarks and progression criteria are now defined differently—through phase-end progress

outcomes and year-by-year sequences—any direct comparison with data reported against the former levels would be methodologically unsound. We will therefore treat 2025 as a new baseline and compare like-with-like data going forward.

Summary of End year data

It is important to note that these two sets of data are considerably different, the mid-year is based on ‘version 2’ of the new refreshed curriculum, and the end of year data is ‘version 3’ of the new refreshed curriculum.

New assessment tools are available in 2026 which will enable us to make these judgements with more accuracy based on Version 3.

	Mid 2025	End 2025	Mid 2026	End 2026	Mid 2027	End 2027
Maths	72%	69% (-3%)				
Reading	75%	63% (-12%)				
Writing	72%	60% (-12%)				

End-Year 2025 Achievement Rates (within or above expectation):

- Maths: 69%
- Reading: 63%
- Writing: 60%

Overall, there is a sharp decline from mid-year. I believe this is a direct result of the new curriculum expectations, and not any decline in teaching, nor decline in learning.

Gender

Boys:

- Maths: 69%
- Reading: 60%
- Writing: 55%

Girls:

- Maths: 68%
- Reading: 66%
- Writing: 67%

Analysis of the gender data indicates that overall achievement outcomes for boys and girls are broadly comparable. With a cohort that is approximately evenly split by gender, achievement in mathematics is almost identical, with 69% of boys and 68% of girls meeting expectations. In literacy, boys and girls show similar overall patterns, with some subject-level variation evident in reading (60% of boys and 66% of girls) and writing (55% of boys and 67% of girls). While these

differences are visible, they do not represent a consistent or systemic gender-based disparity across learning areas. Overall, the data suggests broadly aligned achievement outcomes for boys and girls.

Ethnicity

Māori (n = 70):

- Maths: 66%
- Reading: 56%
- Writing: 59%

Analysis of achievement data for Māori learners (n = 70) shows outcomes that are broadly aligned across learning areas, with approximately two-thirds of students meeting expectations in mathematics (66%), and just over half in reading (56%) and writing (59%). While achievement in mathematics is comparatively stronger, literacy outcomes are more variable. Given the relatively small cohort size, these results should be interpreted with caution, with a focus on identifying individual learners who would benefit from targeted, one-to-one support and ongoing monitoring, rather than drawing broad conclusions at an ethnic level.

Pacific Peoples (n = 15):

- Maths: 54%
- Reading: 67%
- Writing: 60%

Analysis of achievement data for Pacific Peoples learners (n = 15) shows variable outcomes across learning areas, with just over half of students meeting expectations in mathematics (54%), and stronger achievement evident in reading (67%) and writing (60%). Many of these learners have English as a second language (ESOL), which may influence literacy outcomes. Given the very small cohort size, these results should be interpreted with caution. The data is most appropriately used to identify individual learners who would benefit from targeted, one-to-one support and ongoing monitoring, rather than drawing broad conclusions at an ethnic level.

Year Group patterns

Our Year 2 and 3 data continues to be lower in comparison to other year groups. This pattern reflects both the increased demands of the new curriculum at these early levels and the specific challenges of this cohort. The Year 2/3 cohort is a large group, with a higher proportion of students with complex learning needs, including additional learning support requirements and language acquisition considerations. These factors make meeting curriculum expectations more challenging across all learning areas, particularly literacy and numeracy. In response, a fifth teacher has been employed in the Year 3/4 team for 2026, allowing for smaller group instruction,

targeted one-to-one support, and more responsive teaching strategies. This additional resourcing is designed to ensure that all learners have equitable access to the curriculum, support accelerated progress where needed, and address the individual learning needs that are particularly evident in this cohort. Ongoing monitoring and collaborative planning within the team will continue to refine teaching approaches and ensure that interventions are effectively matched to student needs.

