



## **Analysis of Variance - 2024**

**Analysis of Achievement - Student Achievement Targets (2024)  
Equal Employment Opportunities (EEO) Report  
Education & Training Act - Section 127 Statement  
Kiwi Sports Report**

**Te Kura o Laingholm | Laingholm Primary School**  
*'The Greatest Little School in the Universe'*

**Student Progress & Achievement Target for 2024****Target Number #1 - High Expectations****1.0 - Target:**

To ensure that we do not lose sight of our pursuit of excellence and high expectations. Our goal for 2024 is to have;

- 90% of our students achieving 'at' or 'above' our 'Laingholm Expectation' in Reading
- 90% of our students achieving 'at' or 'above' our 'Laingholm Expectation' in Writing
- 95% of our students achieving 'at' or 'above' our 'Laingholm Expectation' in Mathematics

**Student Progress & Achievement Target for 2024****Target Number #2 - Attendance****1.0 - Target:**

To ensure that we do not lose sight of the need for our students to be 'present' to learn. Our goal for 2023 is to have;

- 60% of our students attending 'regularly', meaning their attendance rate is 90% plus.
- 90% of our students recording 'reasonable' attendance, meaning their attendance rate is 81% plus.
- The students at our school, collectively, record an 'average' attendance of 90% or better.

**2.0 - Analysis of Variance:****Target Number #1: Achievement**

- Reading Achievement, 'at' or 'above' expectations **82%** against a goal of 90%
- Writing Achievement, 'at' or 'above' expectations **88%** against a goal of 90%
- Mathematics, 'at' or 'above' expectations **94%** against a goal of 95%

**Target Number #2: Attendance**

- Regular Attendance, defined as 90%+ **58%** against a goal of 50%
- Reasonable Attendance, defined as 81%+ **87%** against a goal of 90%
- Average Attendance, **89%** against a goal of 90%

Regular attendance at school is crucial for the academic and social development of students. Consistent attendance ensures that students do not miss out on essential learning opportunities, which can affect their overall performance and future prospects. It also helps in building a routine, fostering discipline, and encouraging social interactions that are vital for personal growth.

In 2024, while we did not meet our ambitious attendance goals, our overall attendance picture showed an improvement compared to 2023. This positive trend indicates that our efforts to promote the importance of

regular attendance are making a difference. However, it's important to acknowledge that 'term time vacations' have a significant impact on attendance at Laingholm Primary School.

A recent RNZ [article](#) highlighted the impact of dynamic pricing on flight costs, showing how airlines like Jetstar and Air New Zealand increase prices during high-demand periods, such as school holidays. This practice makes it difficult for families to afford travel during these times, which can lead to increased absenteeism as parents take their children out of school to travel during cheaper, off-peak times.

As a school community we recommend that the government, if they are genuinely committed to reducing school absenteeism, need to address this issue by regulating or legislating against such 'dynamic' pricing practices. By ensuring that airlines cannot hike prices during school holidays, families would be more likely to travel during these periods, reducing the temptation to take children out of school at other times.

The government should also focus on ensuring that every employee with school-aged children has the right to take vacation time during school holidays. This would require legislation or regulation to guarantee that parents can align their vacation time with their children's school breaks. By doing so, families would be able to plan their holidays without disrupting their children's education, further reducing absenteeism.

Tackling dynamic pricing and ensuring vacation time alignment are two crucial steps politicians could take to address school absenteeism. These measures would make it easier for families to travel during school holidays, reducing the need for children to miss school.

Despite these challenges, the improvement from 2023 highlights our resilience and commitment to ensuring that students understand the value of being present at school. Moving forward, we will continue to strive towards our attendance goals, addressing any barriers that may hinder students from attending school regularly.

We will continue to set ambitious attendance goals for 2025 in the hope that the Ministry will create the necessary regulatory framework and provide the necessary financial and staffing resources to allow us to act on them.

Despite not meeting our ambitious core-curriculum goals, we observed notable improvements across all areas, particularly in mathematics. Here are the key highlights:

- **Writing:** Achievement in this area was within 2% of our agreed goal of 90% achievement. This demonstrates steady progress and a positive trend towards meeting our targets in this area.
- **Reading:** A concerning trend is emerging in that the more that we focus on delivering reading using the 'science of learning' and the 'structured literacy approach', the worse our reading data gets. It is possible that this is due to 'teething issues' while teachers become accustomed to the new approaches. It is also possible that the 'one size fits all approach' mandated by the Minister does not meet the needs of our students. This trend will need to be monitored.
- **Mathematics:** We achieved results within 1% of our goal. Given the target was 95% 'at' or 'above' expectation, this is a stunning result. The maths programme for our senior classes, **Maths No Problem (MNP)**, is delivering on our expectations.

#### Recommendations:

The Management Team recommends that the Board continues with the **Maths No Problem (MNP)** programme for the foreseeable future - certainly as long as it is being centrally funded - and continues to extend the programme, as it becomes available, into the junior classes.

