

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

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

| Reporting on the principles of being a Good Employer | |
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| How have you met your obligations to provide good and safe working conditions? | <p><i>As a primary school, ensuring good and safe working conditions for our students, staff, and visitors is of utmost importance to us. Here are some ways in which we have met our obligations in this regard:</i></p> <p><i>1. Maintaining a clean and well-maintained environment: We regularly clean and sanitize our classrooms, common areas, restrooms, and other facilities to provide a hygienic learning environment. This helps prevent the spread of germs and ensures a safe space for everyone.</i></p> <p><i>2. Adequate facilities and infrastructure: We have invested in providing appropriate facilities and infrastructure to support teaching and learning. This includes well-lit classrooms, comfortable seating arrangements, age-appropriate furniture, and equipment that meet safety standards.</i></p> <p><i>3. Regular safety inspections: We conduct routine safety inspections of our premises to identify and address any potential hazards. This includes checking for faulty electrical wiring, ensuring fire safety measures are in place, inspecting playground equipment for safety, and maintaining proper ventilation in classrooms.</i></p> <p><i>4. Emergency preparedness: We have developed comprehensive emergency plans and procedures to handle various situations such as fire drills, natural disasters, and medical emergencies. Our staff is trained to respond promptly and effectively to ensure the safety of everyone on the premises.</i></p> <p><i>5. Staff training and development: We prioritize the training and development of our staff to ensure they are equipped with the knowledge and skills necessary to create a safe learning environment. This includes training on child protection, first aid, and implementing health and safety protocols.</i></p> <p><i>6. Collaborating with parents and the community: We actively involve parents and the local community in our efforts to provide good and safe working conditions. We communicate regularly with parents regarding safety measures, seek their input, and encourage their participation in school safety initiatives.</i></p> |

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| | <p><i>7. Health and hygiene practices: We promote healthy habits and hygiene practices among our students, including regular handwashing, proper use of sanitizers, and covering the mouth when coughing or sneezing. We also provide access to clean drinking water and maintain adequate restroom facilities.</i></p> <p><i>8. Addressing bullying and fostering a supportive environment: We have implemented policies and programs to prevent and address bullying within our school. By promoting a positive and inclusive school culture, we create a safe and supportive environment for all students and staff.</i></p> <p><i>9. Continuous improvement: We regularly review and update our policies, procedures, and safety protocols to ensure that we meet or exceed the required standards for good and safe working conditions. We actively seek feedback from stakeholders and engage in professional development opportunities to stay informed about the best practices in this area.</i></p> <p><i>By implementing these measures, we strive to fulfill our obligations and provide a conducive and safe working environment for everyone associated with our primary school.</i></p> |
| <p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p> | <p><i>As a primary school, we are committed to promoting equal employment opportunities and ensuring a fair and inclusive working environment for all our staff members. Here are some components of our equal employment opportunities program and how we have been fulfilling this program:</i></p> <p><i>1. Non-discrimination policy: We have a comprehensive non-discrimination policy in place that prohibits any form of discrimination based on race, color, ethnicity, gender, sexual orientation, religion, disability, or any other protected characteristic. This policy is communicated to all staff members, and we strictly enforce it during the recruitment and selection process.</i></p> <p><i>2. Transparent recruitment and selection process: We follow a transparent and fair recruitment and selection process to ensure equal opportunities for all applicants. Job vacancies are advertised widely, and selection criteria are based solely on merit, skills, qualifications, and experience. We actively encourage applications from diverse backgrounds and underrepresented groups.</i></p> |

