

# MATIPO SCHOOL



## Matipo School Annual Report 2025



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# 2024

## ACHIEVEMENTS

60<sup>th</sup>

**Jubilee Open Day  
Welcomes Old Alumni  
to our School  
& Celebrates our  
60 Years**



Swimming Lessons  
for all Students

**Working with  
Local Iwi**  
Te Kawerau a Maki  
Mana Kura Program



Noho Marae  
at  
Piringatahi  
Marae



**Successful ERO  
Review & Visit**

## Writing PLD across the school with Tools 4Teachers

Discovery Programme  
provides play-based  
learning for Juniors

**Tahsuranga prodiving  
inquiry for our  
Year2/3 Tamariki**



**Achieving 89% of  
all students in  
Mathematics**

## Market Day

3rd

**Te Kahu o te Rehia  
Competition  
Kapa Haka**

**Quiz Night,  
Mothers Day  
Market**

**Refurbishment  
of Rooms 1-5**  
Thanks to Maynard Marks  
& Keola



**Camps**  
 Rakau at Kauaeranga Valley  
 Mahuri Houghtons Bush  
 Tupu at Motu Moana

**Zoo**  
Trip-related  
Living World



Working with Josie Wall from Te Kāwhiri a Maki Mana Rau Programme strengthening our relationship with local iwi

**Refurbishment  
of Bathrooms**  
Thanks to  
Maunard Marks & Keola

Refurbishment  
of Rooms 14 - 19  
Thanks to Maynard Marks  
& Keola



**ABC**  
**Spellathon**  
Raising money for  
our school

**Programmes**  
offering a range of  
activities for our  
Senior Tamariki

**First time attending Tough Kid Challenge**

**Establishment of  
School Board in July**  
Returning to self-governance  
& being out of commission

**Gymnastics Trip  
for all classes  
PE Programme**

Arrival of  
**Malia-Raine  
Taurua-Black**  
My baby girl.

**Working with Rivercare**  
Across the whole school  
& continuing our localised  
curriculum water care & quality  
Strengthening  
our relationship

**School Production**  
**Matipo Ignites the Flame**  
**All classes performing**  
**Working with**  
**Lauren Jackson**  
**DramaWorks**

**Successful school  
events offsite  
Athletics Day &  
Cross-Country**

**Bilingual Unit  
Recognition  
this year for  
Te Puawaitanga  
o Te Wairua**



**Inter School Sports Day**  
participating in all those & placing

**First time with  
Student Achievement  
Conferences**

## Appointing additional Teacher Aides to our staff

Haka Filming promoting the world record for most people performing a haka at Eden Park joined by the team of Haka and Dame Hinewahi Mohi

**Hosting  
international Students  
from China, Hong Kong  
& Japan**

**Raptor Pit**  
thanks to  
Fortheringhams

**135**  
**Service to School Students**

## Learning about Paralympics & Olympics visits from Paralumpians

**A message to the  
Year 6 Students  
leaving our school &  
the amazing contributions  
they have made to our  
school and our community  
over their time.**

**Life Education**  
around  
**Resilience**

**THANKS TO OUR KEY SPONSORS:**

**HIREPOOL, FORTHERINGHAME RAPTOR BALL, BENTLEY CONSTRUCTION, K9 & KILTS, KEOLA LIMITED, CREST CLEAN, LIL REDS BARBER, TE ATATU ROOSTER, HARCOURTS HARBOUR VIEW, LILA KUKA - FOOD FOREST SUPPORT, FEATURE LANDSCAPES**





Ki ngā whānau, ngā kaiako, ngā tamariki me ngā manuhiri kua tae mai i tēnei ata, nau mai, haere mai ki tō tātou kura.

Ko te rā whakahirahira tēnei mō tō tātou kura, ā, he wā hoki hei whakanuia i ngā whakatutukitanga o te tau nei. He mihi nui tēnei ki ngā kaiako me ngā whānau e tautoko nei i a mātou tamariki, me ngā tamariki tonu kua tū pakari, kua tū māia i te tau 2024.

As we reflect on the year that has passed, I am overwhelmed with gratitude and pride. This year has been a testament to the strength of our community, the vision of our staff, and the boundless potential of our tamariki. Together, we have created something extraordinary, a kura that stands tall, full of heart, and bursting with opportunity for every child who walks through our doors.

