



TE RANGA
SCHOOL

Annual Report 2024

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LIST OF BOARD MEMBERS

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Statement of variance: progress against targets

<p><u>Identity/Tuakiri</u></p> <p>Instil the Te Ranga School values and develop a strong sense of identity</p>					
<p>NELPS</p> <p>Objective 1 - Learners at the centre</p> <p>Objective 2 - Barrier free access</p>					
Action to be taken	Who is responsible	Resourcing	Timeframe	Evidence of success	Annual report & Variance statement
Maori Achievement Collaborative to attend a BOT meeting to discuss expectations	BOT & Principal	Time at BOT Meeting	Term 1	Initial meeting completed with a follow up meeting planned. Robust conversations are had around this area and it's importance	Drew attended several staff meetings for professional development and explained the MAC's role at a Board of Trustees (BOT) meeting. This engagement has deepened staff understanding of cultural practices, enhancing inclusivity across the school.
Complete a cultural review - Hautu with MAC	MAC & BOT	BOT Time	By the end of Term 2	Board of Trustees including staff representative and principal have completed the Hautu review	The BOT completed the Hautu cultural review, and an action plan is being developed based on the findings. This process has fostered greater alignment between the school's values and community expectations.
Unpack Te Reo Maori lessons on TKI site with staff in a staff meeting	Principal Kahui Ako WST Teaching Staff	Time in staff meeting	By the end of Term 3	Staff have completed 5x lessons per term from the TKI site/resource created from TKI site	Instead of using TKI resources, Drew facilitated contextual Te Reo lessons, focusing on themes relevant to the bush classroom and other school activities.

					This shift has made Te Reo more meaningful for both staff and students, increasing engagement and confidence.
Review "Start the day the Te Reo way" with teachers 1. Observation of teacher currently practising this 2. MAC to come model this to teachers at each year level	Kahui Ako WST Drew MAC Principal for coordination Teaching Staff	MAC bookings with Drew Templates for possible starters	By the end of Term 1 Drew models By the end of term 2, routine is established	Drew has come in and modelled this in each classroom. Teacher are confidently calling the roll in Te Reo/greeting in Te Reo	Teachers who have set Te Reo as a goal in their professional growth cycle have undergone two observations to assess their progress.
Begin 'onlinekapahaka' lessons weekly with the whole school	Kahui Ako WST Teaching Staff	\$632.50 Time	Begin in Term 1	Monday morning 'whanaungatanga' is established with hui and Reo/Waiata lessons	Monday morning hui sessions introduced 'Whanau Time', where students and staff engaged in waiata and action songs, used at powhiri twice a term. This initiative has built stronger connections among students, reinforcing unity and pride.
Create a cultural calendar of significant events in line with our school that can be celebrated throughout the year. Put these into the school calendar and plan appropriate celebrations around this.	SMT and Admin Teaching Staff	Time in the calendar	Created Prior to the start of Term 1 Events completed by end of Term 4	Events are trialled this year and a PMI chart is created for each one to embed this for the future	A cultural calendar has been integrated into teachers' term overviews, ensuring all significant events are celebrated with whole-school or class activities. This planning has fostered a greater sense of cultural awareness throughout the school community.
Research in to PB4L and present to the BOT on the option of joining this scheme to create coherent and consistent positive behaviour management strategies	LSC, SMT and BOT	Time, surveys, Meetings	Prior to the end of Term 2	SMT and BOT will have made a decision as to whether to opt into this or not. Begin the process if we decide to opt in.	After reviewing PB4L, it was determined that the school's existing positive behaviour management system aligns well with PB4L principles, so no further action is required. This validation has strengthened staff confidence in current practices.
Review the Te Ranga School 'HEART' values & consult with the community about their perspective on which values they believe should be taught/most relevant. Make steps to change these values	Principal SMT BOT	Time, surveys, Meetings	Prior to the end of Term 2	Staff and BOT have made a decision whether to change our current values, or stick with them and revamp the way that they are taught schoolwide and in class	We have decided to stick with our HEART values this year but really emphasise them to see if this makes a difference before we make changes. We have done this by creating a bigger focus on our positive reward system and making the focus of that system our school values. We then do a positive award draw at the end of the term with great prizes. This incentive is working well!

