



# **Gordonton School**

*Anchored in MANA*

## **Annual Report 2025**

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## Presiding member/principal's report

2024 has been a strong year for Gordonton School across a number of contexts.

Academically our students and staff have worked very hard to deliver excellence in teaching and learning across all levels of the school. With clear communication, firm expectations and a collaborative belief in the purpose of school we have developed a highly functioning community of learning.

The Principal and Deputy Principal lead a team of professional and skilled teachers who bring a diverse set of skills to the school. This, coupled with the learning environment and a consistent set of learning expectations has resulted in very pleasing achievement through the year.

With the renewed Govt focus on Numeracy and Literacy very much at the forefront of curriculum delivery we are fortuitously placed to extend our capability owing to having been on the structured literacy and PR1ME maths journey for a number of years.

The Deputy Principal as SENCo is attuned to the needs of those children facing barriers to learning and liaises with a suite of agencies where assistance and support can be obtained. The benchmarks for acquiring this support are very high and the Board is also appreciative of the need to wrap more support around these learners.

The school Welcomes international students to our roll and we are signatories to the code of international learners. We have a dedicated teacher of Te Reo Maori who works across the school and an active Kapa Haka Group.

The school environment is very much to the forefront of the board agenda and design work is well underway for the extensions to the junior area and toilets.

The school completed its evaluation journey with the education review office in 2024 and we received a very positive report. This has also highlighted the areas for continued improvement acknowledging the work already done in respect of these goals.

Gordonton excels on the sports field and we field a large number of teams into Waikato competitions and in 2024 had a netball team compete at the AIMS games in Tauranga as well.

Our school Roll is in good shape for 2025 and the board is committed to maintaining the momentum established in the last 12 months around teaching and learning.

.....  
Jo Soanes

Presiding Member

.....  
Keith O'Donnell

Principal

## List of all school board members

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
<b>Jo Soanes</b>	Sept 2025
<b>Michael Grayson</b>	Sept 2025
<b>James Gavin</b>	Sept 2025
<b>Olin Greenan</b>	Sept 2025
<b>Katy Baxter</b>	Sept 2025
<b>Hayley van Hellemond (Staff Rep)</b>	Sept 2025
<b>Carol Henery (Co-opted Mana Whenua)</b>	Sept 2025
<b>Keith O'Donnell</b>	Principal

## Statement of variance: progress against targets

**Strategic Goal 1:**  
ACHIEVING SUCCESS FOR ALL

### Annual Target/Goal:

Our academic focus for 2024 is Writing as we continue with structured literacy. (In 2023 79 % of children in Years 0-8 made accelerated or sufficient progress in Writing. 85.2% of children in Years 0-8 made accelerated or sufficient progress in Reading. 85.2% of children in Years 0-8 made accelerated or sufficient progress in Maths). Our target is for at least 90% of children in Years 0-8 to make sufficient or accelerated progress in all three core curriculum subjects by the end of 2024. Progress against our goal will be assessed through Asttle data, standardised testing, in-class assessments and OTJs. Moderation will take place across teams and our team leaders will regularly assess class teaching and learning practices.

