Ashley Rakahuri School

Annual Report 2025

Strategic Plan
2024 - 2025

Ashley Rakahuri School

'Kia whiria ngā taurahere tāngata'
'To weave the rope that binds us all together'

Mā te Mahi ngātahi, ka tutuki
BETTER TOGETHER

Overarching Goal
Give effect to Te Tiriti o Waitangi

Integrate culturally responsive practices that give effect to Te Tiriti o Waitangi across all school-wide practices

Whāinga - Our Goals

Excellence in teaching, learning and leadership
(Whakamana)
NELP: 1:2, 2:4, 3:6

Enhance connections and engagement with our local environment and community
(Whanaungatanga)
NELP: 1:2, 2:4, 3:5, 4:7

Nurture the hauora of all ākonga
(Hauora)
NELP: 1:1, 1:2, 2:3

BOT Goal

Enhance the physical environment of kura to support our tamariki to achieve their fullest potential

Kaupapa - Our Initiatives

- Maintain teaching, learning and leadership practices which further improve then sustain excellent and equitable learning outcomes for all students

- Explore Te Mātaiaho framework

- Further enhance connections and engagement with the local environment and community that enrich opportunities for learning, EnviroSchools principles & programmes and culturally responsive practice.
- Strengthen our connections with Ngāi Tūāhuriri and whānau Māori.

- Continue to strengthen student wellbeing (hauora) by implementing school-wide inclusive practices

- Continue to increase regular attendance through a range of strategies.

- Engage with PTA to develop an ambitious but achievable design and associated funding plan for modernising and future-proofing our playground

Angitūtanga - Success Outcomes

- Sustained progress and achievement in reading, writing and mathematics for all students resulting in excellent and equitable learning outcomes

- Our kaiako will feel confident to implement Te Mātaiaho.

- Students demonstrating a strong connection with the local environment through their involvement in the community and the school's local curriculum.
- A kura that values and is responsive to cultural diversity.
- Strong reciprocal relationships with local iwi and whānau Māori are being progressed.

- Enhanced student wellbeing and students continuing to demonstrate the school values with a strong sense of belonging.
- Increased student engagement and regular attendance.
- Support ākonga to understand and manage their own behaviour.
- Inclusive Education for Neurodiverse Ākonga

- The design has been finalised with input from ākonga and the community.
- Fundraising has begun

We are at our best when we show:
ngākau Aroha

Respect	Excellence	Empathy/Compassion	Courage	Honesty
Whakaute	Kairangi		Māiatanga	Ngākaupono

GOAL 1

Excellence in teaching, learning and leadership
(Whakamana)
NELP: 1:2, 2:4, 3:6

Ashley Rakahuri School

INITIATIVES	OUTCOMES	MEASURES	2024 ACTIONS	2025 ACTIONS	WHO?	RESOURCES
Maintain teaching, learning and leadership practices which further improve then sustain excellent and equitable learning outcomes for all students	Sustained progress and achievement in reading, writing and mathematics for all students resulting in excellent and equitable learning outcomes Capability of all learners is strengthened with consistent practices, leading to excellence in student outcomes	• Improvement in English. Maths and Statistics data for all ākonga is sustained over time. ○ Academic progress of ākonga. Value added and OTJ data • Accelerated progress of target ākonga in English. Maths and Statistics • Improved staff understanding of effective literacy and numeracy practices • Evaluate and report to the board the impact of professional learning on teaching practices and progress and achievement outcomes for learners	• Build awareness and grow understanding of six pillars of literacy as a base to an effective literacy programme across the kura. • Strengthen teaching capability of reading • Review current practice and changes required to respond to and align with the curriculum refreshes and current research. • Trial Year 7 & 8 Reading Vocab and Reading Comprehension PAT.	• Embed the six pillars of reading • Year 4-8 IDEAL Structured Literacy Training • Explore Numicon to support Maths and Statistics programmes • Continue to review and analyse reading, writing and mathematics progress and achievement information to inform teacher planning and practice • Review school-wide assessment and reporting practices to reflect the changes within the New Zealand Curriculum • Embed PAT Reading Comprehension in Year 7-8 and introduce in Year 5-6 • Trial Listening Comprehension Year 5-8	All staff	2024: 50 hours RAPLD with Adie Bonisch for reading 2025: Year 4-8 IDEAL: structured literacy programme and training MOE funded Maths Curriculum PLD Numicon
Explore Te Mātaiaho framework	Our kaiako will feel confident to implement Te Mātaiaho	• Staff survey • Planning to reflect the new English and Maths and Statistics curriculums	• Establish a core team to inquire into Te Mātaiaho • Kaiako PLD for maths/statistics and English • Develop an understanding of common practice model and language • Embed and sustain ANZ Histories	• Continue to engage in professional learning to implement the changes within the New Zealand Curriculum • Update Local Curriculum in English and Maths and Statistics • MOE Maths PLD for new Curriculum framework	Learning Advisors Principal	MOE Facilitators