Create a bank of visually appealing signs, notices, certificates etc that represent our school values so that we can begin the promotion of values within the school	Engage with a Graphic Designer	\$1800		We will have create a bank of resource and designs that we can utilise for many different areas of school life	The school's logo was updated, and new signage is complete with sponsors secured for vans and sports teams. This rebranding has increased school pride and visibility within the community.
Review school mission statement and vision to assess its current relevance and how this is used	BOT	Time BOT Meeting	By the end of Term 3	Updates are created on website, school community and staff are all aware of what these are	School vision has been updated to "To be a community-driven school dedicated to fostering academic achievement, holistic growth, and responsible citizenship."The mission statement was revised to reflect the school's commitment to academic achievement, holistic growth, and citizenship.
Te Ranga School vans are sign written so that they display a sense of pride and identity with our school	SMT Graphic Designer	\$2500 - \$6000 approx	By the end of the School Year	New fleet of vans are fully signwritten with Te Ranga Logos	All school vans were fully signwritten with the new logo, completed with sponsor support.
Implement a new procedure on school pack ups at the end of the day so that the school is left in a tidy state and students begin to take pride in their environment	Principal Teaching Staff	Procedure doc Meeting time	Prior to start of Term 1	Each day after school the lost property and any rubbish is cleared and the grounds are in a presentable state	Ben implemented a system ensuring most school areas remain tidy daily, although efforts continue around managing lost property. This focus on tidiness has encouraged students to take greater responsibility for their environment.

<p><u>Learning/Ako</u></p> <p>Commitment to empower students with the tools, resources, and guidance necessary to achieve academic excellence</p>					
<p>NELPS</p> <p>Objective 1 - Learners at the centre</p> <p>Objective 2 - Barrier free access</p> <p>Objective 3 - Quality teaching and leadership</p> <p>Objective 4 - Future of learning and work</p>					
Action to be taken	Who is responsible	Resourcing	Timeframe	Evidence of success	Annual report & Variance statement

Undertake professional development for all teaching staff and principal in E-Asttle assessments (Reading, Writing and Maths)	Principal MOE PLD provider Teaching staff	MOE funded PLD	By the end of Term 1	All staff have a good understanding of the test and are able to use online reports to inform practice	Teachers undertook professional development on E-Asttle in preparation for Term 1 assessments. This has improved teachers' ability to analyse data and tailor instruction to meet student needs.
Undertake ongoing professional development in the New Zealand Curriculum Refresh as opportunities become available	Principal and SMT Teaching staff	Meeting Time TOD \$1000 for facilitator (est)	Ongoing as new curriculum areas are released	English and Math curriculum areas are being planned for in the UKD model as of 2024	Teachers attended MOE sessions, and key insights were integrated into planning for the new curriculum areas. The curriculum was then changed again and we continue to explore new PD as it comes up.
Provide tailored professional development for individual teachers which will be followed up with in their professional growth cycles	Principal SMT Teaching staff	\$5000 PLD budget	PGC completed by end of 2024	Through the professional growth cycle teachers have identified their own areas of development and are undertaking professional learning in this area	Teachers identified professional goals and completed relevant development as part of the growth cycle. This approach has empowered teachers to develop their strengths, enhancing overall teaching quality.
Update the teacher professional growth cycle, utilise time in staff meetings to review growth and implement coaching and mentoring sessions amongst teachers	Principal SMT Teaching staff	Staff meeting time	PGC completed by end of 2024	Teachers are self reflective in their practice and have made steps towards their self-identified goals - evidence found in PGC documents.	The professional growth cycle now places more responsibility on teachers to track and achieve self-identified goals. This shift has fostered a culture of continuous reflection and professional growth.
Continue to both observe and model Prime maths in every classroom, provide troubleshooting and track data regularly with the implementation of the 'one year' books	HOD Maths Principal Teaching staff	HERO - Data tracking	By the end of 2024	We have successfully tracked data using HERO to see continued improvement in mathematics results using the Prlme system	Prime Maths is now fully integrated across classrooms, with regular tracking through HERO showing improved student outcomes. This consistency in mathematics instruction has led to greater student achievement.
Prioritise science as an area for growth in teachers. Students in Kahikatea and Totara are to compete in the science fair	Teaching staff	Classroom time - Budget for resources	End of Term 3	Science fair has been completed by students in the school	The Kahikatea Class successfully completed their science fair unit as planned in Term 3. This experience has nurtured curiosity and critical thinking among students.
Prioritise small group sessions in writing with an emphasis on differentiated learning	SMT Teaching staff	Call back day meeting time	By the end of 2024	Writing results accelerated, more students making more than 12 months progress in a year.	Teachers effectively conducted small-group writing lessons, accelerating student progress beyond 12 months for many students. This targeted approach has boosted students' writing confidence and achievement.
Implement the iDeal subscription	SMT	\$1800	Prior to start of	Student spelling results are	All teachers are now using the iDeal phonics

