

TE KURA O Ōwhiro BAY SCHOOL

Rangatiratanga + Open-mindedness + Creativity + Kotahitanga + Success

Annual Report

Ōwhiro Bay School 2025

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Board of Trustees Members - 2025

Shaun Seebaluck (Presiding Member)
Dave Farrell
Rebecca Barnes
Hannah Sutton-Molnar
Niky Clegg (Teacher Rep)
Cilla Scott (Principal)

Statement of Variance - 2025

School Name:	Ōwhiro Bay School 2025	School Number:	2942

Strategic Aim 1	**Powerful Learning:** Our ākonga achieve high levels of success in their learning because our teachers are well equipped with the skills and resources needed to meet new curriculum requirements and address diverse learning needs.
Annual Aim	1.1 Create and implement a curriculum that is tailored to our local context, vision and values
Target	**Writing 2025** 1. Deepen and embed the Structured Writing Approach: Consistently implement and refine our chosen structured writing approach across all year levels, ensuring high-quality and coherent teaching practices that cater to diverse learning needs. 2. Provide targeted support for identified students not yet working at expected levels in writing. 3. Systematically track student progress in writing using school and MoE approved rubrics for assessment, analysing data to inform teaching adjustments, guide interventions, and effectively communicate progress to parents/whānau.

	Focus:
	• All teachers nominate target students for writing - up to 5 each class
	• Identify areas for improvement/what it is that needs to be lifted for each of these students
	• Use the NZC English document at the appropriate phase to track:
	  - Spelling
	  - Handwriting
	  - Composition: Sentence Structures and Punctuation
	• Create a general overall OTJ around drafting and output as a writer
	• Use the iDeal Spelling Stages to make a spelling judgement

Baseline Data	

Overall Teacher Judgements: Whole School Writing 2025

Needs Support		Progressing Towards		Proficient		Exceeding Expectations	
Term 2	**Term 4**	**Term 2**	**Term 4**	**Term 2**	**Term 4**	**Term 2**	**Term 4**
19.5%	17%	29%	20%	47%	52%	5%	4%

Actions What did we do?	**Outcomes** What happened?	**Reasons for the Variance** Why did it happen?	**Evaluation** Where to next?
• Target students were carefully taught and monitored • Using the phase indicators teachers highlighted progress in different colours • We delved into the curriculum progressions to ensure we were mapping our scope and	• OTJ data has shown little movement in our target children, however progress has been made across the 3 domains named above. • Incremental shift is evident in most learners, including attitudes and engagement in writing lessons.	• 16/20 of our target students have diagnosed neurodiversity or specific learning disability in literacy • Attendance rates for 2 particular children impacted their progress significantly as they missed key learning	• We wish to continue our development in the teaching of writing and of all the components that make effective writers. We understand the complexity and multi-faceted nature of becoming an effective writer and the writing process. • In 2026 we are fortunate to have a Structured Literacy Acceleration teacher