GOAL 2

Enhance connections and engagement with our local environment and community
(Whanaungatanga)
NELP: 1:2, 2:4, 3:5, 4:7

Ashley Rakahuri School

INITIATIVES	OUTCOMES	MEASURES	2024 ACTIONS	2025 ACTIONS	WHO?	RESOURCES
Further enhance connections and engagement with the local environment and community that enrich opportunities for learning, EnviroSchools principles & programmes and culturally responsive practice	• Students demonstrate a strong connection with the local environment through their involvement in the community and the school's local curriculum. • Kura values and is responsive to cultural diversity	• Enviroschools survey • Tamariki have been into the local community for EOTC • Community invited to contribute/support programmes • All tamariki know their pepeha at the appropriate level as described in our school progression document	• Establish Enviro team • Build awareness of Enviroschool Kaupapa, explore criteria associated with Enviroschools Silver Status and develop an action plan • Implement Enviroschool Programme • Explore and plan EOTC opportunities for tamariki across the school • BOT and staff to attend Te Tiriti workshop.	• Continue to strengthen connections with local iwi and share local stories and history with the community through learning programmes and planning • Review learning opportunities provided for students to connect and engage with the local environment and community for the impact on engagement • Consult with students, staff, whānau and the community to develop future strategic direction and goals • Implement Enviro Action Plan using the Action Learning Cycle	Staff Enviro Team	Enviro Schools facilitator Reo Māori Mai Facilitator
Strengthen our connections with Ngāi Tūhuriri and whānau Māori	Strong reciprocal relationships with local iwi and whānau Māori	• Engagement of Māori whānau in hui	• Explore options for engagement of whānau in whānau hui • Introduction of Kaitātaki role in our kura. • Whole school marae visit • Whole school to learn and understand our school haka.	• Introduce new whakatauāki, waiata and revised vision statement • Cultural narrative shared with our community on kura website • Connect with our maunga and awa. Adopt Kaitiaki projects associated with these taonga	CRP Lead All staff BOT	Ngāi Tahu Education Team Whitiora

GOAL 3

Nurture the hauora of all ākonga
(Hauora)
NELP: 1:1, 1:2, 2:3

Ashley Rakahuri School

INITIATIVES	OUTCOMES	MEASURES	2024 ACTIONS	2025 ACTIONS	WHO?	RESOURCES
Continue to strengthen student wellbeing (hauora) by implementing school-wide inclusive practices	• Enhanced student wellbeing and students continuing to demonstrate the school values with a strong sense of belonging • Support ākonga to understand and manage their own behaviour • Inclusive Education for Neurodiverse Ākonga	• Staff have an understanding of ASUP (Assessment of Skills and Unsolved Problems) used in Collaborative Proactive Solutions (CPS) • Trauma Informed practice considered in how kaiako/learning assistants approach/work with children • Evaluate and report to the board wellbeing data for learners	• Introduce a new timetable across the school • Implement Tier 2 classroom practice form. • Refine Raise Responsibility form on eTap. • Review behaviour and incident data and effectiveness of timetable changes. • Build awareness of UDL and Inclusive principles and practices through staff PLD • Inclusive Education for Neurodiverse ākonga	• NZCER Student Wellbeing Survey • Introduce ASUP model for collaborative problem solving. • Implement the following programmes to support wellbeing: ○ Kia Kaha programme ○ Life Education ○ Weaving Wellbeing ○ Keeping Ourselves Safe	PB4L team Staff	RTLB – PB4L facilitators Release time for teachers Kia Kaha & K.O.S Programme Life Education Weaving Wellbeing (St Johns)
Continue to increase regular attendance through a range of strategies	Increased student engagement and regular attendance	• Monitor, review and report to the board attendance data and the impact of strategies in place	• Review attendance data and refine strategies to increase regular attendance	• Review attendance data and refine strategies to increase regular attendance	Teaching staff Learning assistants	**'Education Counts' Data**

Enhance the physical environment of kura to support our tamariki to achieve their fullest potential

