



## TABLE OF CONTENTS

PRESIDING MEMBER / PRINCIPALS REPORT	1
LIST OF ALL SCHOOL BOARD MEMBERS	3
STATEMENT OF VARIANCE	4
HOW WE HAVE GIVEN EFFECT TO TE TIRITI O WAITANGI	4
STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY	6
KIWI SPORT FUNDING	8

## PRESIDING MEMBER / PRINCIPALS REPORT

### Reflections on the Year

Firstly, I'd like to express my gratitude for your ongoing support of Kuratau School. This year has been a fantastic chapter for our kura, filled with exciting opportunities, memorable events, and significant milestones.

Some highlights for me this year have been:

- **The completion of our new playground** – after months of designing, applying for grants, and navigating Ministry of Education consents and paperwork, we finally welcomed this exciting new addition at the beginning of Term 3.
- **Bike Day in July** – another superb fundraising event where we raised approximately \$25,000! These funds have gone toward much-needed hall improvements. The hall no longer leaks - yahoo!
- **Our Matariki Fancy Dress Dance** – what an incredible evening! The hall was once again a busy place, buzzing with energy and joy as we danced the night away.
- **Snow Squad in Term 3** – despite there being at times barely a strip of snow, we enjoyed five fantastic weeks of fun on the snow.
- **Sports tasters with Sport Waikato** – exposing our tamariki to a wide range of sports has been such a highlight for many of our students this year.

- 
- **Our House of Science kits** – it's been wonderful to see science thriving in all our classrooms again this year.
  - **Trapping and gardening with Whaea Lena** – fostering connections to our environment as we work to keep our wetlands and school area predator free. Whaea Lena's strawberry patch is one of the best kept secret locations!
  - **The removal of the old playcentre playground and transformation of that space** – another step forward for our kura as we look to improve our outdoor spaces.
  - **Structured Literacy PLD** – completing our second year and celebrating significant improvements in literacy results as teachers learn a new way of teaching literacy.
  - **Maths PLD with The Learner First** – this first year has already seen teachers engaging in rich professional learning and transferring that into their teaching practice. Changing practice is no easy feat - so big congratulations to our teaching team on their dedication to the PLD the offer.
  - **Our whole-school noho marae** – an incredible few days that highlighted the power of mahi tahi (working together) to create something truly special for our tamariki.
  - **Year 8 dinner at Oreti Lodge** – celebrating a fantastic group of leavers who will be dearly missed.
  - **The completion of our revised school logo** – After many months of designing and feedback we were delighted to share our finalised designs earlier this term. We look forward to seeing our new signage up around the school early in 2025!

## Acknowledgements

A huge thank you to everyone who has supported Kuratau School this year:

- To our **Board of Trustees** – your dedication to ensuring Kuratau School is the best it can be is invaluable.
- To our **whānau** – whether you've supported fundraising, attended events, or stayed connected with your child's learning, we couldn't do it without you.
- To our **tamariki** – you are the heart of our kura, and we are so proud of you.
- And to our **staff** – our amazing teachers (Bronwyn, Belinda, Helen, Lou, Emma, Lyn, and Sue), teacher aides (Whaea Lena and Latoya), office manager (Rachel), caretaker (Geoff), cleaner (Nancy), and bus drivers (Russell, Al, and Raewyn). Each one of you is essential to the smooth running of our kura. From me to you – thank you!

---

## Looking Ahead to 2025

As we look toward 2025, there's so much to be excited about. We're kicking off the year with fantastic professional development opportunities for our staff and diving fully into the new national curriculum. This aligns perfectly with our vision – *Learn, Grow, Lead* – and our school values of Manaakitanga, Mahi Tahī, Kaitiakitanga, and Whanaungatanga. These will continue to be the cornerstone of all we do.



## LIST OF ALL SCHOOL BOARD MEMBERS

Board Member Names	Date that the Board Member's Term Finishes
Sarah-Jane Westbrooke (Presiding Member)	September 2025
Shirley Bailey (Principal)	September 2025
Willow Salvador (Elected Member)	September 2025
Lisa Bell (Elected Member)	September 2025
Fleur Ashford (Elected Member)	September 2025
Bronwyn Hunt (Staff Representative)	September 2025

---

## STATEMENT OF VARIANCE

The Statement of Variance + Evaluation and Analysis of the school's students' progress and achievement is accessible [via this link](#).