schoolwide as our phonics and spelling focus	Teaching staff		school 2024	greater than the previous year	and spelling system following professional development. This programme has enhanced student literacy, particularly in spelling.
Assessments to be completed end of Term 2 and Term 4 with a thorough analysis by SMT using HERO data tracking	Principal SMT Teaching staff	Training in staff meeting for assessment in Hero	By end of 2024	SMT are fully educated on the data tracking capabilities of HERO, are able to share this with wider staff for analysis	Under the advice of our Assessment for Learning professional development facilitator, we have changed our timepoints for assessment in week 7 term 1 and week 7 term 3. Progression tracking in HERO has been streamlined, and assessments are now used effectively to guide next steps for learning. This system has provided teachers with valuable insights, improving student outcomes.
Undertake school wide professional development in 'Assessment for learning' through evaluative associates (MOE funded PLD)	Principal SMT Teaching staff	MOE funded PLD	By end of term 2	All staff have completed training in AFL and this is evident in their practice through PGC observations	Staff completed 54 hours of MOE-funded professional development, resulting in improved AFL practices. This training has strengthened teachers' ability to make assessment meaningful for students.
Teacher Aids to be upskilled in areas of assessment	SENCO Support Staff	Release for SENCO	By end of term 1	TA's have used their funds for professional learning	Our new TA has settled in well, becoming comfortable with her role and managing her timetable effectively. Meanwhile, our SENCO is exploring professional development opportunities to enhance her practice and progress on the pay scale.
Progressions in core curriculum areas to be revamped and uploaded to HERO	Principal		Prior to start of school 2024	Reading, Writing and Maths progressions are on HERO and parents can see their child's progress	Reading, writing, and maths progressions are now visible to parents through HERO. This transparency has fostered stronger partnerships between parents and teachers.
HERO to be used as the formal twice yearly written reporting tool for Te Ranga School	Principal Teaching staff		By end of 2024	Reports are online and visible on HERO, completed twice by the end of 2024	Teachers completed the first round of reports on HERO, and the system will remain in use for future reporting. This shift has made reporting more efficient and accessible for families.
Continue to provide a range of sporting experiences both competitively and to promote enjoyment and participation of students	SMT TIC Sport	\$2500 Release days for TIC	By end of 2024	Student voice from HAL survey has been taken into consideration, more activities students suggested are available	Student input led to an increase in available sporting activities, with strong participation and success at inter school events. This variety has encouraged greater student involvement and well-being.

Emphasise importance of 'The Arts' at Te Ranga School by creating performance groups/clubs that can be opted into at break times (choir, drama, music etc.)	Principal Teaching staff	Grant application money Teacher time	By end of term 3	Teachers have run a club e.g. choir, drama, music etc. Scaling up of arts quest - completed at orchard church.	Teachers ran lunchtime arts clubs, including choir, drama, and music, enriching the school's arts offering. These clubs have fostered creativity and built students' confidence.
Create and resource a music and performing arts room - gain funding for this through grant applications	Principal DP	Principal to complete grant apps	By end of term 3	"Old Rata" is resourced with music equipment and instruments.	Plans are underway for a purpose-built music room. This project has increased student access to high-quality music education, with many instruments now available for use.
Utilise the professional development funds from the MOE to upskill current teacher aids	Principal Support Staff	MOE funds	By end of term 4	TA's have completed several programmes - writing emphasis	Clare is currently engaged in professional development with Mandy Gillam, focusing on literacy. Additionally, Clare is working on enhancing her skills in ESOL through a Ministry of Education programme.
School library moved to school grounds, updated books, and new shelving. Children can run lunchtime clubs in the library.	Principal Librarian Student Council Family donation of games	FOTR money	By end of term 1	Library is regularly utilised, the student council are running a book club/chess club/board games club etc.	The school library has successfully been moved into the old Rimu Class. Shelving has been installed and books are set out in alphabetical order into three sections, junior, middle and senior.
Solidify what is "Te Rangatanga" - our local curriculum.	Principal SMT Teaching staff		By end of term 2	A 'prospectus' type booklet is created, demonstrating what is unique to Te Ranga	This booklet is near completion and will be used to assist as evidence in the ERO SIF synthesis tool. It is a great representation for what we are doing at Te Ranga and we will show this to new and prospective students.
Outside educators to come and teach bush classroom lessons - for students and professional development of teachers	TIC Bush classroom Principal	\$5000	By end of term 2	Outside educators have come in several times per term to teach lessons, teacher are reflective on this in PGC	The Paraiti group came in to facilitate professional development for the teachers in an afternoon session, where we went into the bush classroom and learnt about the corridor project. We also looked at the Paraiti Group strategic plan and how the school is incorporated into this so that students become experts in conservation.
Create a resource bank of lessons for the bush classroom which are levelled appropriately	TIC Bush classroom Principal	Teacher time	By end of term 4	TIC bush classroom has pre-made lessons plans with appropriate resources which can be picked up and taught from.	With principals' attendance at Paraiti Group meeting we have formed a good relationship with KEEP, NZ Landcare trust, WBOPDC, and Tapukia. We have now been given funding from KEEP to begin bush classroom lessons with Sky as well as teacher PD and upskilling