Strengths

1. Strong gender equity in achievement outcomes

The data shows that boys and girls are performing broadly similarly across mathematics, reading, and writing, with only minor subject-level variations. This indicates that teaching practices are equitable and that both genders are being supported effectively, despite the curriculum changes. Achievement in mathematics is almost identical, and literacy outcomes, while showing some variation, do not indicate systemic gender disparities.

2. Effective use of teacher professional judgement and targeted interventions

Given the new curriculum and the lack of fully aligned assessment tools in 2025, the school has successfully leveraged teacher professional judgement to track student progress. This has been particularly evident in Māori and Pacific learners, where the focus is on identifying individual needs and providing targeted, one-to-one support. The proactive identification of learners requiring extra support demonstrates a strengths-based, responsive approach to teaching and learning.

3. Strategic resourcing and support for complex cohorts

The school has recognised areas of greater challenge, particularly in Years 2 and 3, where cohorts are large and have higher proportions of complex learning needs. In response, additional staffing (a fifth teacher in Year 3/4 for 2026) has been employed, enabling smaller group instruction, individualised support, and more responsive teaching strategies. This demonstrates a clear strength in planning and resource allocation to ensure all students have equitable access to the curriculum and opportunities to progress.

Areas for Development

1. Implementation of new assessment tools

With the transition to the refreshed national curriculum, the 2025 dataset relied heavily on teacher professional judgement, as fully aligned assessment tools were not yet available. Moving forward, the effective rollout and use of the new Version 3 assessment tools in 2026 will be critical. These tools will allow for more accurate, consistent, and reliable measurement of student progress across all learning areas, providing stronger evidence to inform teaching and targeted interventions.

2. Targeted support in early years

Achievement in Years 2 and 3 remains lower than in other year levels, reflecting both curriculum expectations and specific cohort challenges, including complex learning needs and language acquisition requirements. Continued focus on refining teaching strategies, targeted interventions, and individualised support for these learners will be essential to accelerate progress and ensure they are well-prepared for the later phases of learning.

3. Literacy development for diverse learners

While mathematics outcomes are relatively strong, literacy outcomes—particularly reading and writing—show greater variability across the school. This is especially evident for Māori learners and Pacific learners, some of whom are ESOL students. Development in this area will require ongoing monitoring, one-to-one support, and curriculum-aligned interventions to ensure all learners meet or exceed expectations, with strategies tailored to meet diverse linguistic and cultural needs.

Summary

The 2025 end-of-year data establishes a new baseline for Waimairi School under the refreshed national curriculum. Overall achievement is strong in mathematics (69%) and slightly lower in literacy (reading 63%, writing 60%), reflecting the increased expectations of the new curriculum rather than a decline in teaching or learning. Boys and girls are performing broadly similarly across all subjects, and outcomes for Māori and Pacific learners are being monitored closely, with targeted, one-to-one support in place for those with additional learning needs or ESOL requirements.

Year 2 and 3 students continue to show lower achievement compared to other year levels, reflecting both curriculum demands and cohort-specific challenges. The employment of a fifth teacher in the Year 3/4 team for 2026 will enable smaller group instruction and more individualised support. Looking ahead, the rollout of fully aligned Version 3 assessment tools will provide more accurate, consistent measurement of student progress and strengthen the school's ability to track and accelerate learning for all students.

Next steps for classroom teachers:

Classroom teachers should continue to focus on maintaining clear and structured lessons, ensuring purposeful routines and smooth transitions that maximise learning time and keep students engaged. Emphasising the importance of explicit teaching with clear instructions and effective modelling will support learners in mastering new skills. Teachers are encouraged to embed consistent summarising strategies at the end of lessons to consolidate learning and help

students make meaningful connections. Additionally, attention to managing cognitive load by using scaffolding techniques and multiple exposures to new concepts will deepen understanding and promote student success.

To further enhance learning, teachers should strengthen culturally responsive pedagogies by affirming learners' identities, cultures, and languages within the classroom environment. This includes improving the correct pronunciation of Māori kupu and names, which contributes to respectful and inclusive relationships. Encouraging learner agency and metacognition through opportunities for students to articulate their learning goals and reflect on their progress will foster independence and self-efficacy. Finally, teachers should adopt varied questioning strategies and feedback methods that challenge learners to think critically, justify their answers, and engage in collaborative inquiry, supporting a vibrant and inclusive classroom community.

