



# **Matamata Christian School**

## **Annual Report 2025**

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## Principal's Report

The Matamata Christian School Board is pleased to present this report for 2025. As in the previous two years, this year has been a time of growth for the school with the school roll remaining full at its maximum of 120. This has been exciting for the school and a small waiting list was assembled. Families have been reserving places for their future children as far as five years out.

The school had two applications in with the Ministry of Education requesting an extension of numbers to 150 and to be able to become a composite school with Year 9 and 10 students. Early in Term 2 we were granted permission to take Year 9 students from 2026 with a maximum roll of 150, and to take Year 10 students from 2027 with a maximum roll of 180, both with requirements for extra classrooms and specific spaces.

During 2025 the school brought in two classrooms which were refurbished for the start of 2026. One of these spaces included a Science lab, and the other a classroom. More spaces are being planned for future development.

In preparation for Year 9 and 10 the school went through restructuring creating a Junior school of Years 0 – 6 and a Senior school of Years 7 – 10. Both had the appointment of Assistant Principals over them to help administer each school. By the end of the year we also prepared to add an additional class for Year 0 – 1 students to manage growing roll numbers.

During the year the school made the transition to the new draft curriculums in Reading, Writing and Mathematics. This involved the embedding of a structured teaching approach across the subject areas including the expansion of BSLA for Reading across all year levels, the implementation of Oxford Mathematics as a teaching resource, and the continuation of Writer's Toolbox across the school.

Of significant note has been the increase in achievement requirements for students across these subject areas. In general there has been a rise in expectations of 6 – 18 months which heavily impacted our achievement results as a school, especially in Writing. All areas dipped as a result though 73% of the school are still achieving at or above in Reading, and 66% in Mathematics. Writing took a significant drop to now have 39% at or above although we note 54% sit just below this being up to a year behind. Moving this to the increased standards will be a drive in 2026.

We also reviewed the appropriateness of some of the resources offered and have opted to change suppliers of Phase 1 Mathematics (Years 1 – 3) to Numicon for 2026 which is more activity based and less reliant on text books and students reading especially for Year 1. We have opted to continue with BSLA schoolwide for now but, after being impressed with their Phase 1 resources and preparedness, we have been disappointed with their Phase 2 (Years 4 – 6) and Phase 3 (Years 7 – 8) resources and preparedness. We will evaluate this again in 2026.

The school has continued to invest heavily in teacher development in BSLA, the new Mathematics Curriculum, Writer's Toolbox, te reo and tikanga Māori, and Bible. This comes from a determination to equip our staff and give every student the best opportunities of success we can.

Attendance has been a nationwide issue since Covid. While Matamata Christian School has enjoyed better than average attendance results since Covid we have still made it a priority to try to improve. The result was a net increase allowing the school to perform above the governments future 2030 target. You can see how we did on page 6.

In 2026 the school will face a range of significant changes. The English and Mathematics Curriculums will be in final form, we will be implementing the draft versions of the new curriculums in the remaining subject areas, and we will be introducing Year 9 along with all the requirements that come in this area. We have spent considerable time in 2025 preparing for these changes and want to gratefully acknowledge the support of Bethlehem College, Hamilton Christian School and

the Ministry of Education for the considerable time each has invested in us to help us be ready, particularly in implementing our Year 9 programme.

In addition to the significant work that has been put in to the school I also want to acknowledge the tremendous success of the school's sports programme in 2025. Both Netball and Sports Camp saw our best results yet and provided some spectacular entertainment for those watching. This again meant the tremendous investment of a number of our staff and families.

Finally let me again thank our great team of staff, school board and proprietors, as well as our parent body who give so much to this school, to build community and develop this as God's place. It remains His place, it is a special place, and all of us are honoured to serve Him and our families here.

Yours in Christ

A handwritten signature in cursive script that reads "A. B. Paterson".

Alistair Paterson  
Principal

## Statement of Variance: Progress Against Targets

In 2025 the school had four strategic goals it was working on. They were in Writing, BSLA Reading, Mathematics and attendance. Below is an explanation of the goals and how we did against them.