					in this area. This term's focus is Kaitiakitanga/conservation and teams have worked collaboratively to come up with lessons in this area.
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<p style="text-align: center;"><u>Collaboration/Mahi Tahī</u></p> <p style="text-align: center;">Foster genuine connections between our school and community to ensure the holistic success and development of our students</p>					
<p>NELPS</p> <p>Objective 1 - Learners at the centre</p> <p>Objective 2 - Barrier free access</p> <p>Objective 3 - Quality teaching and leadership</p> <p>Objective 4 - Future of learning and work</p>					
Action to be taken	Who is responsible	Resourcing	Timeframe	Evidence of success	Annual report & Variance statement
Create school/home community connections by inviting parents to school more regularly to be involved in day to day activities such as bush classroom, technology, gardening etc.	Teaching Staff Principal	TBC per event	By end of term 4	Parents are coming up to run clubs such as gardening clubs, coaching touch etc. High community engagement at school events	CAKE night provided parents an opportunity for community engagement, we have already had an offer of parents coming to run a lunch time games club, a sewing session, and parental involvement in Hawk Lunches.
Plant school gardens, and establish this as a 'community' project	Teaching Staff Principal Community	\$500 for gardening	By end of Term 2	Vege gardens planted , established and maintained.	We have applied for a grant to make an accessible area to create an outdoor gardening class. Unfortunately this was unsuccessful, but we will continue trying.
Hold CAKE night early in the year and provide community consultation on the schools 'Health Statement'	Principal DP		By end of term 1	A new health statement is constructed and uploaded to SchoolDocs in line with parental feedback	CAKE night feedback indicated parental satisfaction with the health statement, which has been uploaded to SchoolDocs. This consultation has strengthened trust between the school and its community.
Create a schoolwide consistent approach to homework - same expectations for all	Teaching Staff Principal	Call back day	Prior to school starting 2024	Expectations on teachers and students are fulfilled and	A schoolwide approach to homework was established during the summer holidays, with positive feedback from parents. This

classes				regularly checked in on	consistency has improved student responsibility and parental support.
Implement the William Pike Challenge into Kahikatea Class for students to grow in high school preparedness	Hawk Academy Teacher	\$1500 TIC release	By end of term 4	Students have completed 5 EOTC activities, 20 hours community service, and 20 hours passion project	Kahikatea students completed the William Pike Challenge, engaging in community service and outdoor activities. This challenge has prepared students for high school by building resilience and independence.
Engage with Te Puke High School regularly for opportunities for Kahikatea students to visit the school and ensure a smooth transition	Hawk Academy Teacher Principal		Continuous	Year 8 students have visited the high school 2-3 times throughout the year	Year 8 students participated in multiple visits to Te Puke High School, ensuring a smooth transition to high school. This connection has reduced student anxiety about the move to secondary school.
Grow staff knowledge in wellbeing programmes so that these become a whole school approach and part of teaching and learning	HAL Leaders Sport Coordinator	Staff meeting time	By end of term 4	HAL leaders have run a staff meeting on Hauora and what initiatives we have/could implement	Staff participated in a Hauora professional development session, reinforcing the school's approach to student wellbeing. This integration has supported a positive learning environment.
Health and PE programmes are supported by the HAL initiative	HAL Leaders Sport Coordinator		By end of term 4	Continued support from Sport BOP through HAL	Sport Bay of Plenty provided athletics professional development, aligning staff with the HAL initiative. This collaboration has enhanced staff skills and student participation in sports.
Apply to Tu Manawa Active funding for the William Pike Challenge	TIC Sport Principal HAL leaders	Grant money	By end of term 1	Money for EOTC activities through Tu Manawa obtained	We received approx \$13,000 from this for the William Pike Challenge, meaning Kahikatea students will get to go skiing, mountain biking, sailing, white water rafting and to Whale Island all for free this year!
Accruing support from Health Active Learning Community Connectors for community collaboration	HAL Leaders Sport Coordinator		By end of term 4	HAL leaders have assisted in our community initiatives	We have been actively collaborating with our liaison from Sport BOP to enhance professional development for our team. This has involved attending several upskilling days and scheduling a dedicated professional development meeting at the school. The focus of this upcoming session will be on athletics, ensuring our team is well-prepared before implementing the athletics programme.