Building on these priorities, classroom teachers will focus on refining their practice in line with insights from the new ERO Teaching and Learning Observations Framework (TOF). This includes:

- **Deepening evidence-informed pedagogy:** Using formative assessment and real-time feedback more deliberately to tailor instruction to student needs, especially in literacy.
- **Enhancing targeted support:** Identifying and responding promptly to learners at risk, applying high-impact strategies within inclusive classroom environments.
- **Collaborative inquiry and reflection:** Engaging regularly in team-based professional learning cycles to share data, reflect on teaching impact, and adjust planning accordingly.
- **Prioritising literacy across the curriculum:** Embedding reading and writing strategies across all subject areas to promote skill transfer and reinforce language development.
- **Strengthening learner agency:** Encouraging students to set goals, monitor their own progress, and engage actively in their learning journey.

These next steps align with the TOF's emphasis on responsive, evidence-based teaching and sustained instructional leadership, ensuring that classroom practice is closely connected to the school's strategic aims and student achievement goals.



Chris Panther, MEd

Principal – Tumuaki



3. How we have given effect to Te Tiriti o Waitangi

The Waimairi School Board of Trustees, through its strategic aims and programmes, gives effect to Te Tiriti o Waitangi and embraces the unique place of Māori as tangata whenua. Guided by our vision of *Powerful Learning that transforms* and underpinned by *The Waimairi VIBE* (Vibrant learning centred culture, Innovation for continual improvement, Belonging through authentic partnerships, and Evaluation for impact), we are committed to growing a culturally responsive and inclusive learning environment.

Every student and staff member at Waimairi School will have meaningful opportunities to engage with, learn from, and practise te ao Māori.

Waimairi School will work towards:

- ensuring proactive engagement of Māori whānau in decisions about their tamariki's learning and wider Māori education at our school
- strengthening authentic partnerships with Ngāi Tūāhuriri, our mana whenua, including sustainable engagement and learning opportunities
- supporting active Māori representation on governance and leadership groups where possible
- embedding mātauranga Māori, tikanga and te reo authentically across all curriculum areas, not as an addition, but as a way of being
- providing all ākonga with access to a sequenced, progressive Te Reo Māori and Tikanga programme aligned with local context and voice
- prioritising staff professional development in te ao Māori, including participation in Te Ahu o Te Reo Māori and wānanga with Ngāi Tūāhuriri
- developing and resourcing a localised curriculum that honours our cultural narrative and connection to place
- using frameworks like *Teaching to the North-East* to strengthen both whanaungatanga (EAST) and pedagogical intent (NORTH) in every classroom
- enacting tikanga at formal school events and in everyday practice, including daily karakia, mihi, and waiata
- providing leadership opportunities and release time for Māori staff who wish to take on cultural roles within our kura
- promoting and celebrating positive Māori role models within our school and wider community
- building a sense of belonging through mihi whakatau, enrolment processes that honour iwi/hapū identity, and visible cultural markers across the school
- monitoring and reviewing progress using tools such as Poutama Reo and robust data analysis to inform targeted actions for Māori achievement

Monitoring and next steps

Waimairi School will review its progress annually against these commitments. This includes analysing Māori achievement data, reflecting on staff cultural competency (e.g. Tātaiako), and ensuring our actions are leading to positive outcomes for our Māori learners.

Where a whānau requests a higher level of tikanga and/or te reo Māori than is currently available, we will explore options through a collaborative process. These may include:

- extending or tailoring existing programmes
- in-class support and targeted resources
- identifying other kura that may offer more intensive pathways
- co-constructing solutions based on the aspirations of the whānau

This approach aligns with our belief in *belonging through authentic partnerships* and our commitment to learning with integrity.