Annual Targets / Goals:					
Goals	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence	Strategies used	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<p><b>Goal 1</b> To raise student achievement so 74% of all students are performing at or above curriculum expectations in Writing by the end of the 2025 school year (up from 64% in 2024).</p>	<p>39% (43 students) met the school target.</p> <p>Even with a large number of new students in the school this is a significant drop from 2024 and the four years of continuous improvements that had previously been enjoyed.</p> <p>Gender achievement was quite even at 39% for girls and 38% for boys.</p> <p>Māori was below school achievement at 21% while Pasifika was above the school average at 57%.</p> <p>(See <i>Evaluation and Analysis of the School's Student Progress and Achievement</i> for more detailed information)</p>	<p>Student progress was monitored continually through the year using assessment of periodic samples of student writing through e-asTTle, the online feedback tool within <i>Writer's Toolbox</i> for Year 5 – 8 students, and teacher-student conversations and observations of students to form overall teacher judgements of student writing practice.</p>	<p>Staff meetings were held each term to further develop teacher pedagogies and deepen their understanding of language and student achievement in using <i>Writer's Toolbox</i>.</p> <p>Used the <i>Writer's Toolbox</i> online platform to help engage all students in Years 5 – 8 and to provide further writing instruction.</p> <p>All classes used the <i>Writer's Toolbox</i> sentence train as an instructional tool for understanding sentence development.</p> <p>Within their classroom each teacher used their teacher inquiry approach to investigate how to support a group of students at risk of not achieving at the expectations in order to help accelerate their learning in Writing.</p> <p>Each class adopted the <i>BSLA</i> approach to spelling to address issues around spelling performance in students.</p> <p>Began to review assessment processes and updated the English Implementation Plan looking at what and why we are assessing, and what the best process for doing so is in order to support learning, student understanding of their learning and goal setting.</p>	<p>In 2025 the school used the new draft curriculum for Writing. This was a considerable lift in standards from the previous curriculum with a number of important areas rising in achievement requirements by 6 – 18 months from the previous levels. This had a tremendous impact. Students that were previously at were now required to make much more than 12 months progress to now remain at expectations. We believe this was a key reason for the drop.</p> <p>We note that 54% of the school now sit up to one year below expectations with only 7% of the school being two or more years below. Over the next few years it will be the drive of the school to get this group of students at expectations. If we can do that the school will be well positioned in overall achievement.</p> <p>Note 8% of all students were strongly ESOL (there are more ESOL students than this but only 8% of the school is involved in extra in-depth language training).</p>	<p>Our goal is to move 10% per year over each of the next few years to achieve our target of having 80% or more of all students at or above expectations. Because we have a rapidly growing school and an increase in classes we will reinvest in some facilitated support in <i>Writer's Toolbox</i> which we believe is a leading tool for our students to be learning from. We have also looked at <i>Scribo</i> and the support the government has offered schools with this tool but we believe it is a lesser tool and we want to try to use <i>Writer's Toolbox</i> later in 2026 in a similar way as an intervention tool for a group of students as well as the normal day to day practices we use it for. Bringing new teachers on board with the tool and what it offers is a key priority.</p> <p>Writing development will be a priority objective in 2026.</p>

