



**KAIMAI SCHOOL**  
*Strive and Honour*

# Statement of Variance 2023



**KAIMAI SCHOOL**  
*Strive and Honour*

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Strategic Goal 1: <b>Tikanga Kura School Culture</b>				
Annual Target/Goal: <i>Create an environment where our school values are brought to life</i>				
Actions <small>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</small>	What did we achieve? <small>What were the outcomes of our actions? What impact did our actions have?</small>	Evidence <small>This is the sources of information the board used to determine those outcomes.</small>	Reasons for any differences (variances) between the target and the outcomes <small>Think about both where you have exceeded your targets or not yet met them.</small>	Planning for next year – where to next? <small>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.</small>
Action 1  PC4L strengthened	<ul style="list-style-type: none"> <li>› Embedding values through deliberate acts of teaching and reinforcing these through school hui.</li> <li>› Ākonga can articulate the values.</li> <li>› Celebrated in weekly hui and token draws for rewards.</li> <li>› Significant referral process that engaged a variety of agencies to assist with behaviours.</li> <li>› Some ākonga not using the school values in their interactions and behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>› Decline in roll due to extreme behaviours of some students who have now left the school.</li> <li>› A number of ākonga are involved in support services for example IWS, ICS, Mana Potential.</li> <li>› Ākonga are able to articulate values and understand the meaning of these.</li> <li>› Evidence of shared language in classes with Kaiako leading this.</li> <li>› Kaiako have actioned</li> <li>› Anecdotal evidence on etap suggests still a high number of non-compliance and continual disobedience. (2023)</li> </ul>	<ul style="list-style-type: none"> <li>› Developing through support services and consistent approaches to behaviour management throughout the school.</li> </ul> <p>Target-Developing (not met)</p>	<ul style="list-style-type: none"> <li>› Further embedding and deliberate teaching of values.</li> <li>› Teachers to model these as well with their interactions.</li> <li>› Clear expectations of school values and expectations.</li> <li>› Monday morning value hui established for focus of the week.</li> <li>› Values shared in newsletters and encouraged to be used at home.</li> </ul> <p>Regular communication with whanau to improve home-school relationships.</p>
Action 2  Zones of Regulation	<ul style="list-style-type: none"> <li>› Zones of regulations introduced and PLD conducted with staff around this.</li> <li>› Staff PLD conducted led by principal.</li> <li>› Some ākonga were coached through using these strategies with principal.</li> </ul>	<ul style="list-style-type: none"> <li>› Visual imagery displayed around school.</li> <li>› Evidence of some internal PLD taking place.</li> </ul> <p>Anecdotal notes on etap show little improvement in behaviours from targeted learners.</p>	<ul style="list-style-type: none"> <li>› Outgoing principal who was driving this PLD.</li> <li>› Refocus on school vision and values as the driving force behind developing positive behaviour and learning outcomes.</li> </ul> <p>Target-Developing (not met)</p>	<ul style="list-style-type: none"> <li>› Continue to embed and develop school values.</li> <li>› Develop GRIP model along with Kaimai Kid character to represent the school.</li> </ul>

	<ul style="list-style-type: none"> <li>› Behaviours and actions still indicate that further work is needed on this initiative.</li> </ul>			Consultant with community, ākonga, Kaiako and iwi to develop a representative character that shows all the values to the Kaimai community.
<p>Action 3</p> <p>School values unpacked, modelled and highlighted</p>	<ul style="list-style-type: none"> <li>› School values are shown visually throughout the school and PB4L.</li> <li>› Explicitly taught in class by Kaiako.</li> <li>› Certificates awarded in hui to recognise tamariki who show the school values.</li> <li>› Visual representation of school values are shown throughout the school via signage.</li> </ul> <p>Kaiako Deliberately taught values.</p>	<ul style="list-style-type: none"> <li>› Visual evidence throughout classes.</li> <li>› Celebration of values at hui.</li> <li>› Acknowledged through newsletters.</li> <li>› Evidence of PLD in the staffroom, Kaiako have had professional conversations.</li> </ul>	<ul style="list-style-type: none"> <li>› Ākonga know these and can articulate. As a kura this is an area that is constantly worked on by Kaiako in their daily interactions in class and while on duty.</li> <li>› Consistency, ensuring there is a regular review and planned outcomes.</li> </ul> <p>Target-Met</p>	<ul style="list-style-type: none"> <li>› Further development of relationships between Kaiako and ākonga and a focus on whakawhānaunagtanga.</li> <li>› Further embed the values of our school regularly</li> <li>› teach these explicitly.</li> <li>› Monday hui with a focus on a value for the week.</li> <li>› Kaiako visible during duties, awarding tokens and values cards, explicitly acknowledgement of the value shown.</li> </ul> <p>Extra rewards introduced to motivate ākonga such as principal lunch once a term and 2 other major token draws.</p>