This year, Matipo celebrated its 60th Jubilee, and what a celebration it was. The Jubilee Gala, the Open Day, and events like the quiz night and Mother’s Day market brought our community together in ways that reminded us of the legacy we are building on and the future we are shaping together. These events were more than just moments of fun—they were a reflection of the pride, aroha, and commitment that define our school.

One of the most significant milestones this year was our return to self-governance with the establishment of our School Board in July. This moment marked the beginning of a new chapter for Matipo, one where we continue to chart our own path with confidence, purpose, and unity. To our School Board, thank you for your dedication, vision, and leadership. You have guided us through this transition with strength and care, ensuring our tamariki and kura continue to thrive.

Our hard work and progress were affirmed this year by a glowing report from the Education Review Office (ERO). The report celebrated the strength of our teaching practices, our cultural connections, and the supportive environment we provide for our tamariki. This recognition is a testament to the dedication of our staff and the trust and support of our parents. Together, we have built a kura that is thriving—a kura where every child is seen, valued, and supported to succeed.

This year, we have also invested in our physical spaces, completing major refurbishments to Rooms 1–5, 14–19, and the bathrooms, as well as creating a purpose-built Food Technology space. These improvements, alongside the arrival of Anastasia Hawke, our talented Food Technology teacher, reflect our commitment to providing the best possible learning environment for our tamariki.

But it is not just the buildings that make Matipo great—it is the people. It’s the tamariki who bring life to every classroom, the kaiako who pour their hearts into teaching, and the parents and whānau who give their time, energy, and aroha to support our kura.

This year, I had the privilege of spending time with our Year 6 students at Parakai Springs, racing down waterslides and sharing in the laughter and camaraderie that define their spirit. I'll never forget the moment they convinced me to go down the slide backward because "it's faster!" These are the moments that capture the essence of our tamariki—their courage, their joy, and their unrelenting enthusiasm for life.

To our Year 6 students, you leave us today as young leaders, ready to take on the next chapter of your lives. You take with you the values of Whanaungatanga, Aroha, Kaitiakitanga, and Ako, and the skills, friendships, and lessons you have gained at Matipo. Wherever you go, remember this: you are ready. You are capable of achieving great things. Let the values you've learned here guide you as you forge your own paths, and know that you will always be part of the Matipo whānau.

To our Year 6 parents, this is also a significant moment for you. For many of you, this marks the end of a long and meaningful journey with Matipo. You have been with us through the ups and downs, through the milestones and the challenges. You have supported us with your time, your energy, and your trust. Matipo is stronger because of you. Your contributions to our kura and community have left an indelible mark, and we will always be grateful for the role you have played in shaping our school.

This year has also been a deeply personal one for me and my whānau. In 2024, we welcomed our beautiful daughter, Malia-Raine Taurua-Black, into our lives. Her arrival has been a blessing, a reminder of the hope and joy that tamariki bring to the world. As I reflect on her, I am reminded of the responsibility we all share to nurture, protect, and inspire our tamariki, to help them reach their full potential and become the best versions of themselves.

To our sponsors—Hirepool, Fortheringham, Bentley Construction, Crest Clean, K9, Harcourts Harbour View, Keola —your support has been invaluable. You have helped us create opportunities, enhance our environment, and achieve so much this year.

To our staff, you are the heartbeat of Matipo. Every day, you bring your passion, your creativity, and your unwavering commitment to nurturing our tamariki. You are not just teachers—you are mentors, role models, and champions for every child who walks through our doors. You create a kura where curiosity is sparked, challenges are embraced, and every tamaiti feels seen, valued, and supported. Your work shapes lives, and the impact you have goes far beyond the classroom walls. I am endlessly proud to stand alongside you and deeply grateful for the energy and aroha you pour into this kura every day. Matipo thrives because of you.

To our leadership team, you are the backbone of our school, guiding us with wisdom, vision, and strength. Your ability to navigate challenges, inspire collaboration, and maintain a clear focus on what matters most—our tamariki—ensures that Matipo remains a place of excellence. You have

led with courage and humility, creating a culture where staff feel supported and empowered, and where every child can succeed. Thank you for your dedication, your insight, and the way you embody the values we hold dear. Your leadership is the reason our kura continues to grow and flourish.