			<p>Staff implemented a range of initiatives developed through the Tātaiako document to help lift the achievement of Māori and others.</p> <p>Staff continued to develop an understanding of the Writing expectations and rubrics used with students through staff meeting discussions.</p>		
<p><b>Goal 2</b> To implement the <i>BSLA</i> Reading programme at Years 1 – 8 and have 85% or more of students achieving at the curriculum expectations in Reading.</p>	<p>With ESOL included 73% of the school were at or above expectations. This included 64% of Māori and 71% of Pasifika students achieving. 67% of ESOL students also reached the expectations.</p> <p>(See <i>Evaluation and Analysis of the School's Student Progress and Achievement</i> for more detailed information)</p>	<p>Tight testing was performed at all the <i>BSLA</i> milestones to ensure good monitoring. Teacher observations, DIBELS testing, and e-asTTle testing also helped verify this and other progress.</p>	<p>All Year 1 - 8 teachers were enrolled and completed the <i>BSLA</i> training with the University of Canterbury (except Phase 1 teachers that had already completed the training at their level).</p> <p>The Tier 1 programme of <i>BSLA</i> was setup and implemented.</p> <p>A teacher aide was used to support the programme in Years 2 – 3 and ran a Tier 2 programme at Phase 1 where needed.</p> <p>Reading resources for <i>BSLA</i> were strengthened.</p> <p>Teacher inquiry was implemented to further strengthen understanding and implementation of the programme.</p>	<p>In 2025 the school used the new draft curriculum for Reading and changed the reading programme at Phases 2 and 3 to the newly offered <i>BSLA</i> programme. The new curriculum involved a lift in standards from the previous curriculum. While we had only an 8% fall in results schoolwide this is the main reason for this.</p> <p>While Phase 1 <i>BSLA</i> is now well embedded in the school, Phase 2 and 3 was newly introduced and we have been somewhat disappointed as to the readiness of this to go given our school's commitment to this. Phase 1 is well supported but clearly Phase 2 and 3 are in the very early stages of development. We expect this to improve over the next few years but this has risked the success and effectiveness of the programme for these older levels.</p>	<p>Our goal is to increase achievement at a rate of 5% per year over each of the next few years to achieve our target of having 85% or more of all students at or above expectations.</p> <p>Acknowledging that we have a rapidly growing school and an increase in classes we will continue to train and invest in <i>BSLA</i> which we are hopeful will make a long term difference in the school. In 2026 we will focus on using <i>BSLA</i> and training new teachers in its implementation, but will be open to other tools beyond 2026 where we see that <i>BSLA</i> is not meeting the needs of students.</p>
<p><b>Goal 3</b> To implement the <i>Oxford</i> Mathematics programme at Years 1 – 8 and have 80% or more of all students achieving at the curriculum expectations in Mathematics.</p>	<p>66% met the school target.</p> <p>Even with a large number of new students in the school this is a significant drop from 2024 of 18%.</p> <p>There is a gender gap with 60% of girls and 73% of boys meeting the revised expectations.</p> <p>Māori was below school achievement at 50% while Pasifika was above the school average at 86%.</p> <p>(See <i>Evaluation and Analysis of the School's Student Progress and Achievement</i> for more detailed information)</p>	<p>Student progress was monitored continually through the year using <i>Oxford</i> assessment tasks, through e-asTTle testing, and teacher-student conversations and observations of students to form overall teacher judgements.</p>	<p>All Year 1 - 8 teachers and students were equipped with the government funded <i>Oxford</i> Mathematics series. This was thoroughly analysed as to the best approach to using this approach by staff and its implementation was adapted.</p> <p>Two teacher only days with a Maths facilitator were run to help staff in their understanding of the Mathematics Curriculum and the science of learning.</p> <p>Staff implemented a range of initiatives developed through the Tātaiako document to help lift the achievement of Māori and others.</p> <p>Teacher inquiry through an ALiM approach was implemented to further strengthen understanding and implementation.</p>	<p>In 2025 the school used the new draft curriculum for Mathematics and changed the resources used to <i>Oxford</i>. With the new curriculum was a considerable lift in standards from the previous curriculum with a number of areas rising in achievement requirements by 6 – 18 months from the previous levels. This had a tremendous impact. Students that were previously at were now required to make much more than 12 months progress to remain at expectations. We believe this was a key reason for the drop.</p> <p>The resource required much adaptation and did not always seem to reflect the curriculum requirements. We note the government has changed its talk about the resources from it being a significant tool to fulfilling the curriculum to now being a resource teachers can use to help them.</p>	<p>Our goal is to increase achievement at a rate of 5% per year over each of the next few years to achieve our target of having 80% or more of all students at or above expectations.</p> <p>To assist we have chosen to change our Phase 1 resources to <i>Numicon</i> for 2026 which has more of a focus on using materials to do the math rather than having such a focus on reading and writing activities. We will maintain <i>Oxford</i> at Phases 2 and 3 as we think we have the use of this well sorted. We are hopeful that the change in Phase 1 will make a difference, particularly in the first two years of learning.</p> <p>Two more teacher only days will be run in 2026 to help teachers with their understanding of the new Mathematics Curriculum (adjusted and finalized from the</p>