sequence (iDeal) to curriculum levels • We continued to deepen our professional practice by attending the WELLIES and other PLD in Structured Literacy - including iDeal sessions after school • We further deepened our understanding of the iDeal platform and how all elements of SL work together - spelling, handwriting, sentence composition, reducing cognitive load, etc,... • We implemented Google Read and Write for learners with challenges such as Dyslexia and APD • Teacher observations to support practice • As a staff, robust conversations and questioning around specific student progress or barriers were and are ongoing	• Our spelling data has shown that all target students have made progress within the iDeal scope & sequence • Most children have made gains in handwriting and letter formation - Google Read & Write has decreased the cognitive load handwriting uses for some children. • Children are showing an awareness of different sentence structures, and are able to compose correct simple and compound sentences. • Children are more adept in identifying their own errors in their work - as they are reading and checking as they go. • Writing moderation was based in year levels to align with the new curriculum. This allowed us to see what proficient looked like at each year level for benchmarking and future assessment • Some children did not maintain the progress they had attained earlier in the year - although still making progress this did not keep pace with the phase expectation • Handwriting and spelling gains are not necessarily transferred into other parts of the day i.e writing across the curriculum. Children are still seeing these as siloed skills.	• With the new curriculum, and the structured literacy approach, we are still grappling with the changing assessment tools and how to show incremental progress. • Testing conditions (through writing samples/spelling tests etc) can be a source of anxiety for our children, especially those with learning challenges, so therefore class observations are weighted heavily in our judgements. • All of these children were provided with Tier 2 literacy support in their classrooms which included both reading and writing • Teachers are fully committed to excellent practice and improving their delivery to achieve the highest possible outcomes for students	for 0.2. We are excited at the prospect of this, and the opportunity to give targeted Tier 2 and 3 interventions. • Continue to look for highly engaging, rich contexts for learning, so writing is happening across the day in all its forms - rather 'just at writing time.' • A continued focus on our Māori ākonga for 2026, as they are over represented in our data. Prioritise NE teaching principles for all ākonga. • A focus on consistency of literacy practice and delivery to ensure we are reducing anxiety and cognitive load for our students. This will also support our intervention teacher, so our students are receiving the same approach across both Tier 1 & Tier 2. • Using the iDeal platform resources and PD opportunities to fuel our ongoing understanding in this area. • Embrace a wider range of resources to support our practice as appropriate.

Planning for next year - 2026 (Structured Literacy - Writing)

Plan as discussed with RTLB SL expert (AR)

Gaps:

- Address gaps in writing
- Transference of the hard work done in spelling and handwriting into writing
- Link the iDeal Alignment docs to the NZC scope and sequence
- Use the iDeal Professional Learning button - for staff development sessions

High expectations for all:

- Whole school 'rules' that apply across the school; examples of how books are set out; using a short date; - think about it in the terms of reducing cognitive load
- 'Look for the reason' why children may not be progressing or achieving and plan accordingly
- Reading and checking all the time
- Term Overview to have a genre, and the focus more at sentence level maybe building to a paragraph) - could be for the whole term; linked inquiry

Use of CRT time - preload and a refresher (I do (in my CRT), we do (as a staff), classroom practise is you do)

Fine motor programmes support our writing programme

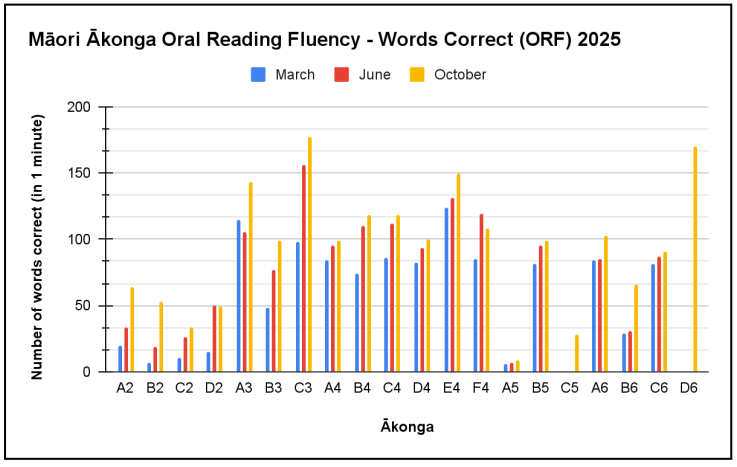
Look further into developmental handwriting programmes

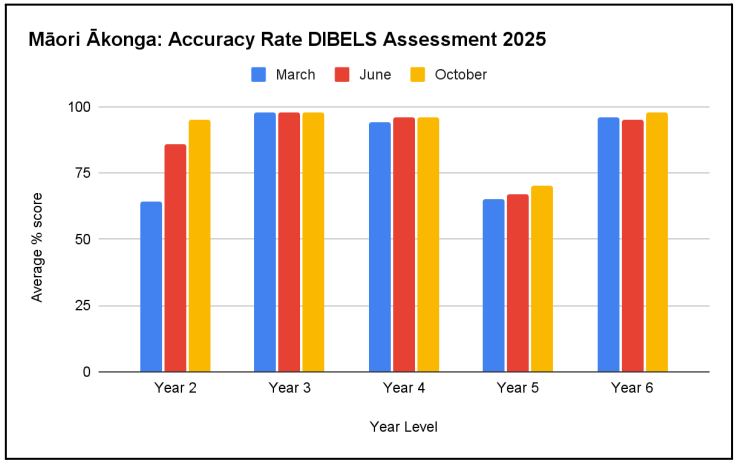
Assessment:

- We will continue to use the Structured Literacy Foundations Assessment (iDeal)
- Follow iDeal assessment processes aligned with Curriculum expectations and new assessment tools

Strategic Aim 1	**Powerful Learning:** Our ākonga achieve high levels of success in their learning because our teachers are well equipped with the skills and resources needed to meet new curriculum requirements and address diverse learning needs.
Annual Aim	1.1 Create and implement a curriculum that is tailored to our local context, vision and values
Target	**Reading - Māori ākonga** 1. Compare equity across the school and monitor the achievement of all Māori ākonga. In particular, track the impact of our Structured Literacy approach on reading achievement. 2. Analyse achievement of Māori ākonga in the following areas to inform the overall teacher judgment : - Oral Reading Rate (using an iDeal Reading Skills Record - IRSR) - Reading comprehension (using IRSR) - Reading fluency (using Dibels ORF) - Reading disposition and behaviours (teacher OTJ) 3. Make a comparison of Year 6 data across time (2023 - 2025) to see if what we have implemented has had an impact. 4. Compare this data with the achievement of all students across the school, using the same indicators
Baseline Data	**Reading Baseline Data compared to end of year data: Māori ākonga**

	Overall Teacher Judgements: Whole School Reading and Māori ākonga 2025							
	Needs Support		Progressing Towards		Proficient		Exceeding Expectations	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Māori ākonga	36%	18%	32%	36%	32%	36%	0%	9%
All ākonga	24%	13%	22%	26%	47%	45%	7%	16%





Actions What did we do?	**Outcomes** What happened?	**Reasons for the Variance** Why did it happen?	**Evaluation** Where to next?
Implemented a structured reading, spelling and handwriting programme that was targeted to address the needs of all children - especially targets not yet at expected reading levels. Used the iDeal Platform resources and Scope and Sequence to support the delivery of the programme. Regularly attended PLD to maintain and increase effectiveness of delivery. All staff completed SL training. Engaged in robust professional discussions with colleagues about reading progress and formed AWHI teams to observe each other teaching and reflect together Discussed how to raise student achievement and to use assessment tools effectively.	**Oral Reading Fluency (ORF – Words Correct per Minute)** • Steady upward progress from March → June → October for most ākonga. • Several learners show significant acceleration (e.g., A3, B3, C3, D2, E4). • A smaller group show minimal growth or plateauing across the year. • Overall pattern indicates strong general improvement, but large variation between individuals. **Accuracy Rates (Year Levels)** • Accuracy scores generally increase across the three checkpoints. • Years 3 and 6 demonstrate consistently high accuracy (mid–high 90% range by October). • Year 5 accuracy remains lower and shows only modest progress, suggesting a cohort-level need (as expected). • Year 2 shows strong improvement from March → October, indicating effective early-years instruction.	**Learners with the strongest growth likely benefit from:** • Consistent attendance and structured literacy instruction • Successful small-group or targeted interventions • Developing automaticity from cumulative practice **Learners with limited growth may be impacted by:** • Gaps in foundational phonics knowledge • Lower reading mileage • Irregular attendance or competing learning needs • Less confidence or engagement with reading tasks **Year 5 dip may reflect:** • That this cohort has broader learning needs • That there has been a mismatch between instructional level and reading demands at Year 5 due to the needs that some of the children have.	**Targeted Support** Continue structured literacy and fluency practice, with a focus on: ◦ Years 2 and 5, where early foundations and mid-school dips typically occur. ◦ Learners with ORF plateauing - use short, daily timed repeated reading. **Instructional Refinements** Strengthen teaching of: ◦ Multisyllabic decoding for Year 5 learners. ◦ Prosody and phrasing once accuracy is secure, especially for learners whose accuracy is high but fluency lags. **Intervention and Monitoring** • Identify the 5 - 6 lowest-growth ākonga and intensify reading support and to work with SLA • Use regular (fortnightly) progress monitoring for these students to ensure responsiveness. **Whānau Engagement** • Provide simple take-home activities that build reading mileage (decodable texts, audio-supported reading, short fluency tasks).