<b>Actions</b> <i>From Annual Implementation Plan.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?                      What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.                      Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1 (Initiation/Continuation)</b> <ul style="list-style-type: none"> <li>The implementation of structured literacy learning across the school.</li> <li>Ensure new staff are inducted into the structured literacy learning. (Mentor if required)</li> <li>Continue on from previous learning with a focus on writing</li> </ul>	We continued with caution to implement a structured Literacy model into the school. This was our 3 <sup>rd</sup> year of doing this but were highly cautious after the Government announcement of specific literacy programmes and targets to be announced. Fortunately 'the code' was one of the approved programmes so we were able to continue our journey. Some disappointment in so far as we had already bought and paid for many of our resources without MOE assistance.	Regular updates and provision of evidence. Twice per year presentation of achievement data with formal analysis. This took the form of slide presentation, accompanying text and discussion. Achievement and progress are regular components of Principal's report to the Board and in conversations with the Presiding member.	Our original Goal was 90% at or above across all the core curriculum areas. This was ambitious given the curriculum uncertainty, pending changes and mandated delivery that was programmed later in the year. I believe all of those factors combined to slightly lessen our potential for greater results however there has been negligible decrease.	With some relief we can now continue with confidence our learning journey with structured literacy and Pr1me Maths. Our teachers have a good grasp of the delivery and children have a good understanding of the mechanisms of those curricula.
<b>Action 2 (Development of Practice)</b> <ul style="list-style-type: none"> <li>Literacy Leader will continue to lead developments school wide.</li> <li>Literacy leader in consultation with the Principal will provide professional development as well as undertaking observations and giving feedback.</li> <li>A Teacher Only Day will be held at the beginning of the academic year to set expectations and provide practical support for teachers.</li> <li>The SENCO will liaise with teachers to identify students in need of support and make relevant applications as well as report to the board once per year.</li> </ul>	Literacy Leader manages a calendar of visits to classrooms with observations and explicit feedback sessions. Teachers are coached into success. Hayley has also organised external PLD for teachers to increase capability.  Deputy Principal oversees curriculum development in line with National Targets and local factors.  Literacy leader stays abreast of developments and attends professional learning as required. Teachers have been sent to Ministry mandated training and all staff will have attended by mid 2025.  Scaffolded explicit teaching is being facilitated in classes in keeping with identified barriers to learning for those Tamariki	Learning budget was tailored to meet the spend on specific literacy resources and Professional development  Teacher only day was held and reported against. Principal, Deputy Principal/SENCO and Literacy leader are visibly regular in classrooms and professional conversations around learning are encouraged and led.  Literacy leader is also staff rep on the Board and able to speak directly at meetings to the progress of embedding structured literacy into the school as well as evidenced narrative around the rates of progress.  SENCO regularly delivers concise literacy guidance at SLT meetings, Staff Meetings and Admin meetings where these are permanent agenda items.	This is a work in progress. The literacy leader is working to a detailed plan to bring staff up to practice expertise. There is ongoing development needed and all staff will be fully trained with MOE delivered PD by May 2025.  We are much further along the professional development journey than many of our contemporary schools.	Carry on as we are. There is a plan and a graduated progression in play. This is working well.

### Action 3 (Monitoring of Progress)

- Māori and Pasifika achievement will be longitudinally tracked and interventions/adaptations to programmes will be made as needed.
- Focus to be placed on progress made with once per term analysis by teachers
- Target and priority learners will be identified and monitored as they move through the school

79% of learners at or above expected level  
Confidence is high that further measured improvement will be made with the PLD provided to teachers and the familiarity with the programme increases.

Longitudinal data maintained for target learners as well as monitoring rates of progress.

Measurement of all learners against the curriculum by means of a triangulated assessment model which must be evidenced and include at least one standardised, norm referenced test and a moderation phase for overall teacher judgements (OTJs)

At Gordonton School we have 6.11% Māori and our single Pacifica left toward the end of the year. Māori are longitudinally tracked via our student management system.

Māori are not disproportionately represented in under achievement in comparison to non Māori

#### % of students at or above

% at or above	Reading	Writing	Maths
Māori	78	74	83
Non Māori	86	78	86

N/A. Our systems are performing well and are a permanent agenda item in meetings across all levels of leadership. Specific meetings addressing target learner concerns are held termly and the information is widely shared among staff.

As above. The system is working and the results are available.

**Strategic Goal 2  
STRONG PARTNERSHIPS**

**Annual Target/Goal:**

For our whānau and the wider community to have a greater involvement in the school in order for language, culture and identity to be celebrated and for the children to gain a better understanding of the place in which they live.