Further:

As the Waimairi Primary School Board, we affirm our deep and active commitment to honouring Te Tiriti o Waitangi. This commitment is the foundation for our Purpose: Powerful learning that transforms, and it is demonstrated daily through the principles of partnership, protection, and participation.

We believe that embedding Te Tiriti o Waitangi principles is essential to achieving our School Vision – creating an inclusive and nurturing environment where every child is recognised, appreciated, and celebrated, and where everyone flourishes. This commitment ensures that our Waimairi VIBE principles and core values fully support the success and well – being of all learners, especially our Māori students.

As a Crown entity, we have a legal and moral duty to understand and give effect to Te Tiriti / The Treaty. This responsibility is woven into our practice through the values that define us.

Our Commitment through the Waimairi Values

We continue to action our commitment to Te Tiriti and culturally responsive practice through the Educultural Wheel values, using the definitions specific to Waimairi School:

- **Rangatiratanga (Teacher Effectiveness):** We commit to fostering the highest quality of teaching and leadership, ensuring innovative, evidence-based practices are in place. This empowers staff to meet each child at their individual level, offering flexible learning opportunities tailored to their unique strengths and needs, and preparing all students for a future that does not yet exist.
- **Whanaungatanga (Building Partnerships):** This is key to our VIBE Principle: Belonging through authentic partnerships. We commit to fostering strong connections among staff, students, and whānau. We have worked hard to build a unified partnership with Iwi Māori through our local rūnanga, ensuring our planning and decisions reflect the aspirations of mana whenua.

- **Manaakitanga (Ethic of Caring):** We commit to creating the nurturing environment envisioned in our Vision. This means showing respect, care, and generosity to every person in our community, instilling the confidence and empathy needed in our students to make meaningful contributions to their communities.
- **Kotahitanga (Ethic of Bonding):** This is our commitment to unity, cohesion, and working together to achieve our Vision. We strive to be a vibrant community where our collective actions ensure positive outcomes for all learners, strengthening the solid foundation in literacy, numeracy, and social skills that we provide.
- **Pūmanawatanga (Morale, Tone, Pulse):** This value ensures our school remains a "hub of pride, respect, and joy." We commit to creating a vibrant learning centred culture (our first VIBE Principle) where the emotional well-being and sense of inclusion allows all students to thrive intellectually, socially, and culturally.

We will continue our work to strengthen our cultural capabilities, partner with mana whenua, embed tikanga and te reo Māori, and live these core values as we support all learners to achieve powerful learning that transforms.

4. Statement of compliance with employment policy

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

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?	Employer Responsibility Policy The Waimairi School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff. The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board: appoints the principal, through the appointment committee appraises the principal works transparently and positively with the principal ensures delegations to the principal are robust and regularly reviewed. The board meets reporting and administrative requirements

by:

- referring to the school's Equal Employment
- Opportunities policy in its annual report on the extent
- of its compliance as a good employer
- ensuring that systems are in place for
- keeping employee files safe and secure.

Student wellbeing and safety

The board recognises the need to ensure the safety of students

and mitigates students being placed at risk by the actions of employees, through:

- proactive policies, procedures, and actions related
- to student wellbeing and safety
- robust recruitment (including reference
- checking), appointment, and induction processes,
- including complying with the Children's Act 2014
- annual reports from the principal on the registration,
- certification, attestation, and police vetting of staff,
- and reports on appointments and any support
- provided to teachers
- information, in committee, from the principal
- regarding concerns and complaints raised about staff,
- and the actions taken
- compliance with the mandatory reporting
- requirements to the Teaching Council

What is in your equal employment opportunities programme?

How have you been fulfilling this programme?

Equal Employment Opportunities

As required by the Education and Training Act 2020 (s 597), Waimairi 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. Waimairi 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).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit

- work to eliminate bias and discrimination.

EEO programme

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 and programme is available to all Waimairi School staff.

Our EEO programme includes:

- developing a policy statement and establishing
- objectives
- appointing an EEO representative
- consulting with staff to hear any concerns
- creating an employee database (with informed
- consent for any EEO data collected)
- encouraging staff to participate in training and career
- development
- programme monitoring through staff meetings and
- board reports
- reviewing employment and personnel policies and
- processes.