			<p>The online platform <i>Times Tables Rockstars</i> was used across the school to sharpen basic facts in an engaging environment.</p>	<p>We also felt the resources were not appropriate for the first two years of Phase 1. There was a heavy reliance on reading and doing bookwork at a stage when these students are only beginning to learn to read and write. As a result we have chosen to change to <i>Numicon</i> for Phase 1 in 2026 which has more of a focus on materials and doing the math than reading and writing. We will maintain <i>Oxford</i> at Phases 2 and 3. We are hopeful this will make a difference in the first two years of learning.</p>	<p>draft) and their associated teaching pedagogies.</p>
<p><b>Goal 4</b> To lift school wide attendance so that 85% or more of all students are attending school for 90% of the year (not more than 20 days absence in the school year).</p>	<p>Term 1 – 88%. Up from 84% in 2024. Term 2 – 79%. Up from 72% in 2024. Term 3 – 82%. Equal with 82% in 2024. Term 4 – 81%. Down from 82% in 2024. Overall we are already above the government’s long-term 2030 target of 80% of all students attending school 90% of the time.</p>	<p>This data was collated using official Ministry of Education data.</p>	<p>A conversation was held with the community at the end of 2023 and 2024 prize givings leading into the next year. This was reiterated at class parent nights at the beginning of the year about the state of attendance in schools and what are considered acceptable absences.</p> <p>Through newsletters we expressed trust in families to decide when their children are sick as they know their children best.</p> <p>Through the newsletter we regularly reminded whānau to help understand the importance of being at school every day.</p> <p>Attendance was followed up from the school office.</p> <p>We consulted with families at risk of not meeting attendance goals to ensure there were no barriers to their students attending whether physically, socially or emotionally.</p> <p>The principal pursued trending absences in students and families.</p> <p>We highlighted attendance in each of the three types of school reports that families got during the year.</p> <p>Attendance and punctuality continued to be promoted as two of four achievement areas for earning a <i>‘Rockstars’</i> certificate at the end of each term in the end of term assembly. These are valued by students and families.</p>	<p>While attendance is on the whole fairly high normally, the main impact on it was a number of students who were away on mission trips and a number of families who went on overseas holidays during term time. Because Matamata is a quite rural town, in order to have holidays some families want to fit in with farm timetabling which allows release only at one particular time of the year.</p>	<p>In 2025 we will strive to have 85% of our students at school for 90% of the time or more. We have an increased number of families that are now missionary families for 2025 and we know they will go out for long term missions. We will provide work for these families but will otherwise work to have every child at school every day they possibly can be.</p>

# Evaluation and Analysis of the School's Students' Progress and Achievement

## Reading Achievement

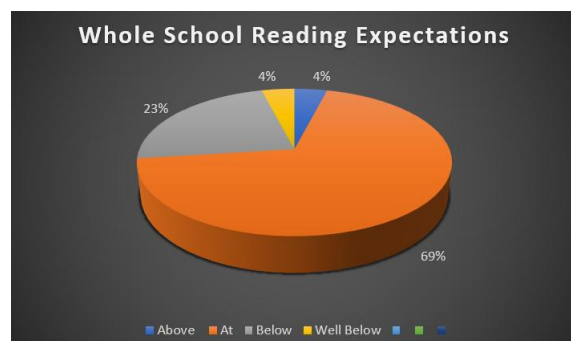
### Curriculum Expectations

4% (4) were above curriculum expectations  
 69% (77) were at expectations  
 23% (26) were below expectations  
 4% (4) were well below expectations

73% of the school is at or above curriculum expectations

### Gender

71% of girls were at or above expectations.  
 75% of boys were at or above.