Ashley Rakahuri School

INITIATIVES	OUTCOMES	MEASURES	2024 ACTIONS	2025 ACTIONS	WHO?	RESOURCES
Engage with PTA to develop an ambitious but achievable design and associated funding plan for modernising and future-proofing our playground	A new section of the playground will be built or well underway towards completion	• The design has been finalised with input from ākonga and the community • Fundraising has begun • Designs have been presented to community	• Establish Core Working Group that represents BOT, PTA, kaiako, ākonga, community • Develop and agree Principals of Collaboration • Agree on the approach to Communications and Promotions • Sign-off by PTA and BOT • Design the IDEAL (i.e. ambitious) playground with input from stakeholders • Scope potential playground providers and costs • Develop funding / fundraising plan • Plan critical steps /phases of playground build • Implement phase one of build	• Develop funding/fundraising plan for phase 2 of build • Plan critical steps /phases of playground build • Implement phase two of build	BOT PTA Staff Student reps	Sponsors to be sought Fundraising by PTA and BOT

Analysis of Variance 2025

2025 Strategic Goal - Reading			
Strategic Aim	All students are able to access The New Zealand Curriculum as evidenced by achievement.		
Annual Aim	At all year levels to move the children achieving below or well below their expected curriculum levels to at or above.		
Target	Identify the targeted students and have an individual learning plan in place for each student within this list.		
		Below/Well Below start of 2025	**Below/Well Below end of 2025**
Baseline Data	Year 1		
	Year 2	8	7
	Year 3	11	8
	Year 4	3	1
	Year 5	1	1
	Year 6	2	2
	Year 7	4	3
	Year 8	4	1
	TOTAL	**33**	**23**

Actions What did we do?	**Identification and Tracking of Target Students** ● Identified those who needed support at end of 2024 ● Set up support register to track students needs, learning plans, special circumstances ● Week 4 and 8 of each term discussed learning needs at syndicate level ● Start of each term LSC meets with individual teachers to discuss target students and where to next ● Regular meetings with whānau for those ākonga who need it

	- Formal written reports twice a year - 3 face to face meeting opportunities for whānau to come in and share goals - Utilised the MOE Literacy Support teacher in the junior/middle school to work with groups and one on one **Assessment** - Worked with staff on expectations for assessment and assessment methods (ongoing) - Clarified whether entering data on "achieved" or "working at" as many were putting data in at "working at" - Looked at assessment at syndicate level at least once a term to check understanding. - Used phonics checks introduced by the MOE
Outcomes **What happened?**	Of the 33 target students 10 moved to at their expected curriculum level
Reasons for the variance **Why did it happen?**	- We worked hard with our LSC and outside agencies to not only target the student's learning but to upskill kaiako in ways to support these learners. - We started using IDEAL in the Year 4-8 space and had structured literacy training in this area
Evaluation **Where to Next?**	- We will introduce IDEAL down to Year 3 level and continue this in senior school - We are specifying very clearly planning expectations and timelines - Analysis of data and data taken will continue to be a focus - We will be working with the new english curriculum in 2025 - Will begin the new phonics assessment at 20 and 40 weeks to gauge early progress - Moderate at syndicate level...teachers engaging in moderation processes as part of their learning and development. - Develop further our support register and have this as a focus at syndicate level every fortnight...LSC is analysing and monitoring this data very closely - Observe programmes in place throughout the term to watch deliberate acts of teaching - Conduct learning walks to notice how literacy rich classrooms are

2025 Strategic Goal - Writing

		Below/Well Below start of 2025	Below/Well Below end of 2025
Strategic Aim	All students are able to access The New Zealand Curriculum as evidenced by achievement.		
Annual Aim	At all year levels to move the children achieving below or well below their expected curriculum levels to at or above.		
Target	Identify the targeted students and have an individual learning plan in place for each student within this list.		
		Below/Well Below start of 2025	**Below/Well Below end of 2025**
Baseline Data	**Year 1**		
	Year 2	10	8
	Year 3	11	7
	Year 4	4	4
	Year 5	1	1
	Year 6	2	2
	Year 7	5	3
	Year 8	2	0
	TOTAL	35	25

Actions What did we do?	**Identification and Tracking of Target Students** ● Identified those who needed support at end of 2024 ● Set up support register to track students needs, learning plans, special circumstances ● Week 4 and 8 of each term discussed learning needs at syndicate level ● Involved Learning Support Coordinator/SENCO in conversations around learning needs and where to get support ● Showed staff how to use e-Tap to input data effectively