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<p><b>Action 1 (External)</b> Strengthen Home/School partnerships by:</p> <ul style="list-style-type: none"> <li>Consulting on changes to the curriculum</li> <li>Robust reporting of achievement.</li> <li>Whole school events to develop a sense of community.</li> </ul> <p>Strengthen connections with local community and resources including relationship with Ngati Wairere and Hukanui Marae.</p> <ul style="list-style-type: none"> <li>Maintaining a relationship with Mana Whenua</li> <li>Engaging with Ngati Wairere relating to Noho Marae and large school celebrations</li> </ul> <p>Strengthening Partnerships with Education Communities: EWCS, WFPS, NZ Rural schools leadership assn. Te Pae Here Kahui Ako</p> <ul style="list-style-type: none"> <li>Ensuring we have the right people representing us.</li> <li>That the position of Gordonton School expressed at meetings is reflective of the school view.</li> </ul> <p><b>Action 2 (Internal Staff)</b> Strengthening internal partnerships with staff and students.</p> <ul style="list-style-type: none"> <li>Making wellbeing of staff a priority</li> <li>Making wellbeing of students a priority</li> </ul> <p>Making opportunities available to staff relating to Professional development</p> <p><b>Action 3 (Internal Governance)</b></p> <ul style="list-style-type: none"> <li>Strengthen the relationship between the parents and the Board. <ul style="list-style-type: none"> <li>Affirming the Principal/PM relationship</li> <li>Having adequate meetings and updates given.</li> </ul> </li> </ul>	<p>There was a lot in 2024 to keep parents informed about, notably the pending changes to the curriculum that were becoming mixed due to questionable media reports. Our strategy was to make concise, evidenced statements in the school newsletter and during informal conversations.</p> <p>The feedback from parents from informal and formal conversations indicated that they were aware and relaxed around the changes knowing the school had matters in hand.</p> <p>We used Rongohia te Hau as our survey tool and we were able to gather a wide array of information around school capability from a relational perspective. This was also endorsed in the school ERO report which was completed before years end.</p> <p>Teacher meetings stressed the importance of 'no surprises' for parents/whanau and teachers grew in confidence in their ability to communicate freely with parents as issues arose.</p> <p>A proposed sand mining consortium is pursuing consent to launch an extensive mining operation on private land adjacent to the school and the school hosted a consultation event with them and invited the community to come along and become informed as to the proposed scope of works.</p> <p>Production was written and produced by the students and sold out all performances.</p> <p>Ag Day is a special event in the school and an active and robust committee pulled together an exciting day. The school hosted Group day as well reflecting a deep rural tradition in the school.</p> <p>Teachers attended a Kahui Ako PLD day which was enlightening and well organised. Principal is member of EWCS, NZRSLA, WFPSA, WPA, NZPA. Principal is actively present in these networks. We hosted the WFPSA AGM and all of the EWCS meetings</p> <p>Students continue to develop trust in the staff. Staff will see students positively. Anecdotal feedback will be sought. Parents are aware of the identity/accessibility of board members and over time we have affirmed the guidance to parents around the processes for complaints and concerns.</p>	<p>Regular reports to the board by the Principal and an active and honest Principal/Presiding member relationship ensures all aspects of school life are reported/communicated in a timely and clear manner.</p> <p>Mana Whenua is coopted onto the board and is able to provide not only evidence of strong relationships but also speak with authority to issues relating to external relationships with Iwi, provide cultural advice and advocate for the mana of relationships at all levels of the school.</p> <p>Teachers report confidence in their interactions with parents and whanau. Many issues have been avoided through early communication. The Principal and DP maintain an 'open door' for staff to voice concerns.</p> <p>An Ag day committee comprising Parents and Whanau reported an excellent event and ongoing relationship building with farmers and associated industries.</p> <p>Engagement with these associations is strong. Principal attended the NZRSLA conference in Wellington. The school hosts the EWCS and WFPSA meetings</p> <p>Absence of complaints of concerns.</p> <p>Very low incidence of behaviours requiring intervention.</p>	<p>All targets met and relationships progressing.</p> <p>The school acknowledges that the success to successful professional relationships is the maintenance of them at all levels.</p>	<p>Business as usual. We will continue to look for opportunities not only with our present partners but look for new opportunities with new partners. The school is exploring some sponsorship proposals with external agencies for building student leadership capability.</p>

**Strategic Goal 3:**  
*As per the strategic plan*

FUTURE FOCUS

**Annual Target/Goal:**

We will provide relevant and targeted learning opportunities outside the curriculum, focussed on developing young people for their future. We will be kaitiaki for our physical setting and environment, developing it so it meets our ākongā needs, reflects the school values and Te Ao Māori. Increase the student roll through reducing attrition and attracting new students.