Strategic Goal 2:

# Ako Learning

Annual Target/Goal:

Promote and accelerate learning, achievement and excellence through our learning environment

<p>Actions</p> <p>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</p>	<p>What did we achieve?</p> <p>What were the outcomes of our actions?</p> <p>What impact did our actions have?</p>	<p>Evidence</p> <p>This is the sources of information the board used to determine those outcomes.</p>	<p>Reasons for any differences (variances) between the target and the outcomes</p> <p>Think about both where you have exceeded your targets or not yet met them.</p>	<p>Planning for next year – where to next?</p> <p>What do you need to do to address targets that were not achieved.</p> <p>Consider if these need to be included in your next annual implementation plan.</p>
<p>Action 1</p> <ul style="list-style-type: none"> <li>Articulate and utilise learning progressions school wide</li> </ul>	<ul style="list-style-type: none"> <li>Starting to use shared language but not yet consistent across the school.</li> <li>Writing based as a start point.</li> <li>Ākonga have a progressions table in books, not yet able to articulate their learning or next steps.</li> <li>Some impact on accelerated learning.</li> </ul> <p>Still significant number if ākonga not achieving expected levels.</p>	<ul style="list-style-type: none"> <li>Evidence of these in writing books and Kaiako using these as part of the formative assessment planning process.</li> <li>Observations undertaken by leadership and PLD facilitator indicate some evidential use of progression in daily lessons.</li> </ul> <p>Observations with PLD facilitator indicate some use but not consistent.</p>	<ul style="list-style-type: none"> <li>Further embedding needed through consistent practice and teacher expectations.</li> <li>Consistent approach across school.</li> <li>Shared beliefs developed by Kaiako.</li> </ul> <p>Target-Developing (not met)</p>	<ul style="list-style-type: none"> <li>Further formative assessment PLD with Evaluation Associates.</li> <li>Further school wide development required.</li> <li>Visiting model schools to observe actions in class and school setting.</li> <li>Progressions will be included as part of the PGC.</li> <li>Ākonga voice during PGC observations.</li> </ul>
<p>Action 2</p> <ul style="list-style-type: none"> <li>Assessment for Learning</li> </ul>	<ul style="list-style-type: none"> <li>Started PLD with Evaluation Associates.</li> <li>Some actions have been started but not yet completed or finalised.</li> <li>Observations and PAC meeting undertaken with facilitator and principal.</li> <li>Actions not yet embedded into classroom practice.</li> <li>Moderation of writing samples and professional development with easttle.</li> <li>Progressions starting to be used in ākonga books.</li> <li>WALTs and success criteria used in some rooms during some lessons.</li> <li>Some impact on accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>Observations show that assessment for learning is not embedded throughout the school.</li> <li>Practice is inconsistent throughout classes and not consistent through learning areas.</li> <li>Observations and PAC meetings undertaken with facilitator and principal.</li> </ul> <p>Some evidence of accelerated progress for some learners.</p>	<ul style="list-style-type: none"> <li>Follow up and PLD was not actioned.</li> <li>Focus shifted from formative assessment practices.</li> </ul> <p>Target-Developing (not met)</p>	<ul style="list-style-type: none"> <li>Embed consistent beliefs and values for all subject areas.</li> <li>Writing PLD will be the vehicle to work on consistent beliefs and practices.</li> <li>Follow up observations and PAC will also be used in 2024.</li> <li>Formative assessment PLD to continue in 2024 with actions contributing to PGC.</li> <li>Shared beliefs for formative assessment practices.</li> </ul> <p>Timeline actions for introducing formative assessment practices such as modeling books.</p>