This will help us build on the progress made and ensure continued improvement in our students' academic achievements.

## Report on Section 127 (1) (d) of the Education and Training Act Implementation of Te Tiriti o Waitangi

### Section 127 (1) (d) of the Education and Training Act 2020:

Section 127 (1) (d) of the Education and Training Act 2020 outlines one of the primary objectives for school boards in New Zealand. It mandates that boards must ensure the school gives effect to Te Tiriti o Waitangi. Here at Te Kura o Laingholm | Laingholm Primary School we strive to give effect to Te Tiriti by:

1. **Reflecting Local Tikanga Māori, Mātauranga Māori, and Te Ao Māori:** As a school we take all reasonable steps to incorporate local Māori customs, knowledge, and worldviews within our plans, policies, and local curriculum overview.
2. **Providing Instruction in Tikanga Māori and Te Reo Māori:** We take all reasonable steps to make instruction available in tikanga (Māori customs) and reo (Māori language).
3. **Achieving Equitable Outcomes for Māori Students:** As a school we endeavour to deliver equitable educational outcomes for Māori students. Māori achieving as Māori.

### Implementation of Te Tiriti o Waitangi in Schools:

To give effect to Te Tiriti o Waitangi in a manner consistent with the Education and Training Act 2020, as a school, we take the following actions:

#### Curriculum Development:

- **Incorporate Māori Perspectives:** As far as our expertise and resourcing allows, we try to ensure, that our curriculum includes Māori perspectives across various subjects. This can involve integrating Māori history, culture, and values into the teaching material.
- **Local Tikanga and Mātauranga:** We collaborate with local iwi (tribes) to incorporate local tikanga (customs) and mātauranga (knowledge) into the school curriculum.

#### Language and Cultural Programs:

- **Te Reo Māori Classes:** All classes are given instruction in Te Reo Māori (the Māori language).
- **Cultural Activities:** Resources and staffing are allocated to activities such as kapa haka (Māori performing arts), pōwhiri (welcome ceremonies), and other cultural events to promote understanding and appreciation of Māori culture.

#### Professional Development:

- **Training for Staff:** As a school we both provide, and support external, professional development opportunities for teachers and staff to learn about Te Tiriti o Waitangi, tikanga Māori, and te reo Māori. This can help staff integrate these elements into their teaching practices.
- **Cultural Competency:** We encourage staff to develop cultural competency to better support Māori students and their whānau (families).

#### Community Engagement:

- **Partnerships with Iwi and Māori Communities:** We continue to build strong partnerships with local iwi and Māori communities to ensure their voices are heard and their needs are met in the school environment.
- **Whānau Involvement:** As far as possible we involve whānau in school activities and decision-making processes to create a more inclusive and supportive environment for Māori students.

**Monitoring and Evaluation:**

- **Equity Audits:** Conduct regular equity audits to assess the school's performance in achieving equitable outcomes for Māori students.
- **Feedback:** Feedback from Māori students, whānau, and the wider community is encouraged to ensure we continue to improve the school's approach to giving effect to Te Tiriti o Waitangi.

By implementing these strategies, Te Kura o Laingholm | Laingholm Primary School is taking all reasonable steps to give effect to Te Tiriti and to meet our obligations under Section 127 (1) (d) of the Education and Training Act 2020 by fostering an inclusive, respectful, and equitable educational environment for all students.

## Equal Employment Opportunities (EEO)

Operating an effective Equal Employment Opportunities (EEO) policy is invaluable to an organisation for several reasons. Firstly, it fosters a diverse and inclusive workplace, which can enhance creativity and innovation by bringing together a variety of perspectives and ideas. This diversity can lead to better problem-solving and decision-making, as employees from different backgrounds contribute unique insights. Secondly, an effective EEO policy helps attract and retain top talent. In today's competitive job market, candidates are increasingly looking for employers who prioritise fairness and equality. By demonstrating a commitment to EEO, schools can appeal to a broader pool of **applicants** and reduce turnover rates.

Additionally, a strong EEO policy can improve employee morale and productivity. When employees feel valued and respected, regardless of their race, gender, age, or other characteristics, they are more likely to be engaged and motivated in their work. This can lead to higher levels of job satisfaction and overall performance. Furthermore, adhering to EEO principles helps organisations comply with legal requirements and avoid costly litigation. By proactively addressing potential biases and ensuring equitable treatment, schools can mitigate legal risks and protect their reputation. Ultimately, an effective EEO policy is not just a legal obligation but a strategic advantage that can drive organisational success and sustainability.

As required by the Education and Training Act 2020 (s 597), Te Kura o Laingholm | Laingholm Primary School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

All staff have access to the policy within our SchoolDocs policy portfolio. At the time of writing this report the policy could be accessed here [https://laingholm.schooldocs.co.nz/6483.htm?zoom\\_highlight=employment](https://laingholm.schooldocs.co.nz/6483.htm?zoom_highlight=employment)

Te Kura o Laingholm | Laingholm Primary School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

### This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination
- provide opportunities for professional learning and development to enhance the abilities of individual employees.