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?                      What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.                      Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1 (Buildings)</b> Development of the outdoor area and learning spaces. <ul style="list-style-type: none"> <li>Engage a designer to develop a concept plan</li> <li>Involve teachers and community in the design process</li> <li>PM and Board to maintain oversight.</li> <li>Source labour and help from within the community</li> </ul>	The new-look learning area between the Library and Room 7 was not constructed. Mainly due to the priority around 5YA projects.  Ongoing  Community members assisted with HR and expertise. for the installation of the Toilet in the pool area. This was a huge improvement to our pool amenities especially with out-of-hours use by our community.  Shade sails replaced in the front of the school making the front area more appealing and developing shady areas for Tamariki.  5YA projects are progressing and at the end of the year were at the design stage. This was some way back from our predictions of being shovel-ready by the school holidays.  Wastewater remediation was carried out in the school under a 5YA project.	Board Minutes.  Meeting minutes from Project management meetings and conversations with Project managers.  Improvements are able to be sighted/used.  MOE documentation around 5YA project advancement.	Essentially budget constraints. This is not a 5YA project however there may be money left over after our P3 projects are completed to fund this project.	Continue with the 5YA projects and complete them within acceptable budgets to desired specifications.
<b>Action 2 (Environment)</b> Environment is an effective space for learning and safe play. <ul style="list-style-type: none"> <li>Regular meetings with property manager to ensure environment is being maintained</li> <li>Conduct regular checks and compliance with playgrounds and equipment.</li> <li>Replace media in playgrounds regularly.</li> </ul> Trees replanted <ul style="list-style-type: none"> <li>Engage advisor to assess best spots for trees</li> <li>Obtain exotic tree specimens</li> </ul>	Trees planted in the school. There have been significant tree planting by the school environmental group with the assistance of parent volunteers.  PB4L funded tree planting in the carpark paddock. Work carried out by students and Parent volunteers. Albizia trees in the middle of the school are nearing end of life and their replacement is under review. Sourcing exotic trees to replace those felled in the last 2 years is ongoing.  Children selected from forest engagement programme to assist in the planting/redevelopment.	Property manager and Principal meet weekly to develop a work plan and give consideration to weekly/monthly/yearly jobs around the school.  School has managed to get sponsored access to a tractor with a bucket on weekly loan and jobs are held pending so that tractor work can be carried out in bulk.  Bush area is further developed.  Consultant arborists are engaged to assess tree health in the school.	Ongoing	We acknowledge the important aspects of our unique environment and the board is committed to continuing its maintenance and improvement.



<ul style="list-style-type: none"> <li>Select children to help with planti</li> </ul>				
<p><b>Action 3 (Teaching and Learning)</b></p> <p>Prepare for pending curriculum changes as signalled by the incoming Government.</p> <p><b>Financial literacy programme implemented</b></p> <ul style="list-style-type: none"> <li>Include this learning on the long term plan.</li> <li>Source provider</li> <li>Review learning on completion.</li> </ul> <p><b>Employment/ Work future training given to Te Rakau Students.</b></p> <ul style="list-style-type: none"> <li>Year 7/8 students to undertake this learning in the 2nd half of the year.</li> <li>Engage outside providers if required.</li> <li>Roll will increase and student retention will be improved especially at Year 7 and 8.</li> </ul>	<p>A programme is sourced and implemented in the school around financial literacy.</p> <p>ASB facilitators visited and delivered the training.</p> <p>Principal and Te Rakau Team collaborate on learning design and source external resources to support.</p> <p>Used the futureforce resource previously purchased by the school. Also the MOE Careers Kete which we use every 2 years (Next is 2026). Every year the year 8's get the 'transition to high school' resource delivered.</p>	<p>ASB facilitators visited and delivers the programme</p> <p>Te Rakau Long term Plan.</p> <p>A range of resources were used – some off the shelf and others tailored to use in our school</p>	<p>We have reviewed the programmes delivered and while they are adequate it is time to go back to the market to see if there are better programmes available.</p> <p>This is becoming an immovable issue. We have held info evenings, revisited the year 7/8 curriculum, put the right teachers in place and developed student programmes around leadership and activities particular to our intermediate students. Ultimately, some families decide they have better options elsewhere. I many families the students are the influences with some preferring to transfer schools with their friends. New entrant roll is increased greatly and the school will reach its staffing roll before March 31<sup>st</sup> 2025 with potential for a reception room to open in Term 2.</p>	<p>2026 Plan is to get outside providers in to showcase careers and demonstrate the accessibility of career pathways including a focus on goal driven pathways.</p> <p>Care needs to be taken not to over populate the school in the junior area as it becomes a problem once the students' progress through in population lumps.</p>