### Ethnicity Target Groups

	Māori		Pasifika	
Well Above		64% at or above	Well Above	
Above			Above	
At	64%		At	71%
Below	29%		Below	29%
Well Below	7%		Well Below	
				71% at or above

The school's target is always to lift school wide achievement of all students in Reading, Writing and Mathematics so every child makes 12 months progress or more, and those that are one year or more below curriculum expectations will improve by 24 months to either be at expectations or close the gap on them. This year, however we had a new curriculum that was pitched at a higher overall level meaning students often had to make 6—18 months further progress on top of the normal 12 months just to make the standard year's progress. Understandably this has resulted in an overall fall in results. We are using this year's results then as a reset for future results to be measured against for the demands of the new curriculum.

In Reading the overall data is only a drop of 8% to 73%. Interestingly boys rose 4% to 75% while girls dropped from 87% to 71%. Other than the change of curriculum there is no real explanation for this. Māori dropped from 84% to 64% though this is only the difference of three students. Pasifika too went from 100% to 71% which is also only the difference of two students. There were nine ESOL students with 67% being at expectations and 33% (3 students) being behind by just one year.

Long term achieving trend: 2021 = 71%, 2022 = 74%, 2023 = 84%, 2024 = 81%, 2025 = 73%

Note: Well above = 2 years or more above chronological age. Above = 1 year above. At = At chronological age. Below = Up to 1



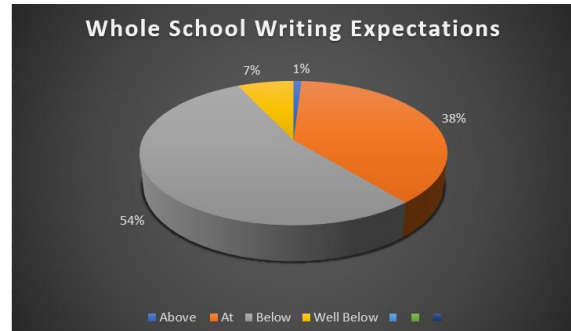
year below. Well Below = 2 years or more below

## Writing Achievement

### Curriculum Expectations

1% (1) were above curriculum expectations  
 38% (42) were at expectations  
 54% (60) were below expectations  
 7% (8) were well below expectations

**39% of the school is at or above the curriculum expectations**



### Gender

39% of girls were at or above expectations.  
 38% of boys were at or above expectations.

### Ethnicity Target Groups

	Māori		Pasifika	
Well Above		} 21% at or above	Well Above	
Above			Above	
At	21%		At	57%
Below	64%	} 57% at or above	Below	43%
Well Below	14%		Well Below	

Writing is always the toughest subject to achieve in of the three areas and is quite subjective when marked. The overall data was a large drop from 64% down to 38% largely due to expectations under the new curriculum rising between 6 - 18 months above the previous expectations. This meant that students that were previously at expectations this year had to not make 12 months progress but between 18 – 30 months progress just to maintain being at expectations. Many students now sit just below expectations.

Interestingly boys and girls are fairly even where traditionally girls have tended to do better. Māori dropped to 21% and Pasifika to 57%. Māori will need to be a target group going forward. There were nine ESOL students with 22% (two students) being at expectations and 56% (5 students) being behind by just one year. Students not yet achieving were spread across every year level.

Given that expectations have risen between 6—18 months, if you were to combine students that are a year behind into those achieving that would be a high outcome. Hopefully over the next few years we can make great gains into this.

Previous years tracked achievement: 2021 = 52%, 2022 = 52%, 2023 = 62%, 2024 = 64%, 2025 = 39%.

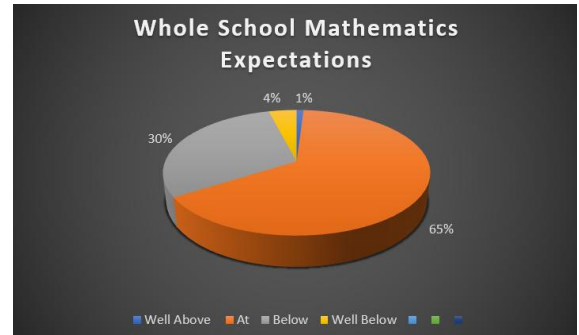
Note: Well above = 2 years or more above chronological age. Above = 1 year above. At = At chronological age. Below = Up to 1 year below. Well Below = 2 years or more below

## Mathematics Achievement

### Curriculum Expectations

1% (1) were well above curriculum expectations  
 65% (72) were at expectations  
 30% (33) were below expectations  
 4% (4) were well below expectations

**66% of the school is at or above the curriculum expectations**



### Gender

60% of girls were at or above expectations.  
 73% of boys were at or above.