As we close the book on 2024, let us celebrate all that we have achieved together. We have grown stronger as a whānau, and we have built a kura that stands as a beacon of hope, aroha, and excellence. Together, we look forward to a brighter 2025, where we will continue to explore, create, and connect.

Nō reira, tēnā koutou, tēnā koutou, tēnā tātou katoa.

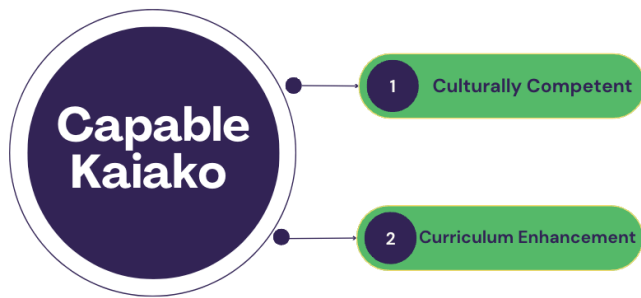
## List of all school board members

Board member names	Date that the board member's term finishes
David Easterbrook	2027
Mary Beattie	2027
Kirsten Owen	2027
Mike Leijh	2027
Beatrice Traub	2027
Matt Reyland (Board Rep)	2027
Jonnie Black (Tumuaki)	-



## Te Kura o Matipo – Analysis of Variance Report 2024

This report outlines the progress made against our strategic goals for 2024, highlighting key achievements, the impact of our actions, and areas for further improvement. Where targets have not been met, a plan is provided for addressing them in 2025. This report aligns with the Ministry of Education requirements for strategic reporting and variance analysis.



## Strategic Goal 1: Reflect Our School Communities through Artworks, Signage, Design, and Language Use

What did we achieve?

- Collaboration with mana whenua, Te Kawerau ā Maki, to name buildings and bless the school site.
- Blessings completed for Rooms 1-5; Rooms 14-19 scheduled.
- Te Reo Māori signage installed for all rooms and key areas.
- Professional development on cultural competencies conducted in January.
- Mātāuranga Māori integrated into long- and short-term planning.

Evidence

- Photographs of signage and cultural artwork.
- Attendance records from PD sessions.
- Planning reviews and curriculum documentation.

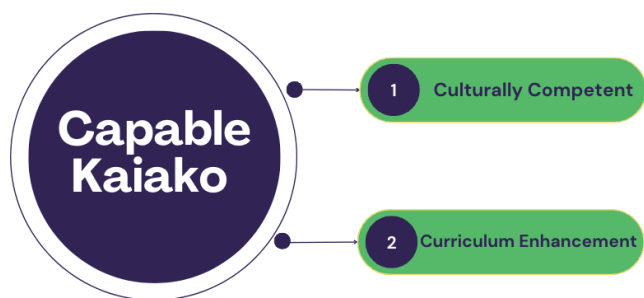
Reasons for Variances

- Exceeded: Faster rollout of signage.
- Not yet met: Full building blessings delayed due to mana whenua scheduling.

Planning for 2025

- Finalize remaining blessings early in the year.





## **Strategic Goal 2: Strengthen and Develop Te Puāwaitanga o te Wairua Māori Unit**

What did we achieve?

- Four classrooms planned for Te Puāwaitanga by 2025.
- Bilingual unit recognition achieved.
- Te Reo Māori and Tikanga Māori embedded in school-wide practice.
- Māori Achievement Collaborative (MAC) participation.
- 3rd place in Te Kahu o Te Rēhia competition (Kapa Haka).
- Noho marae at Piringatahi Marae held.

Evidence

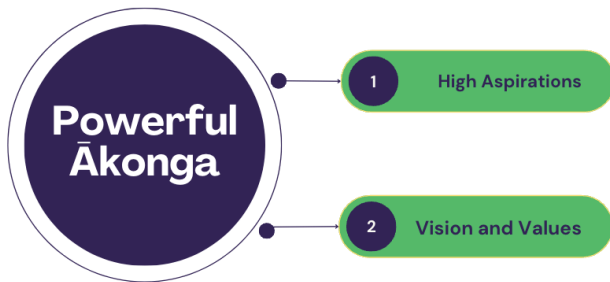
- Classroom planning documents.
- Kapa haka performance records.
- Whānau feedback on bilingual unit.

Reasons for Variances

- On track: Classroom development progressing well.
- Requires support: More structured professional development needed for kaiako.