Waimairi School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.

How do you practise impartial selection of suitably qualified persons for appointment?

Recruitment and appointments

The board delegates the recruitment and appointment process to the principal and senior management, and may be represented in appointment committees. For the specific make up of appointment committees according to positions, see Appointment Committee. The board and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

How are you recognising,

- **The aims and aspirations of Māori,**
- **The employment**

Māori Educational Achievement

The board of Waimairi School is responsible for supporting Māori educational achievement. We are guided by the

requirements of Māori, and
- **Greater involvement of**
Māori in the Education
service?

following objectives under the Education and Training Act (s 127):

- ensuring that every student is able to attain their
- highest possible standard in educational achievement
- giving effect to te Tiriti o Waitangi by:
- working to ensure that our plans, policies, and local
- curriculum reflect local tikanga Māori, mātauranga
- Māori, and te ao Māori
- taking all reasonable steps to make instruction
- available in tikanga Māori and te reo Māori
- achieving equitable outcomes for ākonga Māori.

See Board Responsibility and Te Tiriti o Waitangi.

Planning for Māori educational achievement

Our responsibilities under the National Education Learning Priorities (NELP) include:

- having high aspirations for every student (Objective 1, Priority 2)
- reducing barriers to educational opportunities
- (Objective 2).

Waimairi School works to meet these responsibilities by partnering with whānau to design and deliver education that responds to the needs of students, and sustains their identities, languages, and cultures. We engage with parents and whānau to identify barriers that may prevent students from accessing, participating in, or remaining engaged in schooling, and we work to address any barriers. We aim to build strong relationships with whānau, hapū, and iwi.

Our strategic planning reflects the identities, needs, and aspirations of our school community, and addresses how we support students whose needs have not yet been well met. We regularly review our progress towards achieving equitable outcomes, as set out in our strategic plan. We are accountable and responsive to the needs of our students and community through regular reporting and review. See School Planning and Reporting.

Waimairi School is guided by Ka Hikitia Ka Hāpaitia: The Māori Education Strategy to support ākonga Māori to achieve educational success as Māori in the context of te ao Māori, Aotearoa, and the wider world. We work with other agencies in

support of this goal, including the Ministry of Education, Education Review Office, and Teaching Council of Aotearoa New Zealand. See Ka Hikitia – Ka Hāpaitia .

Teaching and leadership

Our teaching and leadership practices promote achievement, inclusion, and equity. We ensure that the school is a physically and emotionally safe place and we work to eliminate racism, discrimination, and stigma.

Our teaching and leadership supports equitable outcomes by:

- incorporating te reo Māori, mātauranga Māori, and
- tikanga Māori into teaching and the day-to-day life of our school demonstrating integrity, sincerity, and respect towards Māori beliefs, language, and culture affirming ākonga Māori as Māori, and building productive partnerships with ākonga Māori and their whānau, local hapū, and iwi monitoring achievement to provide support (including learning support) or extension programmes as required
- supporting staff to access appropriate professional
- development.

We recognise the relationship between achievement and wellbeing, and support students in the wellbeing areas of taha tinana (physical), taha hinengaro (mental/emotional), taha whānau (social/family), and taha wairua (spiritual) as important outcomes of schooling alongside academic success.

How have you enhanced the abilities of individual employees?

Professional Development

Waimairi School provides equitable opportunities for professional development (PD) to meet identified needs. The board is committed to ensuring all staff participate in ongoing, pertinent professional development related to the school's strategic goals. See School Planning and Reporting.

We recognise that professional development:

- ensures staff are informed about the latest
- developments in education
- builds staff capability and competence
- enhances the quality of teaching, learning, and school
- support services
- is an integral part of the school's performance

- management system
- is a central factor leading to student success.

Criteria for approving professional development Professional development should support staff to stay up to date with current local, national, and international education practices.