### EEO Programme:

To help implement our EEO policy, we identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Laingholm School staff, as noted above.

Te Kura o Laingholm | Laingholm Primary School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme and raise any concerns with the principal or Board.

Depending on the specific needs at any given time, our Equal Employment Opportunity (EEO) programme may encompass a variety of initiatives. These can include developing a policy statement and setting clear objectives,

appointing an EEO representative, and consulting with staff to address any concerns. Additionally, we may create an employee database with informed consent for any EEO data collected, encourage staff participation in training and career development, monitor the programme through staff meetings and board reports, and review employment and personnel policies and processes to ensure they align with our EEO goals.

### Health & Safety:

Operating an effective health and safety policy is crucial for any organisation, as it ensures the well-being of employees and fosters a safe working environment.

To ensure compliance with employment and health and safety laws in New Zealand, we undertake these ten key priorities, alongside a myriad of other protocols.

- **Conduct Regular Risk Assessments:** Identify potential hazards and implement measures to mitigate them.
- **Provide Adequate Training:** Ensure all employees receive proper training on safety procedures and equipment use.
- **Maintain Safe Equipment and Premises:** Regularly inspect and maintain all equipment and facilities to ensure they are safe and in good working order.
- **Develop Clear Safety Policies:** Establish and communicate clear health and safety policies to all staff.
- **Ensure Proper Ventilation and Cleanliness:** Maintain good ventilation and, as far as our available resources will allow, cleanliness in the workplace to prevent health issues.
- **Consult with Employees:** Involve employees in health and safety discussions and decisions to address their concerns and suggestions.
- **Provide Necessary Safety Gear:** Supply appropriate personal protective equipment (PPE) and ensure its proper use.
- **Monitor and Review Safety Practices:** Regularly review and update safety practices and policies to ensure they remain effective and compliant.
- **Encourage Reporting of Hazards:** Create a system for employees to report hazards or unsafe conditions without fear of reprisal.
- **Ensure Emergency Preparedness:** Develop and practice emergency response plans for various scenarios, such as fires or natural disasters.

### Reporting:

The Principal reports to the Board annually on the EEO policy and on Health & Safety at every Board meeting. These reports utilising our standard 'variation reporting' methodology. This ensures that the Board is kept informed of any changes, or points of concern, in the schools EEO or Health & Safety programmes and protocols.

**Te Kura o Laingholm | Laingholm Primary School – KiwiSport Funding Report  
December 2024**

Income - KiwiSport Funding	\$3,312.16 Ex GST
Expense - Sports Activator - Contribution	\$0.00 Ex GST
Expense - Equipment & Resources	\$2,412.78 Ex GST
Expense - Competition Fees	\$1,088.64 Ex GST
<b>Balance</b>	<b>(\$284.93)</b>

The budget over spend of **\$284.93** was met from general operational funding.

**Laingholm’s KiwiSport Vision:**

To launch our students on a journey of physically active discovery aided by their teachers and wider community, in order to create a sustainable active culture.

Outcomes:	Indicators:	Measures:
<p><b>The Students:</b></p> <p>Will enjoy a variety of sports and physical activities that they will have the confidence and skills to participate in.</p> <p>This will help to develop positive attitudes towards all physical activity.</p>	<ul style="list-style-type: none"> <li>• An increase in available organised lunch time activities, providing variety and including all ages and abilities.</li> <li>• An increase in the number of children participating in after school or weekend sports.</li> </ul>	<ul style="list-style-type: none"> <li>• More children will choose to participate in the organised lunch time activities.</li> <li>• More children than usual will be participating in organised sports due to the variety</li> <li>• Children will help to organise and lead these activities.</li> </ul>
<p><b>The Teachers:</b></p> <p>Will provide enjoyable, well planned physical experiences that will develop the skills and attitudes required for all children to participate confidently in a variety of sports and physical activities.</p>	<ul style="list-style-type: none"> <li>• An increase in teacher skill and knowledge</li> <li>• An increase in positive attitudes towards PE/PA</li> <li>• Teachers will have the resources required to teach effectively</li> </ul>	<ul style="list-style-type: none"> <li>• An increase in teacher participation in organised lunch time activities</li> <li>• Unit plans include sequenced learning experiences that show skill development.</li> <li>• Required resources to support teaching will be purchased</li> <li>• Teachers will receive PLD</li> </ul>
<p><b>The Community:</b></p> <p>Will support the development of the children, their parents and the teachers by providing expert guidance in a variety of physical activities.</p>	<ul style="list-style-type: none"> <li>• Utilisation of ‘experts’ to provide PD for teachers and/or training for children and parents in a variety of areas</li> <li>• Activator facilitates the development of relationships within the cluster</li> </ul>	<ul style="list-style-type: none"> <li>• Training sessions held</li> <li>• Parental/community involvement in coaching and managing sport teams</li> <li>• Interschool informal sports events</li> <li>• Interschool cluster meetings</li> </ul>