## HOW WE HAVE GIVEN EFFECT TO TE TIRITI O WAITANGI

When developing policies and practices for Kuratau School, every endeavour is made to reflect Aotearoa New Zealand's cultural diversity and the unique position of Māoritanga, specifically Tūwharetoa Cultural Knowledge. Our aim is for all students who identify as Māori to achieve educational success as Māori.

Section 127 (1)(d) of the Education and Training Act 2020 defines how school must give effect to Te Tiriti of Waitangi by:

Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori		
Reflection on Aims/Actions	Progress	Next Steps
Supporting Tūwharetoa learners' success in two worlds.	<ul style="list-style-type: none"><li>• Rongohia te Hau PLD during Term 1 &amp; 2 to support teachers ability to develop culturally responsive relationships with Māori learners.</li><li>• Tūwharetoa Taiopenga - all Year 4-8 students involved in this Kapa Haka festival.</li><li>• Full school Noho marae @ Pūkawa.</li><li>• Organisation of wananga for Years 4-8 students @ Pūkawa Marae.</li></ul>	<ul style="list-style-type: none"><li>• Revisit the Rongohia te Hau tool and re-assess where we are at now.</li><li>• Utilise Kāhui Ako Across School Leaders to facilitate PLD for our staff.</li><li>• Continue to support our students who identify as Māori ākonga to grow in their cultural identity.</li></ul>
Implementing the learning from our 2023-2024 Mana Whenua PLD	<ul style="list-style-type: none"><li>• Staff continue to attend termly Tūwharetoa Cultural Knowledge PLD.</li><li>• Cultural Leadership Allowance x1 allocated to a teacher.</li></ul>	<ul style="list-style-type: none"><li>• Attend the 2025 planned Local Curriculum PLD sessions that are facilitated by our Kāhui</li></ul>

		Ako. <ul style="list-style-type: none"> <li>• Cultural leadership teacher to continue to develop a school wide plan for Mana Whenua &amp; te reo Māori.</li> </ul>
Ensure our local curriculum makes specific links to Tūwharetoa cultural knowledge.	<ul style="list-style-type: none"> <li>• Principal has worked with Kāhui Ako ASLs to develop a succinct <i>draft</i> local curriculum plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend the 2025 planned Local Curriculum PLD sessions that are facilitated by our Kāhui Ako.</li> <li>• Complete the Kuratau School Local Curriculum Document and share with staff &amp; community</li> </ul>

### Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori

Reflection on Aims/Actions	Progress	Next Steps
Strengthening teachers' capabilities in teaching te reo Māori and Tūwharetoa cultural knowledge, kawa and tikanga	<ul style="list-style-type: none"> <li>• Cultural Leadership Allowance x1 allocated to a teacher.</li> <li>• School wide use of Wai Ako online te reo Māori course to support the learning of te reo.</li> <li>• Daily karakia, waiata &amp; haka for the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural leadership teacher to continue to develop a school wide plan for Mana Whenua &amp; te reo Māori.</li> <li>• Continue to grow staff and students' proficiency in reo.</li> </ul>

### Achieving equitable outcomes for Māori students.

Reflection on Aims/Actions	Progress	Next Steps
Continuing to strengthen relationships with iwi/hapu	<ul style="list-style-type: none"> <li>• Fortnightly school and class newsletters to whānau.</li> <li>• Term 1 &amp; 3 opportunities to meet with whānau - Kai and Kōrero &amp; Hui-a-Whānau.</li> <li>• Relationships with local businesses/organisations are beginning to develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop relationships with iwi/hapu.</li> <li>• Seek further feedback from and collaborate with iwi/hapu as to how we can help our Māori ākonga.</li> </ul>