Planning for next year - 2026 (Structured Literacy Māori Ākonga)

The Year 5 cohort shows significantly lower average accuracy rates (65-70%). We must address the specific needs of students with significant gaps. They will be in Year 6 next year and need further preparation for their transition to Intermediate.

- Utilise the SLA Teacher to provide precise, low-ratio (1:1 or small group) instruction, focused on closing foundational decoding gaps.
- Interventions will be data-driven and informed by DIBELS/assessment results and IDeal spelling and reading data to target specific skills needed for the lowest achievers in this cohort, moving beyond general support.
- Improvements in student disposition and progress (e.g., A2, D2) are strongly linked to positive whānau involvement. Ensure this is prioritised.
- Increase consistency of at-home reading practice across all year levels, for all students. This includes holding Literacy Hui to equip whānau with practical support strategies and to reinforce the expectation of daily reading and spelling

Academic gains correlate directly with improvements in engagement, disposition, and self-regulation (e.g., A3, B2, D2).

- Embed explicit teaching of self-regulation and focus strategies across all Literacy blocks (Years 1-6).
- Teachers will work with the SENCO, whānau and other staff to implement classroom routines that help students like B2 maintain focus. Teachers will also strategically integrate high-interest and culturally relevant texts to sustain the high engagement that led to significant improvements for students like B3
- Ensure teachers are using High Leverage teaching practices and delivery is as effective and energising as possible

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Target	**Mathematics: Year 3 and Year 6 Achievement** • To deeply embed the 'Maths No Problem' (MNP) systematic, mastery-based approach across all year levels, ensuring consistent high-quality teaching that leads to sustained mathematical mastery and accelerated progress for all students, with a with a targeted focus on our Year 3 (end of phase 1) and Year 6 (end of phase 2) ākonga
	Whole School Comparison: Detailed comparative analysis demonstrating that Year 6 students' progress and attainment significantly outpace the whole-school average for all year levels, highlighting the cumulative impact of the embedded MNP approach. Analysis of student progress pathways from Year 3 to Year 6 across cohorts, showing sustained high-level growth.

Baseline Data

The n/a refers to the change in achievement markers that were introduced this year. Last year we did not have Needs Support so we have merged this with Progressing Towards.

Baseline data and assessment tools:

- Maths No Problem end of topic/chapter assessments
- PAT Maths Year 3 - 6 Terms 1 and 4
- Teacher anecdotal comments and observations/team analysis of achievement in hui discussions
- Overall Teacher Judgements

Mathematics Whole School - Baseline Data end of term 4, 2024 compared with end of term 4, 2025

	Needs Support		Progressing Towards		Proficient		Exceeding Expectations	
	End 2024	End 2025	End 2024	End 2025	End 2024	End 2025	End 2024	End 2025
Whole School	n/a	n/a	25%	31%	55%	59%	20%	11%

	Needs Support		Progressing Towards		Proficient		Exceeding Expectations	
	End 2024	End 2025	End 2024	End 2025	End 2024	End 2025	End 2024	End 2025
Māori ākonga	n/a	12%	44%	43%	56%	48%	0%	0%

Year 6 Achievement

	Needs Support		Progressing Towards		Proficient		Exceeding Expectations	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Year 6 cohort	7 %	0%	60%	38%	20%	44%	13%	19%

Year 3 Achievement

	Needs Support		Progressing Towards		Proficient		Exceeding Expectations	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Year 3 Cohort	33%	8%	25%	0%	42%	83%	0%	8%