	Teaching and Learning - Moderated writing at syndicate level twice this year instead of once - clarified teachers' understanding across all staff. Not all staff were assessing in the same way to the same level of expectation - Utilised the MOE Literacy Support teacher in the junior/middle school to work with groups and one on one **Assessment** - Worked with staff on expectations for assessment and assessment methods. - Clarified whether entering data on "achieved" or "working at" as many were putting data in at "working at"
Outcomes **What happened?**	Of the 35 students at the start of 2024 below or well below 10 moved to their expected curriculum level
Reasons for the variance **Why did it happen?**	- We continued to tighten up and streamline our assessment practices across the school which has led to a downward shift in data - reflecting the change from recording where are shield is "working at" to what they have "achieved" - This improvement in analysing data also meant that we moved from just recording our OTJ against add/sub but looked more broadly at all areas - Expectations are now also higher around levels of comprehension and ability to analyse and synthesise data - Moderated writing at a syndicate level twice this year instead once - clarified teachers' understanding across all staff. Not all staff were assessing in the same way to the same level of expectation - We introduced IDEAL to the senior school
Evaluation **Where to Next?**	- Embed structured literacy in the Junior school - Embed planning expectations of planning, timetabling and deliberate acts of teaching - Embed "The Code" Year 1-2 - Continue with the 20 and 40 week phonics check - Year 4-8 teachers to continue with IDEAL and introduce this into Year 3 - Continue to moderate at syndicate level...teachers engaging in moderation processes as part of their learning and development. - Writing will be continue to be moderated twice a year instead of once using e-asTTLe

	• Draw up a very comprehensive support register and have this as a focus at syndicate level every fortnight • Observe programmes in place throughout the term to watch deliberate acts of teaching • Trial what the SMART tool offers	

2025 Strategic Goal - Maths		
Strategic Aim	All students are able to access The New Zealand Curriculum as evidenced by achievement.	
Annual Aim	At all year levels to move the children achieving below or well below their expected curriculum levels to at or above.	
Target	Identify the targeted students and have an individual learning plan in place for each student within this list.	
		Below/Well Below start of 2025	**Below/Well Below end of 2025**
Baseline Data	Year 1		
	Year 2	3	3
	Year 3	5	4
	Year 4	3	2
	Year 5	1	1
	Year 6	3	2
	Year 7	4	2
	Year 8	3	2
	TOTAL	22	16

Actions What did we do?	**Identification and Tracking of Target Students** • Identified those who needed support at end of 2024 • Set up support register to track students needs, learning plans, special circumstances

	- Week 4 and 8 of each term discussed learning needs at syndicate level - Involved Learning Support Coordinator/SENCO in conversations around learning needs and where to get support - Showed staff how to use e-Tap to input data effectively **Teaching and Learning** - PLD continued throughout 2025 including MOE PLD - Numeracy network group joined by senior room kaiako and maths facilitator run by Rob Proffitt-White - Looked at planning, teaching and learning in detail with kaiako - Mathematics facilitator modelled lessons in classes - LSC worked with small groups to front load their knowledge, improve self efficacy and put in place some strategies and also ran extension groups - Looked at our local curriculum document and checked that it reflects what we do - Collected student voice on mathematics - The Junior team had a focus on the new curriculum and have been working on aligning practice and assessment with this. (before October changes brought in more new learning for all) **Assessment** - Worked with staff on expectations for assessment and assessment methods. - Clarified whether entering data on "achieved" or "working at" as many were putting data in at "working at" - Trialled the Knox and Hirst phases testing in line with the new curriculum.
Outcomes **What happened?**	Of the 22 students below expected curriculum levels at the start of 2025 8 moved to their expected curriculum level.
Reasons for the variance **Why did it happen?**	- We tightened up and streamlined our assessment practices across the school which has led to a downward shift in data - reflecting the change from recording where are shield is "working at" to what they have "achieved" - The junior team had a mathematics PLD focus for 2025 and were working with the new curriculum completing PLD and working on assessing against the new phases. - We had in depth and effective mathematics PLD that allowed us to look at planning, teaching and learning practices provided by the MOE and also PLD from a maths facilitator who modelled lessons and provided in depth feedback on next steps - This improvement in analysing data also meant that we moved from just recording our OTJ against

	add/sub but looked more broadly at all areas ● Expectations are now also higher around levels of comprehension and ability to analyse and synthesise data
Evaluation **Where to Next?**	● Continue work with maths PLD facilitated by Rob Profitt-White for four staff who have not had this yet ● Monitor planning, timetabling and deliberate acts of teaching ● Run staff meetings with our maths specialist teacher on the progressions, next steps and areas to focus on in maths ● Complete teacher only days with local schools run by maths facilitator with regards to the changes in the new curriculum ● Look at new assessment as it becomes available and also new phases and the expectations within these. ● Moderate more at syndicate level...teachers engaging in moderation processes as part of their learning and development. ● Continue to refine our very comprehensive support register and have this as a focus at syndicate level every fortnight ● Observe programmes in place throughout the term to watch deliberate acts of teaching