		>	<table border="1"> <thead> <tr> <th>Writing</th> <th>&lt;6mths</th> <th>6mth</th> <th>12mth</th> <th>18 mth</th> <th>2+</th> </tr> </thead> <tbody> <tr> <td>Year 2 - 3</td> <td></td> <td>12%</td> <td>38%</td> <td>31%</td> <td>19%</td> </tr> <tr> <td>Year 4 - 6</td> <td></td> <td>26%</td> <td>37%</td> <td>11%</td> <td>26%</td> </tr> <tr> <td>Year 7-8</td> <td></td> <td></td> <td>44%</td> <td>12%</td> <td>44%</td> </tr> <tr> <td>New students Arrived T1</td> <td></td> <td>2</td> <td>1</td> <td>2</td> <td></td> </tr> </tbody> </table> <p>45% of students accelerated target of more than one year's progress within a year. 39% of students made expected one year's progress over a year. 16% of students made less than one year's expected progress.</p> <p>Strengthening writing structures and the teaching of writing has been a professional learning focus at Kaimai School since January 2022. Evaluation Associates has been working with teaching staff to improve the teaching and learning of writing. The data shows significant acceleration of progress in writing. This is supported by the timepoint e-asTTle data collection from Term 4 2022 and Term 2 2023 which indicates strong traction with improvement.</p>	Writing	<6mths	6mth	12mth	18 mth	2+	Year 2 - 3		12%	38%	31%	19%	Year 4 - 6		26%	37%	11%	26%	Year 7-8			44%	12%	44%	New students Arrived T1		2	1	2	
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			baseline. Some students have made a year's progress to date but were marked too high last July. Overall, a strong consistent approach for learning is needed in the year 4-6 cohort.																														
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Action 3 • Graduate Learner Profile	› Not evident	› Not evident	No evidence of this being undertaken.  Target-Not met	Development of a learner profile based on the Kaimai Learner and expectations of community. Revisit previous versions-2021/2022 ›																													
Action 4 Better Start Literacy	› BSLA used in some junior school classes. › Kaiako trained and working BSLA facilitator in school to further develop necessary professional knowledge and skills to deliver programme. › Teacher aide and specialist teacher also trained and take intervention groups as required. ›	› Observed being used daily in junior class. › BSLA used as intervention programme for priority learners throughout the school by trained teacher aide.  Reading data indicates <i>The year 2-3 cohort data shows excellent progress in reading. This is supported by a reading specialist teacher in the reading recovery programme.</i> <i>20% of students accelerated more than one year's progress within a year.</i> <i>44% of students made expected one year's progress over a year.</i>	› Kaiako using in composite classes. › Differentiation in programme for priority learners and high achieving students.  Target-Developing (not met)	› Regular observations of Kaiako teaching BSLA and regular use for intervention groups as needed. › Consistent use throughout school and consistent teaching approaches used.  Develop as part of PGC.																													

Strategic Goal 3:

## Whanaungatanga Community

Annual Target/Goal:

Parents and whanau are engaged in their child's learning

<p>Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</p>	<p>What did we achieve? What were the outcomes of our actions? What impact did our actions have?</p>	<p>Evidence This is the sources of information the board used to determine those outcomes.</p>	<p>Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.</p>	<p>Planning for next year – where to next? 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.</p>
<p>Action 1</p> <ul style="list-style-type: none"> <li>Communication processes strengthened (seesaw)</li> </ul>	<ul style="list-style-type: none"> <li>Seesaw paid for and used across the school.</li> <li>Another communication tool used for correspondence with whānau.</li> <li>Higher levels of engagement between school and whānau.</li> </ul>	<ul style="list-style-type: none"> <li>Seesaw used by leadership, office administrator and Kaiako as a form of regular communication.</li> <li>Administrators are able to view the engagement of community and whanau.</li> </ul>	<ul style="list-style-type: none"> <li>Seesaw introduced and used widely across the school.</li> <li>All staff able to access Seesaw and share information.</li> </ul> <p>Target-Met</p>	<ul style="list-style-type: none"> <li>Survey community to collate data on the most effective communication tool that they like using, efficiency in using a targeted tool rather than many.</li> </ul> <p>Skool loop reintroduced as it has a link with website and provides whanau with quick updates, interview booking, permissions for trips and is provided free of charge to the school.</p>
<p>Action 2</p> <ul style="list-style-type: none"> <li>Weekly newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Achieved as more regularly communication is now relayed with the Kaimai community.</li> <li>Weekly newsletter shared via Seesaw, Facebook and school website.</li> <li>Higher levels of community engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly newsletter is shared via seesaw, Facebook and school website.</li> <li>Able to monitor views via the Smore website, Facebook feed and Seesaw feed.</li> </ul> <p>Smore used as the application for newsletter.</p>	<ul style="list-style-type: none"> <li>Communication is now regular and consistent.</li> </ul> <p>Target-Met</p>	<ul style="list-style-type: none"> <li>Continue to have weekly newsletters and share via all platforms of communication used by the school.</li> </ul> <p>Design of newsletter to be improved.</p>
<p>Action 3</p> <ul style="list-style-type: none"> <li>Termly connections with whanau to discuss learning</li> </ul>	<ul style="list-style-type: none"> <li>Meet the teacher term 1 well attended.</li> <li></li> </ul>	<p>Meet the teacher.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Target-Developing (not met)</p>	<p>Akoranga arvo introduced. Term 1 and 3. Student Led Conferences introduced Term 2 and 4.</p>



## Kiwisport Funding 2023

In 2023 Kaimai School received Kiwisport funding of \$1054.80.

- Our 2023 Kiwi sport funding is used as part of a fund to access Kiwi Can, an initiative that supports the Physical Education Health Curriculum with a focus on relationships, hauora and active learning through organized sport.

Kiwi Can outcomes-

- Engages students
- Reduces truancy
- Improves listening and communication skills
- Helps children play cooperatively and resolve behavioural issues more easily
- Builds confidence
- Reduces bullying in schools

This initiative is part of the Graeme Dingle Foundation. The focus of these activities supports our school to further integrate the Health and Physical Education curriculum into our learning programmes.



### How we have given effect to Te Tiriti o Waitangi

Kaimai School honours Te Tiriti through participation, protection and partnership. Kaimai School is developing relationships with local iwi, with kaumatua leading powhiri at the start of the year welcoming new ākonga and a school pepeha and karakia introduced. Language is becoming more prevalent throughout the school, with ākonga knowing values in both English and te reo, weekly newsletters containing increasing examples of te reo and greetings and instructions used in class. We are working closely with the Māori Achievement Collaborative to increase our knowledge of tikanga and tea o Māori through Starting the Day the Aotearoa Way. This is a deliberate act of teaching te reo and tikanga for 15 minutes a day, every day. As part of our annual plan Kaimai School has specific goals towards improving outcomes for Māori learners academically and socially through engagement with whanau and mana whenua.

Kaimai School is part of the Tauranga Moana, Kāhui Ako and fully participates in the achievement objectives, developing relationships with local iwi and hapu as expert partners in our journey. We value our relationship with local iwi and hapu and look to strengthen these further.

We will work towards establishing equitable partnerships to inform decision making, ensuring there are equitable outcomes for Māori learners, aspiring for Mauri Ora; Māori achieving success as Māori, by supporting Māori learners to access their language, culture and identify. Our approach will be guided by the principles and outcomes of Ka Hikitia, the Māori education strategy and the Kaupapa, vision and principles of Te Mātaiho, the refreshed New Zealand curriculum and by consultation with local iwi about their aspirations for Māori.

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

**Kaimai School EEO Policy available on School Docs**

**Equal Employment Opportunities**

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

Kaimai 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 Kaimai 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.

Kaimai 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.

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**Definition of “Good Employer”**

In the context of section 597 of the Education and Training Act 2020, a good employer means:

*an employer who operates an employment policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring—*

- (a) good and safe working conditions; and
- (b) an equal employment opportunities programme; and
- (c) the impartial selection of suitably qualified persons for appointment; and
- (d) recognition of—
  - (i) the aims and aspirations of Māori; and
  - (ii) the employment requirements of Māori; and
  - (iii) the need for greater involvement of Māori in the education service; and
- (e) opportunities for the enhancement of the abilities of individual employees; and
- (f) recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups; and
- (g) recognition of the employment requirements of women; and
- (h) recognition of the employment requirements of persons with disabilities.