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



**Gordonton School**

*Anchored in MANA*

# Achievement Data Summary

December 2024

## Evaluation and Analysis

The appended graphs are a representation of the end of year assessment of our students across reading writing and Maths. The number of students represented are those for whom we had 2 sets of data from Mid and end year testing. It also omits those children who left prior to end of year testing. This data is only that of the end of year.

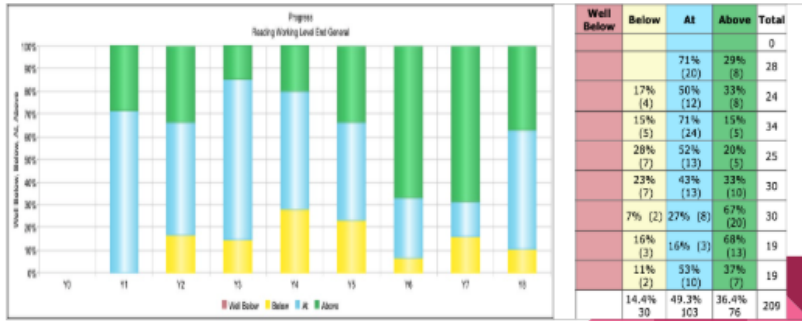
Our annual Implementation plan set a goal of 90% of students at or above the expected curriculum level by years end. This was an ambitious goal but one which firmly stated our intention around progress and achievement.

The end of year saw measured gains across numeracy and Literacy with 85.7% at or above curriculum in Reading, 84.2% in Maths and 75.8% in writing. While these are commendable figures we must also take into account that a large proportion of our students achieving below curriculum level made accelerated progress individually but fell short of the curriculum benchmarks.

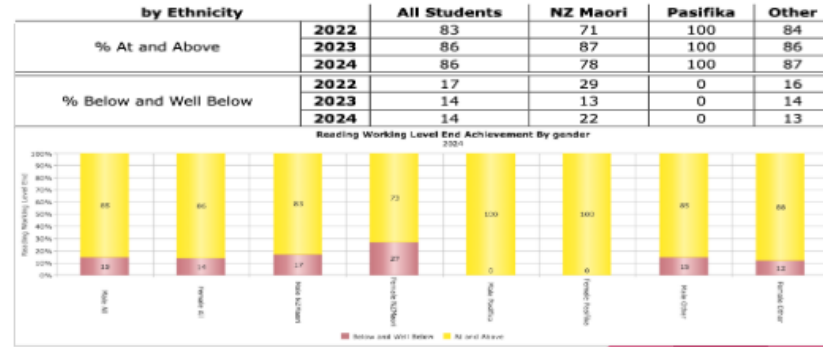
Writing has been a school focus but the marking of writing is subjective based essentially on teacher knowledge of capabilities. It is an area where we will place continued focus to improve.

The data also includes students with diagnosed learning deficiencies and ESOL children. The last slide provides a breakdown of Rates of progress for Target Learners. On analysis all of those learners are known to us and with 1 exception have made expected progress.