	<ul style="list-style-type: none"> <li>Utilised strengths of others to help plan and deliver wananga to our Year 4-8 students.</li> <li>Whole school noho marae @ Pūkawa - development of relationships with iwi/hapu</li> </ul>	<ul style="list-style-type: none"> <li>Attendance - develop regular and open lines of communication with whānau about the importance of regular school attendance for all students, in particular our Māori students who are overrepresented in our chronic &amp; moderate attendance data.</li> </ul>
Strengthen the identity language, culture and sense of belonging of Māori and Non Māori students.	<ul style="list-style-type: none"> <li>Use of Wai Ako in classes every day to strengthen use of and fluency of reo.</li> <li>Daily Karakia, Waiata and Haka.</li> <li>Participation at Taiopenga.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to strengthen this area, incl. our school whakatauki and values.</li> <li>Develop school signage for our school logo/whakatauki &amp; values.</li> </ul>
Monitor the progress and achievement of all Māori Learners with the aim of accelerating their progress in all learning areas.	<ul style="list-style-type: none"> <li>Priority Learner Register recognises the ethnicity of each student.</li> <li>Priority Learners register is used to track and monitor the progress and achievement of all students who are not yet meeting the expected curriculum phase for their year level.</li> <li>Acceleration groups for Math implemented from Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen systems to ensure close monitoring of Māori students progress and achievement.</li> <li>Structured Literacy accelerations groups will be initiated from Term 1, 2025.</li> </ul>

## STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a good employer:	
How have you met your obligations to provide good and safe working	<i>Kuratau School takes all reasonable steps to build working relationships based on trust, confidence, and good faith. We treat</i>

conditions?	<p><i>all employees fairly and properly in all aspects of their employment (as required by the Public Services Act 2020) and comply with legislation on employment and personnel matters. Kuratau School takes all steps as far as is reasonably practicable, to meet its primary duty of care to ensure good and safe working conditions for all employees.</i></p> <p><i>Our Emergency Management Plan and Hazard &amp; Risk Assessment Register are updated regularly and discussed and shared with staff.</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Shirley Bailey (Principal) was duly elected as the EEO Officer at the first meeting of the year.</i></p> <p><i>Our full EEO policy is set out in School Docs.</i></p> <ol style="list-style-type: none"> <li><i>1. The school has shown commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development.</i></li> <li><i>2. Throughout the appointment process, the appointments team has selected the person most suited to the position in terms of skills, experience, qualifications, and aptitude without bias or discrimination.</i></li> <li><i>3. The appointments panel recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</i></li> <li><i>4. The appointments panel have ensured that employment and personnel practices are fair and free of any bias or discrimination.</i></li> </ol>
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>All applications for employment are read by at least two members of our staff or board (appointments team). The appointments team considers each applicant against the needs of the position, the needs of our students &amp; school, while also considering the applicants strengths, experience, qualifications and aptitude. All applicants must complete an application form and provide a minimum of 2 referees. A minimum of 2 referees checks are completed + verification of identity confirmed before any Letter of Offer is provided. All forms, appointment letters and contracts (collective agreements or IEAs) are sourced from the NZSBA templates. If there is any doubt, concerns or queries about employment related matters the Principal will contact NZSBA representatives for advice and guidance.</i></p>
<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</li> <li>• Greater involvement of Māori in the Education service?</li> </ul>	<p><i>As a small, remote, rural school in the Tūwharetoa rohe, we often have a very small number of applicants apply for positions. All applicants are carefully considered based on the factors mentioned above. Employment decisions are made free of bias and/or discrimination.</i></p> <p><i>We are actively involved in our local community and have a good relationship with local hapū/iwi (Ngāti Parekaawa, Ngāti Mananui).</i></p>

How have you enhanced the abilities of individual employees?	<i>Regular and timely opportunities to grow staff's capabilities by attending Professional Learning Opportunities as needed/required. We are actively involved in the Taupō Kāhui Ako and utilise this group to grow our knowledge and capabilities. In 2024 we used centrally funded PLD + Board funded PLD to grow teacher capabilities in Assessment for Learning practices - specifically in Structured Literacy and Mathematics. Teaching staff also participate in an annual Professional Growth Cycle. Support staff are encouraged to attend relevant Professional Learning as needed.</i>
How are you recognising the employment requirements of women?	<i>We recognise the value of diversity in our staff. All advertisements for employment are non gender specific (gender neutral).</i>
How are you recognising the employment requirement of persons with disabilities?	<i>We recognise the value of diversity in our staff and will select the person most suited to the position in terms of skills, experience, qualifications and aptitude - irrelevant of their age, gender, disability, ethnicity etc.</i>

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

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?	✓	



---

## **KIWI SPORT FUNDING**

Kuratau School received Kiwisport funding of \$1410.80 in 2024.

In 2024 we used Kiwisport funding to pay for bus travel to a junior athletics day (\$592.50), paid our annual Kiwisport programme fee (\$705) and paid for the Life Education programme fee (\$459.13).