Professional development provided in Hauora and PE	HAL Leaders Sport Coordinator	Staff meeting time	By end of term 4	Has been provided by HAL	HAL provided a professional development session for principals which I attended around health and wellbeing.
Continue with the cohort entry scheme and transition programme for New Entrants. NE teacher to visit preschools once per term	New Entrant Teacher	Transport Resources	Continuous	NE teacher has visited local preschools at pickup time and liaised with parents each term	NE teacher is booked in this term to visit preschools. She has also made posters for the centres. Although we are cautious of too much promotion as we already have a long wait list.
Hold a whanau hui at least once per year in town to gain perspective and insight on their wants and wishes for their students	Principal SMT	\$150 for kai + Venue	By end of term 4	Meeting in town with kai has been conducted, parental voice recorded	The whānau hui has not yet taken place, and we have decided not to proceed with it this year. Instead, we have focused on other forms of community engagement through evening hui, such as the bus group hui, digital safety evening, CAKE night, and regular opportunities for feedback, including parent-teacher interviews.
Engage with Kahui Koeke 1. Invite up to school for an initial contact 2. liaise with representatives from Marae 3. Find out what the school can do for them 4. Invite up to school for relevant events	Principal and Kahui Ako Rep	\$150 Budget for kai Marae visits - camp budget	Engagement with Koeke and Marae trip by end of Term 2 School Events - ongoing	School has fostered open communication with Koeke who comes to school for events. School is actively engaging with Koeke to find out what we can do to support iwi.	Relationships with local iwi were strengthened through participation in community events and marae visits as well as engaging with Poutiri education and attendance services. This partnership has fostered mutual respect and cultural learning.
Collaborate with the MAC to create progressions for Te Reo at Te Ranga	Principal Kahui Ako WST	MAC bookings with Drew	By the end of 2024	Drew has worked with us to create Te Reo progressions that are being actively used	Drew has been instrumental in conducting several staff meetings focused on upskilling us in Te Reo. Looking ahead to 2025, we are exploring the implementation of a new programme that will enhance both staff and student skills in Te Reo, integrating teaching upskilling with student learning.
Empower and resource students to confidently welcome on guests with mihi whakatau	Teachers Willow Kahui Ako WST	Time with Willow	By the end of 2024	Whakatau are conducted each term for new students/staff and special guests	The school completed many successful whakatau ceremonies this year, welcoming new students and staff. These ceremonies have promoted a welcoming and inclusive school culture.
Principal and Bush Classroom lead are to engage with the Paraiti Group each	TIC Bush Classroom	Meeting room	Continuous	Paraiti group meeting regularly attended, actions are met	The school partnered with the Paraiti Group to develop an annual schedule of bush

month	Principal				classroom activities. This collaboration has enriched outdoor learning experiences.
Bring back the 'Possum and Pest Hunt' for 2024 with an 'environmentally friendly' theme, where we can educate the community and foster collaboration and engagement	Principal Teaching Staff FOTR Community	FOTR meetings Up to \$20,000 in reserves Time	By end of term 3	Possum and Pest Hunt held in 2024, monetary value gained as well as a positive connection between school - iwi and community	The Possum and Pest Hunt event was successfully revived, fostering community collaboration and engagement. This event has strengthened school-community connections.
Hold a parent evening on digital safety - "our kids online" programme	Principal Teaching staff	Purchase of programme	By end of term 2	Parent evening held using 'our kids online'	A parent evening on digital safety was held with full funding from the Sargood Bequest. This initiative has empowered parents to better support their children's online safety.

How we have given effect to Te Tiriti o Waitangi

This year, we have deepened our commitment to honouring Te Tiriti o Waitangi by embedding its principles more fully into our school culture, curriculum, and community connections. Our efforts have been guided by a focus on equity, partnership, and the protection of Māori language, culture, and identity.