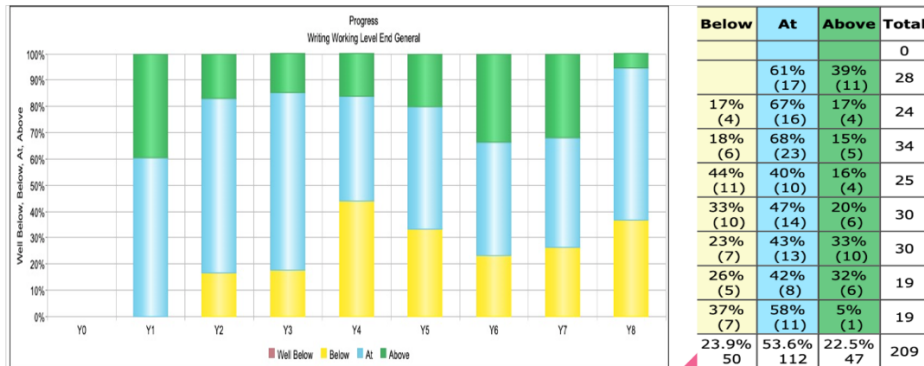
## 2024 Reading End



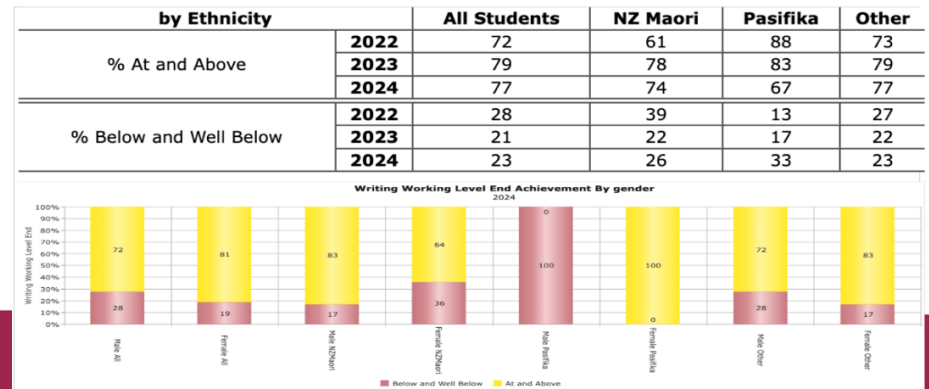
## Reading 2024 by Gender and Ethnicity



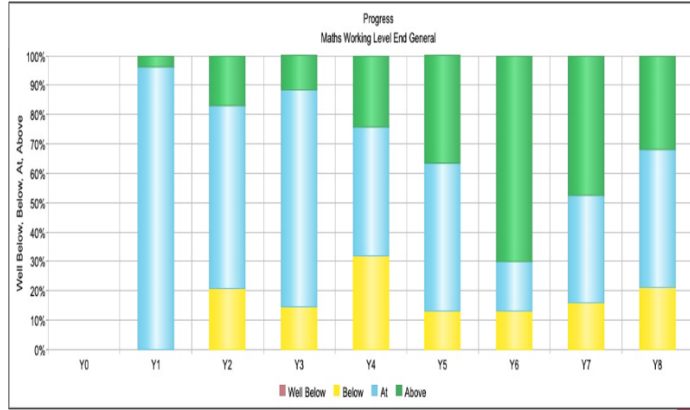
## Writing End 2024



## Writing 2024 by Gender and Ethnicity



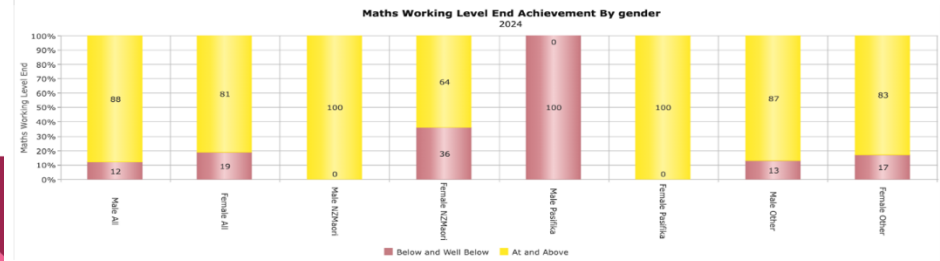
# Maths End 2024



Below	At	Above	Total
			0
	96% (27)	4% (1)	28
21% (5)	63% (15)	17% (4)	24
15% (5)	74% (25)	12% (4)	34
32% (8)	44% (11)	24% (6)	25
13% (4)	50% (15)	37% (11)	30
13% (4)	17% (5)	70% (21)	30
16% (3)	37% (7)	47% (9)	19
21% (4)	47% (9)	32% (6)	19
15.8%	54.5%	29.7%	209