### Ethnicity Target Groups

	Māori		Pasifika	
Well Above			Well Above	
Above			Above	
At	50%	} 50% at or above	At	86%
Below	36%		Below	14%
Well Below	14%		Well Below	
				} 86% at or above

### School Target

With the new curriculum with higher student expectations the overall data was a large drop from 84% down to 66% at or above expectations. Interestingly boys have overtaken girls which in our case have in the past sat higher than the boys. Māori dropped to 50% and Pasifika to 86% (from 100%, but this is only one student who is below expectations). There were nine ESOL students with 78% (seven students) being at expectations with the other two students sitting just a year behind. As expected, ESOL track higher in Mathematics than the Literacy areas.

Again, given that expectations have risen between 6—18 months, if you were to combine students that are a year behind into those achieving that would be a high outcome. Hopefully over the next few years we can make great gains into this.

Long term trend of at or above: 2021 = 66%, 2022 = 68%, 2023 = 74%, 2024 = 84%, 2025 = 66%.

Note: Well above = 2 years or more above chronological age. Above = 1 year above. At = At chronological age. Below = 1 year below.  
 Well Below = 2 years or more below

## Challenges in 2025

Having a new curriculum for Reading, Writing and Mathematics provided a number of challenges in 2025. These curricula were released in draft form with the expectation that all schools were using them. The most notable challenge has been that the content is more demanding, has more content, and generally expects students to lift their performance between 6—18 months. This, as predicted, has had a tremendous impact on student achievement as each child has been expected to not just make 12 months progress over the year, but to make 18—30 months progress just to maintain where they had otherwise been tracking.

The government has been trying to provide schools with resources to support the teaching of the new curricula which we very much appreciate. The trouble has been that it has been rushed (BSLA and Mathematics) and this has left gaps, things that sometimes don't work, or has created confusion which impacts teacher confidence in using the resources. We are hoping and expecting this to improve over the next few years.

At the very end of 2025 the government made further changes to these curricula and has now set them as final documents for the 2026 year. We are yet to see what impact this has but hopefully things strengthen from here.

Other challenges were:

- some staffing changes, including a new teacher in Years 7—8, and during the year another from South Africa at Years 1—2
- a further rapidly growing roll which increased by 20%+. Management and the Boards had to work hard to manage the impact on classroom sizes and resourcing needs

## Further Commentary

Traditionally, the hardest area to make progress in has been Writing. Writing is much more of an art form than either Reading or Mathematics and progress tends to take longer. It tends to be more subjective and girls have usually fared better than boys across the country while in Mathematics this is often the other way around.

In 2021 we started an intense development journey to improve Writing using *Writer's Toolbox*. While this concluded at the end of Term 1 2024, we have developed in-house skills to try and keep this development moving forward as new staff come on board.

Key professional development for staff in 2025 was:

- Better Start Literacy Approach (BSLA) for Years 4—8. The Junior school already had this new Reading programme implemented (Years 1—3) but the government hurriedly rolled this out at higher levels. With a new Junior teacher coming in we also needed to catch her up with the training too. Disappointingly I think they have rushed the development of the programme for Years 4—8 as there are many gaps and a lot to iron out. For the Junior programme they spent 10 years developing it before releasing it and it has been excellent. With all the governments changes they have put enormous pressure on programme suppliers to rush into play further resources and the result is not pleasing. I have faith to believe it will get better each year but we were hoping for and expecting much more.
- Mathematics was a key development area last year with all the new resources the government made available (again very rushed with only 5—6 weeks to get resources for Years 0—8 to market). We chose Oxford. This went through a lot of teething issues at the beginning of the year and we adapted aspects of it. It has not suited Years 1—2 so in 2026 our Years 1—3 will change to use Numicon while the other levels will maintain Oxford. Teacher only days to support the Mathematics development are expected to happen again in 2026.
- Other professional development for staff occurred in-house, mostly in Writing, Māori and Bible.