Key actions include:

Strengthening Tikanga Māori in School Life: Building on our previous efforts, we have introduced pōwhiri for formal occasions and strengthened the role of tikanga Māori in everyday practices, such as karakia to begin and end the school day and waiata in assemblies. Staff have undertaken professional learning to better understand these practices and ensure consistency across classrooms.

Co-Designing with Whānau Māori: We have deepened our partnership with whānau Māori by holding hui, co-constructing aspects of the curriculum, and inviting whānau to lead initiatives such as kapa haka and the inclusion of mātauranga Māori in our new theme, “How Things Work.” This has ensured that whānau aspirations are woven into our strategic goals.

Celebrating Cultural Milestones: Our school has embraced opportunities to celebrate Māori culture and history with even greater significance. This year, we hosted a hākari during Matariki, with students preparing kai alongside whānau. We also expanded our involvement in Māori Language Week, incorporating community challenges and performances.

Addressing Inequities in Education: Professional development for staff has focused on recognising systemic inequities in education and the importance of culturally sustaining pedagogies. With these learnings, we have implemented more targeted strategies to support tamariki Māori in their academic and cultural success.

Deepening Relationships with Mana Whenua: Our relationship with mana whenua has continued to grow through shared projects, including the development of a bush classroom curriculum. These connections have helped us incorporate local stories and iwi history into our teaching and celebrate our unique place in Aotearoa.

By embedding these practices, we are nurturing an environment where ākonga Māori can thrive as themselves, and all members of our school community grow in their understanding and appreciation of te ao Māori. We remain committed to the ongoing journey of giving effect to Te Tiriti o Waitangi, guided by genuine partnership and respect for tangata whenua.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>At Te Ranga School, we have strengthened our commitment to providing good and safe working conditions by continuing regular risk assessments and addressing identified hazards promptly. This year, we introduced updated health and safety protocols, including a more streamlined incident reporting system and additional training on emergency preparedness. Staff wellbeing remains a key focus, with regular check-ins, wellbeing surveys, and access to external support services to ensure both physical and mental health needs are met.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Our equal employment opportunities programme at Te Ranga School encompasses policies to ensure diversity, inclusivity, and fairness across all employment practices. In 2024, we have fulfilled this by enhancing our recruitment strategies to attract diverse applicants, and ensuring equitable access to professional development opportunities. This year.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>At Te Ranga School, impartiality in staff selection is upheld through clear and consistent recruitment processes. In 2024, we strengthened our practices by implementing structured interview frameworks, using diverse panel members to reduce unconscious bias, and ensuring all shortlisted candidates are assessed solely against the job's requirements. Feedback from applicants is also sought to continuously improve our processes.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<i>At Te Ranga School, we continue to prioritise the aspirations of Māori by embedding te reo Māori, tikanga Māori, and mātauranga Māori into our curriculum and operations. We actively support the employment requirements of Māori by creating pathways for Māori staff to advance into leadership. Greater involvement of Māori is fostered through our collaboration with mana whenua, co-designing educational programmes that reflect local iwi perspectives and involving Māori representatives in governance and decision-making processes.</i>

How have you enhanced the abilities of individual employees?	<i>This year, we have focused on personalised professional growth at Te Ranga School by offering targeted professional learning opportunities, including workshops aligned with the refreshed New Zealand curriculum. We introduced peer coaching sessions to encourage staff collaboration and mentorship, and provided individualised support for teachers seeking to gain additional qualifications or endorsements. Regular goal-setting meetings ensure every staff member has a clear pathway for professional development.</i>
How are you recognising the employment requirements of women?	<i>In 2024, Te Ranga School continued to support the employment needs of women by maintaining flexible working arrangements, such as job-sharing options and adaptable schedules for those with caregiving responsibilities.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>At Te Ranga School, we are committed to inclusivity for individuals with disabilities. We continue to offer reasonable workplace accommodations, including flexible hours, and regularly consult with staff to identify and address any barriers to employment or participation.</i>

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

Kiwisport

Kiwisport is a government funding initiative designed to support students' participation in organised sports. In 2024, Te Ranga School received Kiwisport funding of \$2,369.60 (excluding GST). This funding was instrumental in enhancing our Year 7 & 8 programme, where we focused on building resilience and confidence in students as they prepare for high school by introducing the William Pike Challenge. Additionally, the funding allowed us to revamp our PE shed and purchase new equipment, with a particular focus on athletics gear.