Actions What did we do?	**Outcomes** What happened?	**Reasons for the Variance** Why did it happen?	**Evaluation** Where to next?
Continued with Maths No Problem as our tool for implementing the new NZC. This was our second year of using MNP so teachers knew what to expect and how the scope and sequence worked, what topic would take the longest to cover, or which areas required more preparation for learners to fully grasp. Teachers actively engaged teacher aides to support in the teaching and consolidation of learning. Although a whole school teaching approach, teachers made conscious effort to target small groups (target learners) or individuals when extra support was required. Students have more permission to use concrete materials and this has made an impact - teachers set clear guidelines for the use of materials and how they can assist with understanding new concepts.	Whole-school achievement improved, with more students reaching Proficient (55% → 59%) and fewer needing support. Year 6 showed strong acceleration: Needs Support dropped to 0%, and Proficient increased from 20% → 44%. Year 3 showed the most significant shift: Proficient jumped from 42% → 83%, and Needs Support reduced from 33% → 8%. Māori ākonga showed stable overall progress, though few reached Exceeding and a group is now clearly identified in Needs Support. Schoolwide data indicates consistent upward movement in core mastery and effective impact of the MNP approach across phases. We saw the confidence and buzz of students in maths time increase - particularly as they recognised their own achievements and progress. Students voice and resilience became more noticeable and present	Maths No Problem is becoming more deeply embedded, providing consistent structure and cumulative mastery across year levels. This was our second year of using the programme (and the first year for our NE/Yr 1 teacher). Increased teacher confidence and familiarity with MNP end-of-chapter assessments, leading to more accurate and calibrated OTJs. Stronger early-year implementation (Year 3) reduced gaps quickly, supporting later accelerated progress. Improved use of assessment tools (PAT, anecdotal notes, team hui) increased clarity around students' actual achievement levels. Targeted intervention and robust classroom practice in Year 6 eliminated students in the Needs Support category. Introduction of the new Needs Support marker in 2025 provided clearer identification of learners requiring additional help. Variance for Māori ākonga reflects both the impact of new achievement markers and areas where extension pathways are not yet as strong. Maths - No Problem workbooks provide evidence of learning and/or gaps. Scope and sequence gives clarity and builds upon prior learning sequentially. Clear progressions for teachers and students. Teachers know the content, where they are heading and this makes preparation for misconceptions easier.	Strengthen extension opportunities, particularly for Māori ākonga, to increase the proportion reaching *Exceeding*. Provide focused induction and coaching for new staff in the Science of Learning, MNP pedagogy, and High Leverage Teaching Practices (Anita Archer). Continue embedding explicit teaching routines to maintain consistency and reduce drift across year levels. Further refine targeted support for identified *Needs Support* learners, using formative assessment to track impact regularly. Monitor longitudinal progress of Year 3 and Year 6 to confirm continued cumulative growth under the mastery approach. Use team hui and collaborative moderation to ensure data calibration, particularly around the shift between *Proficient* and *Exceeding*.

Planning for next year - 2026 (Structured Mathematics)

- Implement extension and enrichment activities specifically designed to deepen mathematical understanding and critical thinking for students who are already proficient. e.g problem-solving challenges, applied mathematics projects, or linking maths concepts to broader real-world applications within a Māori context.
- Ensure our maths programme remains engaging and relevant for all learners. Look for more ways to “play” with fun extension/follow-up activities - high engagement. Gifted students are given suitable extension and opportunities for greater acceleration.
- Trusting ourselves to bring in other contextual learning that still fits with the structured programme.
- Engage whānau more in our Maths programmes, sharing challenges that can be done at home to reinforce in class learning. Look at MoE online home learning resources with whānau.
- Deepen further our understanding of the Science of Learning and how this relates to the teaching of maths. What are we trying to achieve?
- NZC Maths days 3 and 4 focused on the changes to the curriculum: Monday 26 Jan and Tuesday 2 June. Deepen practice, delivery and pedagogy.
- Maths No Problem refresher PLD and specified PLD sessions
- Carefully planned and considered use of the hours given (0.06 FTE) for Structured Maths support in Years 0-6.
- Continue refining our practice and ensuring alignment of our tool (MNP) with the refreshed Mathematics curriculum
- Careful monitoring - ensuring students are making expected progress and that it’s sustainable - Maintaining a sharper lens on this and developing effective tools and tracking for monitoring.
- Cohort teaching: no longer an issue of teachers having more than one level as reorganisation of school will mean one teacher/one year level
- Visits to other schools demonstrating excellence in their practice of teaching Maths
- Knowing our strengths, sharing with team members, using other’s strengths to enhance the achievement of our learners - lots of visits to each other when possible!