# Maths - Mid 2024 Mid year by Gender and Ethnicity

by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above	2022	83	79	88	83
	2023	85	91	83	85
	2024	85	83	67	85
% Below and Well Below	2022	17	21	13	17
	2023	15	9	17	16
	2024	15	17	33	15



## Rates of Progress for children below expected level, 2024

There are 47 children achieving below expectation in either Reading, Writing, Maths or a combination of those subjects. Of the 47 children achieving below expectation, 29 of them have some kind of diagnosed learning challenge or attendance issues.

Rates of Progress of the children without diagnosed learning challenges or attendance issues

	Minus	Less than 1 sub level	1 sub level	2 sub level	3 sub level	Total students
Reading	0	2	2	2	2	8
Writing	1	2	13	1	1	18
Maths	0	2	5	2	0	9

There were 2 children who made more than a years progress in Reading and a different child in Writing.

Three children have reached expectation in Reading, 1 child in Writing and 1 child in Maths. They are all different children.

Below are the Rates of Progress for all children not achieving at the expected level.

	Minus	Less than 1 sub level	1 sub level	2 sub level	3 sub level	Total students
Reading	0	9	15	5	3	32
Writing	1	8	29	6	1	45
Maths	0	7	15	4	2	28

Below are the Rates of progress for children with a diagnosed learning challenge.

	Minus	Less than 1 sub level	1 sub level	2 sub level	3 sub level	Total students
Reading	0	7	13	3	1	24
Writing	0	6	16	5	0	28
Maths	0	5	10	2	2	19

Overall, 71% of students are making progress in Reading, 80% in writing and 74% in Maths.

## Giving Effect to the Treaty of Waitangi

- The Gordonton Board, Staff and Students are committed to give effect to Te tiriti o Waitangi and do so through a range of measures. In line with Section 127 (1) (d) of the Education and Training Act 2020. This legislation directs the school to ensure every student attains their highest possible achievement in a safe environment, giving effect to Te Tiriti o Waitangi and encouraging community participation.
- The school has 14 students and 2 staff who primarily identify as Māori. Staff are active in teaching waiata, te reo and tikanga as part of daily class learning. An active and enthusiastic kapa haka group operated within the school and weekly sessions are well attended. This group is led by the Principal and Deputy Principal.
- The school has employed a dedicated teacher of te reo maori who delivers lessons as part of a rotational teaching arrangement within the construct of classroom release time.
- We are a PB4L school with the underpinning values of Manaakitanga, Awhina, Ngakau Pono and Ako. These values underpin all that we do at the school and also inform the student reward system as well as shape interventions in student choices.
- The school strives to achieve equitable outcomes for Māori. As can be seen in our EOY achievement data Māori are equally represented in achievement.

## Te Whakaūtanga o Te Tiriti o Waitangi

- *E ū ana te Poari o Gordonton, ngā kaimahi me ngā ākonga ki te whakatinana i Te Tiriti o Waitangi, mā te whakamahi i ngā rautaki maha. E ai ki te Wāhanga 127 (1)(d) o te Ture Mātauranga me te Whakangungu 2020, e ārahi ana tēnei ture i te kura kia tutuki ai i ia ākonga tōna taumata tino teitei i roto i tētahi taiao haumarū, e whakatinana ana i Te Tiriti o Waitangi, me te whakatairanga i te whai wāhi mai o te hapori.*
- *E tekau mā wha ngā ākonga me ngā kaimahi e rua i te kura e tohu ana ko rātou he Māori. E kaha ana ngā kaimahi ki te whakaako i ngā waiata, te reo Māori me ngā tikanga hei wāhanga o ngā akoranga o ia rā. He rōpū kapa haka hihiko, hihiri hoki kei roto i te kura, ā, e tino whāia ana ngā akoranga ia wiki. Ko te Tumuaki me te Tumuaki Tuarua ngā kaiārahi o tēnei rōpū.*
- *Kua whai mahi te kura i tētahi kaiako motuhake mō te reo Māori hei whakaako i ngā akoranga reo Māori i raro i tētahi kaupapa hurihuri i roto i te wā akomanga kore.*
- *He kura PB4L mātou, ā, ko ngā uara matua ko te Manaakitanga, Awhina, Ngākau Pono me te Ako. Ko ēnei uara e whakatau ana i ngā mahi katoa i te kura, e ārahi ana i te pūnaha tohu whakaihiihi mō ngā ākonga, me te tautoko i ngā ara whai whakaaro mō ngā ākonga.*
- *E whakapau kaha ana te kura ki te whakatutuki i ngā hua ōrite mō ngā ākonga Māori. E kitea ana i ā mātou raraunga paetae mutunga tau, kei te ōrite te eke panuku o ngā ākonga Māori ki ērā atu.*

# Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
<p><b>How have you met your obligations to provide good and safe working conditions?</b></p>	<p><i>We have a robust Health and Safety response at Gordonton School. There is a dedicated H&amp;S subcommittee on the board who meet regularly. There are fixed and followed H&amp;S practices and an accident register. The Principal and Property manager meet weekly to discuss hazards and Health and safety is a permanent agenda item in all school meetings.</i></p>
<p><b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b></p>	<p><i>At Gordonton School, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a good employer. Gordonton School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school.</i></p> <p><i>At Gordonton School, we implement equal employment opportunities in all relevant school policies, procedures, and practices. The board is required to operate an EEO programme, which means "a programme that is aimed at the identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality with respect to the employment of any persons or group of persons" (Education and Training Act 2020, s 10, s 597).</i></p> <p><i>The implementation of our EEO policy and programme supports our school to:</i></p> <ul style="list-style-type: none"> <li><i>• prevent and eliminate bias and discrimination.</i></li> <li><i>• promote an inclusive and safe work environment</i></li> <li><i>• treat all current and prospective staff fairly</i></li> <li><i>• provide equal access and consideration in all aspects of employment (e.g recruitment, training, promotion).</i></li> </ul> <p><i>We ensure that our EEO policy and programme is available to all staff. Prospective and current staff can raise concerns at any time.</i></p>
<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p><i>Positions are advertised with specific position requirements and applicants invited. A selection panel as described in our appointments policy is convened with a presiding member. Applicants are shortlisted once the position has closed and interviews held. The preferred candidate is checked and referees contacted. Due diligence is carried out and the winner of the position notified. There are no unilateral appointments made.</i></p>
<p><b>How are you recognising,</b> – <b>The aims and aspirations of Māori,</b></p>	<p><i>By having an appointment process that follows agreed policy and practice and is open to scrutiny and audit. All suitably qualified persons, Māori and non-Māori are invited to apply and the best person for the position is</i></p>

<ul style="list-style-type: none"> <li>- <b>The employment requirements of Māori, and</b></li> <li>- <b>Greater involvement of Māori in the Education service?</b></li> </ul>	<i>appointed. Ethnicity and Race are not considerations. Skills, attributes and professionalism are.</i>
<b>How have you enhanced the abilities of individual employees?</b>	<i>By the provision of targeted and dedicated professional development delivery around key growth areas. By having an open door policy so staff seeking specialist professional or personal development can petition the principal for support in achieving those opportunities.</i>
<b>How are you recognising the employment requirements of women?</b>	<i>By maintaining a strict EEO focus for appointments, having facilities specifically for women.</i>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<i>As above. Our school is able to facilitate a safe environment for persons with disabilities.</i>

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

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



## Report on other special and contestable funding

The school receives ORS funding for 1 student. This is ongoing due to learning barriers they are facing. The student has been the recipient of this funding since they arrived at Gordonton School. The funding underwrites the cost of a one-one learning assistant.

## Kiwisport funding

The overriding ethos of the Kiwisport funding is to facilitate the involvement of students into organised sport. Because of the remote geographical position of the school often one of the greatest barriers to involvement is the cost of buses and transportation to get students to events. Some of this cost is donated by the students but the school also pays an amount from kiwi sport funding. This removes a barrier to inclusion. The school also purchased 2 x competition table tennis tables which will be used by the students through the winter with an organised in-school competition.