*Education and Training Act 2020, section 597(2)*



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## 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>Yes. Treat staff fairly and equitably.          Ensure staff are supported through meetings with whānau.          Regular pop ins in classrooms to ensure environments are fit for purpose.          Ensuring the school meets its obligations in providing CRT days.          Regular informal check ins with staff on personal hauora.          Staff reports to BoT during BoT meetings.</p>
<p><b>What is in your equal employment opportunities programme?          How have you been fulfilling this programme?</b></p>	<p>Staff have the opportunity to share their work preferences.          Staff have autonomy to choose PLD opportunities that further their personal interest and teacher capability.</p>
<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p>An appointment panel is created as per school policy and procedure          Minimising any conflict of interest in the appointment panel. Panel members swapped out if any concern of conflict of interest might affect outcome.          Conversations with referees to confirm best candidate abilities, strengths and needs.          Ensure all employees and applicants for employments are treated according to their skills, qualifications and abilities without bias or discrimination.</p>
<p><b>How are you recognising,</b></p> <ul style="list-style-type: none"> <li>– The aims and aspirations of Māori,</li> <li>– The employment requirements of Māori, and</li> <li>– Greater involvement of Māori in the Education service?</li> </ul>	<p>The aims and aspirations of Māori and Te Tiriti are identified and available in Kaimai School's Strategic Plan and Annual Plan.          Appointed 2 cultural leaders to develop te ao Māori, tikanga and te reo.          Karakia and pepeha held before each hui.          Community survey held to identify aspirations of whānau          Belonging to the Kāhui Ako and working alongside mana whenua.          Liaise with local hapu and kaumatua to discuss the aspirations of mana whenua.</p>
<p><b>How have you enhanced the abilities of individual employees?</b></p>	<p>PLD-formative assessment and writing.          PLD-Zones of regulation.</p>
<p><b>How are you recognising the employment requirements of women?</b></p>	<p>Opportunities open to all staff regardless of ethnicity, gender, age, disability etc.          Equal payrates based on the respective collective agreements          Maternity/parent leave available for all staff</p>
<p><b>How are you recognising the employment requirements of persons with disabilities?</b></p>	<p>Opportunities open to all staff regardless of ethnicity, gender, age, disability etc.          Staff survey to collect voice around well being.</p>



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Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
<b>Do you operate an EEO programme/policy?</b>	Yes-available via School Docs	
<b>Has this policy or programme been made available to staff?</b>	Yes-available via School Docs	
<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>	Yes-shared with staff at staff meetings, opportunities for individual support, a focus on staff well-being, policy procedure shared with staff.	
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	Yes-principal	
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	Yes-Annually reported to the Board by the principal.	
<b>Does your EEO programme/policy set priorities and objectives?</b>	Yes. A focus on a broad range of age, ethnicity, gender, skill and emotional intelligence to meet the needs of our learners as well as equity and fairness for all staff.	



## Contestable Funding

Over the course of 2023 Kaimai School was awarded contestable funding for a range of interventions.

Interventions were as follows and were communicated with Board of Trustees at various board meetings.

- 2 student received funding Learning and Behaviour MOE. Teacher aide utilised to assist in classroom and playground behaviour management. Preventative strategies implemented and continually worked on.
- student receiving IWS (Intensive Wraparound Service) – a range of service and agencies involved in personal, social and academic well-being of targeted student. Specific interventions actioned in class and throughout the school.
- student receiving funding speech and language MOE-in class support used to support students speech development with targeted in class interventions, small group and one to one.
- funding received for support through OT-support behavioural needs in class and also in playground to assist in the progress of personal, social and academic well being of targeted student.
- RTLB application approved-
- 2 ESOL funding-
- Received ICS hours of 5 hours per week for 2024 (allocated to one child)-in class support to further development in all core curriculum areas with targeted interventions
- Received funding for high health needs-diabetic student