Giving effect to Te Tiriti o Waitangi

"The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.".

In 2025 we have achieved this by:

- We are committed to upholding the principles of Te Tiriti o Waitangi and to embrace every opportunity to extend our mātauranga Māori for the well-being of our kura. The Board have formally endorsed our ongoing commitment to Te Tiriti.
- All students on the Māori and Pasifika Roll are entered on the individual class priority student rolls. Teachers are required to constantly and consistently monitor progress for those students to ensure they are experiencing learning success. We have planned specific interventions for those requiring support with either learning or regulation concerns and celebrate achievements in weekly team and staff hui
- Our representative teacher on the Kura Ahurea programme led by our local iwi, Te Atiawa, at the Tenths Trust in Seaview, has been implementing her learning across the school - introducing a local waiata and haka. This kaiako will continue to nourish staff with new learning and purākau. They have formulated a Te Reo Māori Implementation Plan and continue to support staff to implement this within classrooms.
- The principal and one staff member attended the final 2 hui led by Te Atiawa helping to strengthen the work of the Kahui Ako in delivering culturally conscious programmes within our schools. She also attended 2 MAC Cluster hui, and organised a Te Tiriti hui for the Board with a MAC facilitator.
- The principal prioritises meeting and talking with Māori whānau and interested Māori community members on a regular basis - this sustains and builds positive and open relationships.
- The principles and values of Te Tiriti o Waitangi are incorporated across various curriculum areas. This includes teaching Aotearoa New Zealand history from both Māori and Pākehā perspectives, local histories, integrating Māori language and culture into lessons, and ensuring that resources reflect the cultural diversity of New Zealand.
- The school and staff reflect the cultural diversity of New Zealand. The Board proactively consider maintaining a balance of representation of staff schoolwide. We now have one Māori teacher and 3 Māori Teacher Aides on staff.
- Staff have actively continued to upskill in Te Reo Māori through their own studies. The Principal and DP attended weekly online hui with a Kāhui sourced provider. These sessions were accessible, practical and hugely enjoyable.
- Our Kapa Haka tutors continue to work with our tamariki building our kete of waiata, haka, reo and knowledge of Te Ao Māori
- We continued to embed our learnings from Poutama Pounamu and Rongohia te Hau within our classroom practice, and referring back to our next steps from the Rongohia te Hau survey.
- Māori cultural practices and protocols are incorporated in our daily routines and special events. This includes powhiri, mihi whakatau, celebrating Māori cultural festivals such as Matariki, acknowledging traditions in our local area and school history during school events.
- We recognise and value Māori knowledge systems, including traditional and indigenous ways of knowing by incorporating Māori perspectives into programmes and recognising the importance of oral storytelling. This is a key element of planning sessions and is woven through all aspects of the curriculum. We enjoyed a visiting performer telling an engaging story of Maui's capture of the sun.
- We have whole school weekly Kapa Haka and waiata, embrace appropriate opportunities to share karakia, and to keep building our matauranga Māori
- Ōwhiro Bay School is an inclusive and equitable learning environment where we aim for all students to feel valued and respected. This is evidenced in our policies, practices and school values, providing targeted support for Māori and priority learners, fostering a sense of whānaungatanga for students from diverse cultural backgrounds.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer The following questions address key aspects of compliance with a good employer policy:		**Reporting on Equal Employment Opportunities (EEO) Programme/ Policy** Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies		
How have you met your obligations to provide good and safe working conditions?	We believe so, yes!	Reporting on Equal Employment Opportunities (EEO) Programme/Policy	Yes	No
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	We identify processes that contribute to employment inequality, and when employing staff, look for creating a diverse team. We ensure the appointments panel represents this and discuss inclusive practices during the appointment. We have an EEO policy and nominated EEO officer. We schedule time during staff hui to discuss any issues and offer check-ins with the EEO officer so that personal concerns can be discussed and addressed if necessary. We provide external supports if required to address complexities, e.g. access to EAP, regular staff check ins with management We collaborate with our ONE Learning Community colleagues which helps us as a small school.	Do you operate an EEO programme/policy?	Yes	
How do you practise impartial selection of suitably qualified persons for appointment?	Ensure representation on our appointments panel is representative of different ethnicities, genders and experiences where at all possible Ensure that there are no barriers to employment for anyone applying, and provide representation if possible on the appointments panel. Allow for applicants to bring support personnel to interviews or informal meetings to learn about the school and the expectations of the role	Has this policy or programme been made available to staff?	Yes	