# Statement of Compliance with Employment Policy

The School Board works hard to be a good employer and to appoint staff fairly and for the good of the school.

Below is what we have done as a good employer and areas under Equal Employment Opportunities (EEO) that we intend to continue to improve upon.

Reporting on the principles of being a Good Employer	
<b>How we have met our obligations to provide good and safe working conditions?</b>	The Board regularly reflects on how to provide good and safe working conditions for employees. Between 2023 and 2025 we beefed up practices in preparing for offsite and outside events for both students and staff and integrated safe practices for when staff are driving students places. Staff have the opportunity to help improve workplace health and safety and this is discussed sometimes in staff and board meetings. All entitlements for staff are provided including expanding opportunities given for leadership and salary units.
<b>What is our equal employment opportunities programme? How have we been fulfilling this programme?</b>	When employing staff we look at the capacity for all applicants to fit into our total team and add capacity in the school. While their ability to attest to and live out the school's special character is very important, no weighting is placed against gender, ethnicity or physical impairment. The Board is also open on a range of personal preferences such as location of residence, political and denominational views.
<b>How we practice impartial selection of suitably qualified persons for appointment?</b>	All emphasis is placed on choosing the best staff member to carry out a role, fit into the staff team and work effectively with parents. All qualified persons are considered within this criteria. Professional development is given prioritised to the school's strategic plan.
<b>How we recognise:</b> <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>	So far we have had no Māori applicants for any role. However, we have been working on a professional development plan with all teachers to develop knowledge and ability to teach both te reo and tikanga Māori. Our local iwi, Ngāti Hauā, have also been involved in some of our professional development of teaching staff usually biennially.
<b>How we enhance the abilities of individual employees?</b>	All teachers and teacher aides have a school professional development programme that is intended to better equip staff in their teaching pedagogy and ability to teach. In 2025 this focussed on Writing, Mathematics, BSLA, te reo and tikanga Māori, and Bible. We are working toward all staff being first aid trained.
<b>How we recognise the employment requirements of women?</b>	Some of our staff have chosen to be appointed part-time in order to meet their personal and family needs. We have embraced this where they are wanting to have a better work – family balance, and also when appointing staff where they have been the best applicants for a job.
<b>How we recognise the employment requirements of persons with disabilities?</b>	We do not have any staff with disabilities but the school is equipped to cater for a range of disabilities anyway.

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

We are a small school with a small staff. An EEO officer and programme has not been necessary to date as the principal has led employment matters and all staff have easy and regular access to the principal. Changes to contracts and consultation on salary units are made that staff can speak into. All appointments are made with both the School Board and Proprietor Boards involvement. The School Board then ratifies each appointment. No employment matters have been raised but the Board will review having a programme and appointed person if it becomes clear there is a need for this in the future.

## Kiwisport Funding

In 2025 the school received \$1 803.80 in Kiwisport funding.

This was used to provide sport for students. In 2025 the school had an after school Sports Academy for Year 3 – 8 students to encourage sports involvement, generic sports skills development and fitness. From here students were encouraged to be involved in sports codes of their choice. At its peak up to 40% of the school have chosen to be involved in this. From here the school has been involved in a series of sports leagues with other local schools in Touch Rugby, Miniball, Futsal, and Cricket across the year. Each of these sports involves entry fees for students to participate. The school has used its Kiwisport funding to cover these fees to help more students be involved. In 2025 we had record numbers of students involve themselves in these codes.

Kiwisport funding has also been used to cover off the costs of student participation in one off sports events such as the Inter school events in Athletics, Gymnastics and Cross Country, and in schoolwide swimming lessons taken at the local Matamata Pools.

Finally we have also used it to help students prepare for the annual Sports Camp at Years 7 and 8 level paying for venue use, and assisting students to attend camp when they were unable to afford the camp fees.

The funding we have received has had to be topped up as it does not cover all these things. However, the idea of its use has been to reduce the barriers for students participating in sports.