School Student Achievement and Progress OTJ Nov 2025

Summary of Data for 2025 At or Above Expected Curriculum Level Percentages		
Reading	**Writing**	**Mathematics Y5-8 Only**
Overall 75%	Overall 72%	Overall 92%
Boys 72.3%	Boys 66%	Boys 95.1%
Girls 78%	Girls 78%	Girls 88.8%
Māori 65%	Māori 59%	Māori 91%
Pasifika 100 %	Pasifika 100 %	Pasifika 100 %

Findings From The Data
(Note - comparisons from 2024 with this set of data are not exact as it is not the same cohort, however, the 2025 data are our current students.

1. Our overall data **for reading** from 2024 to 2025 has seen a **3% decrease** with the difference between boys, girls being nearly 7%. Māori are performing 10% less than our data overall at their expected curriculum level.
2. Our overall data **for writing** from 2024 to 2025 has seen a **2% decrease**
3. Our **Māori in writing is of concern with 59%** at expected curriculum level compared with 76.6% at the same time last year.
4. Our overall data for **mathematics** is hard to compare due to the change in data collection and analysis however within the senior school there have been good results with **92% at or above their expected curriculum level.**
5. Our **boys are excelling at mathematics** with 95.1% of Year 5-8 at or above expected curriculum level.
6. Our **girls in mathematics** are performing well at 88.8% but it is still 7% less than boys.

Strategic Goals Summary (comparing only students who were in strategic goal data at start of 2025)
1. Within **reading** the overall number of students below or well below shifted from 24 down to 22 in 2025.
2. Within **writing** the overall number of students below or well below shifted from 35 down to 25 in 2025.
3. Within **mathematics** the overall number of students below or well below shifted from 11 down to 7 (Y 5-8) in 2025.

Longitudinal Data Group From 2024 to 2025 (this data set has same cohort of students in both samples and is 125 students)
1. The overall percentage at or above expected curriculum level decreased by 4.2% in **reading**.
2. The overall percentage at or above expected curriculum level decreased by 3.4% in **writing**.
3. The overall percentage at or above expected curriculum level increased by 5.8% in maths.(NB: Year 5-8 only)
4.

Areas that we need to focus on in 2026
All areas will be a focus in 2026 with the change in assessment and reporting being a priority.
1. READING: Year 2, 3,and 4 and Māori
2. WRITING: Year 2, 3, 4 and 5, boys and Māori
3. MATHEMATICS: Year 1-4 the changes to the curriculum are extensive at this age level with extremely high expectations

How We Give Effect to Te Tiriti o Waitangi

Ashley Rakahuri School holds the unique position of overlooking Maukatere Maunga and residing next to Rakahuri awa, both of which are referenced in our pepeha across the school, and in the wider Canterbury community.We seek to prompt an awareness of our local community and unique place in this community with cultural understanding consistent with Te Tiriti o Waitangi.

At Ashley Rakahuri School we give effect to Te Tiriti o Waitangi by making tikanga and te reo Māori part of what we do everyday with the students, staff and Board.

We are also very happy to now have our own cultural narrative for our kura that was developed in 2024 with the support of Whitiora and Ngāi Tūāhuriri. Our vision was translated properly for us, we were gifted a whakataukī, a song has been written for us and our values also translated.

How will we do this?