How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	We currently have 4 Māori staff members and Māori representation on our Board. Within our recruitment process we ask that applicants embrace diversity, inclusion and bring aroha and passion for the uniqueness of our school, our students and our community. We ask about their aspirations. We promote ongoing upskilling in te reo me ngā tikanga Māori for all staff. We aim to provide as much support as possible for any Māori staff member or applicant to enhance their mana and to feel belonging within our kura and community. We are committed to upholding the principles of Te Tiriti o Waitangi and to embrace every opportunity to extend our mātauranga Māori for the well-being of our kura. The Board have formally endorsed our ongoing commitment to Te Tiriti.	Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
How have you enhanced the abilities of individual employees?	Opportunities to attend professional development, including that required to understand and implement changes to the curriculum Termly 'check and connect' meetings Encourage leadership of staff hui in areas of interest - and in particular in the delivery and finer points of a Structured approach to teaching Literacy and Maths Promoted roles such as WSL, cultural advisor, SENCO, sports coordinator, Librarian - open to all to extend expertise	Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
How are you recognising the employment requirements of women?	We allow for a flexible working arrangement for one teacher to ensure her health and well-being needs can be accommodated. We allow for flexible hours when possible, ensuring meetings and commitments outside of school hours are reasonable so child care expectations can be managed.	Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes - as per review schedule	
How are you recognising the employment requirements of persons with disabilities?	We ensure our physical environment is safe and accessible to all staff. We are open, reserve judgement and welcome diversity. We ensure accommodations are embraced to ensure particular sensory and processing needs are accommodated without judgement or bias.			

Financial Statements for 2025 - to be added by 31 May

Equal Employment Opportunities Policy (School Docs)

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

Ōwhiro Bay 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 Ōwhiro Bay School staff.

Our EEO programme may include:

- 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.

Ōwhiro Bay 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.

The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). See Self-Review and Board Assurances.

Employer Responsibility Policy (School Docs)

Ōwhiro Bay 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.

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
- promotes high levels of staff performance through:
    - performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
    - acknowledgement of staff achievements
    - salary units and classroom release time.
- deals effectively and fairly with any concerns through the concerns and complaints and protected disclosure procedures.

Recruitment and appointments

The board may delegate 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.

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 under the Education and Training Act 2020 regarding staff dismissals, resignations, complaints, serious misconduct, and competence.

Legislation

- Public Service Act 2020
- Human Rights Act 1993
- Education and Training Act 2020
- Privacy Act 2020
- Children's Act 2014
- Health and Safety at Work Act 2015
- Employment Relations Act 2000
- Employment Relations Amendment Act 2018

EAP - Should staff require extra support, external counselling is available via EAP. This is confidential and the school has no knowledge of which staff members might access it.

Report on other special and contestable funding

Not applicable in 2025

KIWISPORT FUNDING STATEMENT for 2025

We used our Kiwisport funding ($1461.72) to broaden our students' exposure to other sporting varieties and fixtures . In particular, this money went towards paying for badminton lessons for the whole school, and dance lessons run by outside providers. The funding also supported the cost of the Annual Primary Sport Wellington Membership.