Planning for 2025

- Strengthen teacher support through targeted PLD.
- Develop measures for student progress in cultural identity.



## Strategic Goal 3: Achieve High Levels of Tamariki Engagement and Whānau Involvement

What did we achieve?

- Increased Māori and Pasifika achievement focus.
- Whānau engagement initiatives implemented (quiz night, Jubilee Open Day, and cultural events).
- Hosting international students from China, Hong Kong, and Japan.
- New whānau engagement structures were introduced.
- First-time Student Achievement Conferences held.
- 135 students were provided with service roles.

Evidence

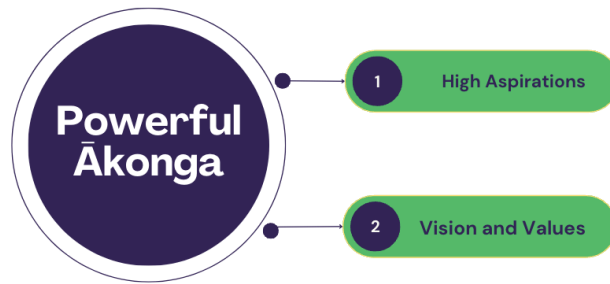
- Student engagement and attendance data.
- Whānau feedback.

Reasons for Variances

- Exceeded: High levels of whānau engagement.
- Not yet met: Some whānau still require further engagement.

Planning for 2025

- Strengthen feedback mechanisms through surveys.
- Develop community partnerships for further involvement.
- Develop Graduate Profile for the School
- Develop learner dispositions



#### **Strategic Goal 4: Deliver Robust Academic and Holistic Experiences**

What did we achieve?

- BSLA implemented for all junior school staff.
- Writing PLD conducted across the school with Tools 4 Teachers.
- Achieved 89% of students meeting Mathematics targets.
- 86% of priority learners achieving in reading.
- 88% of target students achieving in writing.
- 95% of target students achieving in mathematics.
- New Food Technology Room completed with Anastasia Hawke appointed as specialist teacher.
- New Raptor Pit installed.
- First-time participation in Tough Kid Challenge.
- Successful school events offsite (athletics day, cross country).

Evidence

- School-wide assessment data.
- Participation rates in enrichment activities.

Reasons for Variances

- Met target: Strong literacy and numeracy intervention results.
- Needs work: Some students require additional writing support.

Planning for 2025

- Increase targeted writing interventions.
- Increase targeted support across all core curriculum
- Implementation of New Curriculum Refresh.



### **Strategic Goal 5: Strengthen Inclusive Practices through Universal Design for Learning (UDL)**

What did we achieve?

- UDL practices modeled fortnightly in classrooms.
- PAC conversations supporting teacher development.
- UDL professional development deferred to 2025 due to budget constraints.

Evidence

- Classroom observations and PAC records.

Reasons for Variances

- Partially met: UDL embedded in practice but formal training delayed.

Planning for 2025

- Implement informal training until budget allows for full PD.

### **Strategic Goal 6: Unpack and Live the School Vision and Values**

What did we achieve?

- School values embedded into the behavior matrix and 2025 lesson plans.
- Graduate profile under development.
- Life Education programme delivered on resilience.
- Student voice and leadership strengthened.
- Successful ERO review and visit.

Evidence

- Behavior matrix documentation.
- Graduate profile drafts and whānau feedback.

Reasons for Variances

- Met target: Strong alignment between teaching and school vision.
- Needs further input: Tamariki perspectives in the graduate profile.

Planning for 2025

- Actively include student voice in profile development.

**Additional Key Achievements in 2024**

- Establishment of School Board in July, returning to self-governance.
- The Diamond Jubilee Gala and Open Day were held.
- School Production – Matipo Ignites the Flame.
- Strengthened relationship with Rivercare through local curriculum initiatives.
- The Spellathon fundraiser was successful.
- Haka filming at Eden Park with Dame Hinewehi Mohi.
- First-time attendance at Paralympics and Olympics education visits.
- Market Day a success, supporting real-world learning.

**Conclusion and Next Steps**

This Analysis of Variance Report showcases significant progress across all strategic goals. Key next steps for 2025 include:

- Finalising Te Reo Māori integration.
- Further professional development in writing and UDL.
- Enhancing whānau engagement strategies.
- Supporting students with additional writing interventions.
- Expanding enrichment and inclusive education opportunities.