What You Will See?	What You Will Hear?	What You Will Feel?
- Te reo and tikanga on the walls, in our books, on our buildings, signage, our school name, within our values - Newsletters with reo, kiwaha and values - A whare and waka in the playground for the tamariki to play in and on - Sculptures that have reo - Reo permeating through all we do - Te Ao Māori and reo lessons being taught - A biannual Matariki community hangi with over 300 attendees - A biannual Matariki community breakfast with around 150 attendees - Kapa Haka across the whole school - Mihi whakatau for new members of our community - BOT working with the staff at a training workshop around giving effect to Te Tiriti o Waitangi - All kaiako and 3 board members participating in Te Ahu o te Reo - Kaitātaki student leaders	- Morning karakia - Waiata - Greetings, classroom instructions, praise in te reo with both children and staff - Kiwaha introduced at assemblies - Discussions around Te Tiriti and tikanga Māori - Karakia at BOT level to open and close a meeting - Discussions around pūrākau with associated art works - ANZ histories lessons being taught and discussed	**Whanaungatanga and Manaakitanga** as we: - Welcome new members to our kura - Ensure we are involved in local activities where we can utilise our te reo, waiata and kapa haka skills **Kaitiakitanga** as we: - Take part in conservation and revitalisation projects - Take part in our kaitiaki role at the local awa - Take part in our Enviroschools programme to look at Māori perspective and sustainability **Aroha** as we: - Celebrate culture and diversity - Eat together at hangi and Matariki breakfast - Participate in Whānau houses with a focus on tuakana- teina relationships - Care for each other and our environment

Statement of Compliance around Employment Policy

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

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 conditions?	Yes- To meet our obligations, Ashley Rakahuri School takes a number of steps, including: · Conducting regular risk assessments to identify potential hazards and take steps to mitigate them. · Providing appropriate training and supervision to employees to ensure they can perform their jobs safely. · Providing appropriate personal protective equipment (PPE) when necessary. · Maintaining equipment and machinery to ensure they are safe to use. · Ensuring that the workplace is clean and well-maintained. · Encouraging employees to report any hazards or safety concerns they encounter. - Provide additional support to staff who may need it. -Weekly check in at admin meetings to see what's on top for staff- a great time to share how the week/term/year is going -Team Leader roles have been developed so all staff have a first point of contact for concerns or to access support. Work life balance is promoted and workload is manageable within business hours. Test and tag of all electrical devices completed

What is in your equal employment opportunities programme? **How have you been fulfilling this programme?**	Yes- we follow and adhere to the Equal Employment Opportunities policy, set out in the Ashley Rakahuri policy in school docs Ashley Rakahuri School's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination. Through School Docs we have an EEO policy that emphasises Ashley Rakahuri School's commitment to fairness and equal opportunities. The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly. We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination. All employees have equal opportunities for advancement.
How do you practice impartial selection of suitably qualified persons for appointment?	We select the best applicant that is suitable for the job. The job description and person specifications set out in the job application ensure we match the right person to the job. Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards. We use objective and standardised assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria. We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics. Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.

	We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary. Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.
How are you recognising, - **The aims and aspirations of Māori,** - **The employment requirements of Māori, and** - **Greater involvement of Māori in the Education service?**	We have worked with Reo Māori Mai to gain a better understanding on how to give effect to Te Tiriti o Waitangi We have four of our nineteen staff who are Māori and we are committed to providing opportunities for greater involvement of Māori in education. We are in the process of completing whānau hui to have the voice of our community in all we do within our kura. We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.
How have you enhanced the abilities of individual employees?	All staff keep ownership of their Professional Growth Cycle documents and are responsible for updating their goals and keeping track of their Professional Development. Professional Development is set to meet the needs of our current teachers and students and there is scope for individual interests to be developed. We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, and courses. We provide an induction package for new employees, to help them develop their skills and knowledge about our kura. This is reviewed each year at teacher only day. We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.

	We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and giving kaiako the opportunity to lead through fixed term and permanent unit allocation. We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback. We collaboratively put in place, and agreed on a MATES agreement across all staff in our kura. We provide employees with the resources and tools they need to do their jobs effectively, such as instructional materials, and equipment.
How are you recognising the employment requirements of women?	We offer flexible work arrangements, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities. We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women. We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes. We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at and offer flexible scheduling. We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.
How are you recognising the employment requirements of persons with disabilities?	On a case by case basis if this was an issue.

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?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		No
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		No
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	yes	
Does your EEO programme/policy set priorities and objectives?		No

Kiwisport Funding

10 December 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport in 2025, the school received a total of Kiwisport funding of $2,705.72.

The funding was spent on a coaching programme for the whole school on a variety of sports each term and affiliation to North Canterbury Primary School Sports Association. The coaches were supplied by North Canterbury Sport and Recreation. We spent $2,954.63.

The number of students that participated in organised sport was 184 by the end of the year.

Tanya Lewis

Executive Officer
Ashley Rakahuri School

Financial Statements

2025 accounts are currently with the auditor waiting to be approved.