Professional development hours are treated as work hours, and considered when determining staff leave entitlements. Applications must be endorsed by the principal. If the principal is applying for professional development, the board must endorse the application.

Each application is based on its own merits. No decision should set a precedent for future staff.

Centrally-funded PLD (professional learning and development) should meet one of the priority objectives as set by the Ministry, and align with the strategic direction of the school.

Funding

Professional development is approved as the budget allows. Plans for professional development should be presented to the board before the budget is set each year, and reflected in annual budgets to support ongoing professional growth. The expense must be reasonable and comparable to other expenses that provide similar value to the school.

How are you recognising the employment requirements of women?

Staff Wellbeing and Safety

Our board is responsible for the health and safety of all staff. We aim to create a safe physical and emotional environment, and a positive, inclusive culture to support effective teaching and learning. Our school monitors the health of workers as part of its primary duty of care.

At Waimairi School:

- we provide appropriate induction and professional
- guidance
- workplace harassment or bullying is not tolerated
- staff may request leave as required
- staff may request access to professional
- development and mentoring, as required, to increase
- competency and confidence and reduce stress

- staff may apply for flexible working arrangements to
- be considered we recognise stress in the workplace as a hazard,
- work to manage it, and encourage staff to speak up if
- they need support
- we have guidelines for the use of social media to
- protect staff and students
- we understand the increased risk from working alone.

To support staff wellbeing and safety, we ensure that: staff are made aware of our emergency, disaster, and crisis management and healthcare procedures if a staff member is a subject of a concern or complaint, they are informed about the concerns and complaints process and are offered appropriate support if a staff member is involved in a confrontation (physical or verbal), they are offered support appropriate to the situation, which may include an incident debriefing. Staff are encouraged to report any health or wellbeing concerns to the principal and senior management. Counselling may be available through an Employee Assistance Programme (EAP) or a general practitioner (GP) can help to organise a counselling service. We encourage staff to support each other. Staff with concerns about the mental health of a colleague can raise this with the principal or an appropriate staff member. If a staff member becomes aware that a colleague is at risk of self-harm or suicide, they should consult with the principal or an appropriate staff member. In the case of the imminent threat of suicide, we ensure the person's immediate safety and ring 111 or our regional crisis assessment team . If a staff member has an accident, injury, or illness at work, we follow the procedures in Managing Injuries and Illness and Recording and Reporting Accidents, Injuries, and Illness. Our health and safety committee is responsible for promoting the interests of staff who have suffered illness or injury at work, including support for returning to work.

Support for returning to work

Support and rehabilitation is an important part of our safety management system. Waimairi School understands that staff who have been on leave may require support to return to the workplace. We follow Ministry guidance to offer support to staff. This includes:

- addressing relevant workplace hazards (including psychosocial)
- agreeing to an effective return to work plan

	• working with all parties as appropriate.
How are you recognising the employment requirements of persons with disabilities?	Support for school employees The board: • takes all steps, so far as is reasonably practicable, to • meet its primary duty of care obligations to • ensure good and safe working conditions for • employees and responds to all reasonable concerns • and requests made by employees • considers staff health and wellbeing (hauora) and • work-life balance, and will consider applications • for flexible working arrangements • ensures that all employees maintain proper standards • of integrity and conduct, and a concern for the safety • and wellbeing of students, colleagues, and public • interest

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?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	



6. Kiwisport funding statement

We have used our Kiwisport funding (\$5,160.08) strategically to grow participation in organised sport across all year levels. The funding has enabled us to appoint a sports coordinator whose role includes fostering school-wide enthusiasm for sport, coordinating regular participation in local zone competitions, and ensuring equitable access for all students. We have also partnered with *Play*, a sport provider working in schools, to deliver high-quality skill development and inclusive programmes during class time and break times. In addition, the funding has supported the purchase of quality equipment and coaching to build students' confidence and competence across a variety of sports. As a result, we have seen an increase not only in the number of students participating, but also in the diversity of sports offered and the inclusivity of our programmes.