## Mathematics Whole School | Target 90%

	Working Towards Curriculum Expectations		Meeting Curriculum Expectations		Exceeding Curriculum Expectations		Total Meeting and Exceeding	
	Number	%	Number	%	Number	%	Number	%
Male	43	17	163	64	49	19	212	83
Female	44	19	140	61	47	20	187	81
Total	87	18	303	62	97	20	400	82

## Writing Whole School | Target 70%

	Working Towards Curriculum Expectations		Meeting Curriculum Expectations		Exceeding Curriculum Expectations		Total Meeting and Exceeding	
	Number	%	Number	%	Number	%	Number	%
Male	85	33	152	60	18	7	170	67
Female	55	24	153	66	23	10	176	76
Total	140	29	305	63	41	8	346	71

## Reading Whole School | Target 85%

	Working Towards Curriculum Expectations		Meeting Curriculum Expectations		Exceeding Curriculum Expectations		Total Meeting and Exceeding	
	Number	%	Number	%	Number	%	Number	%
Male	42	16.5	142	55.7	71	27.8	213	83.5
Female	45	19.5	145	62.8	41	17.7	186	80
Total	87	17.9	287	59.1	112	23	399	82

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

At Matipo School, giving effect to Te Tiriti o Waitangi remains one of our board's primary objectives. We are committed to ensuring that our plans, policies, and local curriculum are reflective of local tikanga Māori, mātauranga Māori, and te ao Māori, and that we are taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori. In addition to the initiatives mentioned elsewhere in the annual report, the following actions have been undertaken this year to further implement our obligations under Te Tiriti o Waitangi:

1. Curriculum Development: We have continued to develop a curriculum that is infused with Māori perspectives, values, and practices. This includes integrating tikanga Māori, mātauranga Māori, and te ao Māori into classroom practice and across all areas of learning, with a strong emphasis on place-based education that acknowledges and values the local context of Te Atatu Peninsula.
2. Te Reo Māori and Tikanga Māori Instruction: This year, we have made significant progress in ensuring te reo Māori and tikanga Māori are available to all students. Our teaching staff have continued professional development in both areas, strengthening their ability to teach and integrate te reo Māori into their classrooms. We have provided opportunities for students across the school to learn te reo Māori through specific language lessons, classroom interactions, and cultural activities such as kapa haka and marae visits.
3. Cultural Competency for Staff: Professional learning opportunities for staff have been centered around deepening understanding of tikanga Māori, with a focus on enhancing their capacity to create culturally responsive learning environments. Staff have been supported to engage in ongoing reflection and practice in relation to te ao Māori, ensuring that Māori students feel seen, heard, and valued in their learning journey.
4. Equitable Outcomes for Māori Students: A key priority this year has been ensuring that our Māori students achieve equitable outcomes. We have worked closely with whānau to ensure that each child's learning needs are supported in ways that acknowledge and affirm their cultural identity. Through targeted support, academic achievement tracking, and culturally relevant learning strategies, we aim to ensure that Māori students are well-supported in their academic and personal growth.
5. Whānau Engagement: The school has continued to build strong relationships with Māori whānau through regular hui and opportunities for whānau to contribute to decision-making processes. Our whānau engagement framework is built on principles of partnership and mutual respect, ensuring that the voices of Māori families are actively sought and incorporated into the school's strategic direction.

In summary, Matipo School has made meaningful strides in giving effect to Te Tiriti o Waitangi by embedding tikanga Māori, mātauranga Māori, and te reo Māori within our school culture, teaching practices, and curriculum development. We remain committed to providing a learning environment where Māori students can succeed and thrive, and where all students develop a strong understanding and appreciation of Māori culture.

## 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?	<p>The Board ensures that all employees are provided with a safe and supportive work environment through the following:</p> <ul style="list-style-type: none"> <li>• Compliance with all health and safety regulations, including regular workplace inspections and risk assessments.</li> <li>• Access to professional development and wellbeing initiatives to support staff.</li> <li>• Implementation of robust health and safety procedures, including emergency management and hazard identification.</li> <li>• Regular staff surveys and meetings to identify and address workplace concerns.</li> </ul>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Matipo School operates an Equal Employment Opportunities (EEO) programme, which ensures fairness, diversity, and inclusion in employment practices.</p> <ul style="list-style-type: none"> <li>• The Board follows a clear EEO policy that is regularly reviewed and communicated to staff.</li> <li>• The Principal is the designated EEO Officer, overseeing compliance with all EEO-related policies and initiatives.</li> <li>• Staff recruitment, retention, and professional growth opportunities are provided in line with EEO principles.</li> </ul>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>The Board follows a transparent and merit-based recruitment process to ensure the best candidates are appointed.</p> <ul style="list-style-type: none"> <li>• We adhere to the Education Review Office (ERO) guidelines and best practices in our recruitment and selection processes.</li> <li>• Advertisements for vacancies are widely shared to encourage diverse applications.</li> <li>• Selection panels include a mix of senior leadership and Board representatives to ensure impartiality.</li> <li>• Appointment decisions are based on qualifications, experience, and alignment with the school's values and vision.</li> </ul>
<p>How are you recognising,</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 Board is committed to fostering an inclusive environment that supports Māori aspirations and employment needs. Actions taken include:</p> <ul style="list-style-type: none"> <li>• Embedding Te Tiriti o Waitangi principles in all employment practices.</li> <li>• Actively recruiting Māori staff and ensuring leadership opportunities are available.</li> <li>• Supporting professional learning in Te Reo Māori and Tikanga Māori for all staff.</li> <li>• Strengthening whānau and iwi relationships to enhance Māori participation in education.</li> </ul>

<b>How have you enhanced the abilities of individual employees?</b>	<p>The Board supports staff development through:</p> <ul style="list-style-type: none"> <li>• Annual performance appraisals with personalised professional growth goals.</li> <li>• Access to ongoing professional learning and development (PLD), including leadership pathways.</li> <li>• Mentoring and coaching opportunities to grow leadership skills within the school.</li> <li>• Support for beginning teachers (PCT programme) to ensure a strong start in their careers.</li> </ul>
<b>How are you recognising the employment requirements of women?</b>	<p>Matipo School ensures that the employment needs of women are met through:</p> <ul style="list-style-type: none"> <li>• Equal access to leadership roles and career progression opportunities.</li> <li>• Family-friendly policies, including flexible work arrangements where possible.</li> <li>• Parental leave entitlements fully supported.</li> <li>• A positive and inclusive workplace culture that values diversity.</li> </ul>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<p>The Board is committed to an inclusive workplace that supports employees with disabilities through:</p> <ul style="list-style-type: none"> <li>• Ensuring workplace accessibility and reasonable accommodations for all staff.</li> <li>• Providing adaptive resources and technology where needed.</li> <li>• Supporting staff wellbeing with personalised workplace adjustments.</li> <li>• Encouraging an inclusive school culture that values all employees.</li> </ul>

The Board is committed to upholding the principles of a Good Employer, ensuring compliance with the Education and Training Act 2020. Our employment policies reflect our commitment to fairness, inclusion, and professional growth, creating a positive work environment for all staff at Matipo School.

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

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
<b>Do you operate an EEO programme/policy?</b>	Yes	
<b>Has this policy or programme been made available to staff?</b>	Yes	
<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>	Yes	
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	Yes	



<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	Yes	
<b>Does your EEO programme/policy set priorities and objectives?</b>	Yes	

**Financial statements**

see attached for Financial Statements.

## Report on other special and contestable funding

During the year your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.

### **Kiwisport funding**

During 2024, Kiwisport funding at Matipo School was allocated to:

- Sports Coaching and Development: Engaging external coaches to provide specialised training in various sports, including netball, basketball, and rippa rugby.
- Equipment Purchase: Upgrading and expanding our range of sports equipment to ensure all students have access to high-quality resources.
- Interschool Sports Participation: Supporting student participation in local and regional interschool sports events and competitions.
- Professional Development for Teachers: Supporting staff to attend training sessions on delivering quality physical education and sports coaching.

#### Impact on Student Participation

As a result of Kiwisport funding, we have seen:

- Increased student participation in organised sports activities.
- Higher engagement in PE lessons and school-based sports programmes.
- Greater opportunities for students of all abilities to engage in structured physical activities.
- Enhanced sports skills development across a variety of codes.

Matipo School remains committed to using Kiwisport funding to promote an active and healthy lifestyle for all students and to provide equitable access to sporting opportunities.