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| | <p><i>3. Training and development: We provide ongoing training and professional development opportunities for our staff members to enhance their skills, knowledge, and career advancement. We ensure that these opportunities are accessible to all staff members, regardless of their background or personal circumstances.</i></p> <p><i>4. Pay equity: We conduct regular reviews of our remuneration practices to ensure pay equity among staff members. Salaries and benefits are determined based on job responsibilities, qualifications, and experience, rather than factors unrelated to performance or merit.</i></p> <p><i>5. Work-life balance: We recognize the importance of work-life balance for our staff members. We strive to provide flexible working arrangements, where feasible, to accommodate personal and family responsibilities. This includes options such as part-time work, job-sharing, and parental leave.</i></p> <p><i>6. Grievance procedures: We have established clear and accessible grievance procedures for staff members to address any concerns or complaints related to equal employment opportunities. We take all grievances seriously and ensure confidentiality, impartiality, and timely resolution.</i></p> <p><i>7. Diversity and inclusion initiatives: We actively promote diversity and inclusion within our school community. We organize cultural awareness programs, celebrate different cultural festivals, and encourage staff members to share their unique perspectives and experiences. We also foster an inclusive environment where everyone feels respected, valued, and empowered to contribute.</i></p> <p><i>8. Monitoring and evaluation: We regularly monitor and evaluate our equal employment opportunities program to assess its effectiveness and identify areas for improvement. We collect data on staff demographics, turnover rates, and employee satisfaction surveys to gauge the impact of our initiatives and make informed decisions.</i></p> <p><i>9. Collaboration with external organizations: We collaborate with external organizations, such as local diversity networks or educational associations, to learn from best practices and stay updated on the latest developments in promoting equal employment opportunities. This allows us to continuously improve our program and stay aligned with industry standards.</i></p> <p><i>By implementing these components and consistently fulfilling our equal employment opportunities program, we</i></p> |
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| | <p><i>strive to create an inclusive and equitable working environment where all staff members can thrive and contribute to our primary school's success.</i></p> |
| <p>How do you practise impartial selection of suitably qualified persons for appointment?</p> | <p><i>As a primary school, we are committed to practising impartial selection of suitably qualified persons for appointment. Here are some ways in which we ensure impartiality in our selection process:</i></p> <ol style="list-style-type: none"> <i>1. Clear job descriptions and criteria: We establish clear job descriptions and selection criteria for each position, outlining the qualifications, skills, and experience required. These criteria are communicated transparently to all applicants, ensuring that the selection process is based on objective and relevant factors.</i> <i>2. Merit-based selection: We adhere to a merit-based selection process, where candidates are assessed solely on their qualifications, skills, and abilities relevant to the position. Personal biases, favouritism, or any form of discrimination are strictly avoided during the evaluation and decision-making process.</i> <i>3. Structured interviews: We conduct structured interviews with pre-determined questions for all candidates, ensuring consistency and fairness in the assessment. Interview panels are composed of multiple individuals, representing different perspectives and minimizing the influence of individual biases.</i> <i>4. Assessment tools and tests: Depending on the nature of the position, we may utilize additional assessment tools or tests to evaluate candidates objectively. These may include written tests, practical demonstrations, or presentations, designed to assess specific skills or competencies required for the role.</i> <i>5. Diversity and inclusion considerations: We recognize the importance of diversity and inclusion in our selection process. We actively seek to attract a diverse pool of candidates and consider diverse perspectives when evaluating their suitability for the position. This helps ensure a fair representation of different backgrounds and experiences within our staff team.</i> <i>6. Blind application review: In some cases, we may adopt a blind application review process, where personal information that could lead to bias (such as name, gender, or age) is redacted from the application materials. This allows us to focus solely on evaluating candidates' qualifications and abilities during the initial screening stages.</i> |

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| | <p><i>7. Selection panel training: We provide training to members of the selection panels to ensure they understand and adhere to the principles of impartiality and fairness. This training emphasizes the importance of avoiding bias and discrimination during the selection process and equips panel members with the necessary skills to evaluate candidates objectively.</i></p> <p><i>8. Documentation and record-keeping: We maintain detailed records of the selection process, including application materials, interview notes, assessment results, and any other relevant documentation. This helps ensure transparency and accountability, allowing for review and verification if necessary.</i></p> <p><i>9. Continuous improvement: We regularly review our selection processes to identify areas for improvement and ensure ongoing impartiality. This may involve seeking feedback from candidates, monitoring selection outcomes, and making adjustments to our procedures based on best practices and emerging standards.</i></p> <p><i>By implementing these practices, we strive to uphold impartiality and select suitably qualified individuals based on merit, ensuring fairness and equal opportunities for all applicants in our primary school's appointment process.</i></p> |
| <p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? | <p><i>As a primary school, we are dedicated to recognizing and honouring the aims, aspirations, employment requirements, and greater involvement of Māori in the education service. Here are some ways in which we address these important aspects:</i></p> <p><i>Recognizing the aims and aspirations of Māori:</i></p> <p><i>1. Te Reo Māori integration: We actively promote the use and recognition of Te Reo Māori (the Māori language) within our school community. This includes incorporating basic greetings, phrases, and cultural elements into daily interactions, signage, and classroom activities. We aim to create an environment where Māori language and culture are valued and celebrated.</i></p> <p><i>2. Treaty of Waitangi principles: We uphold the principles of the Treaty of Waitangi, which include partnership, participation, and protection. We strive to foster a genuine partnership with Māori students, families, and the wider community, ensuring their active participation in decision-making processes that affect their education.</i></p> <p><i>3. Culturally responsive teaching practices: We embrace culturally responsive teaching practices that acknowledge and draw upon Māori culture, history, and knowledge. We</i></p> |

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| | <p><i>encourage the inclusion of Māori perspectives in our curriculum, teaching materials, and classroom activities to create a learning environment that respects and reflects the cultural heritage of our Māori students.</i></p> <p><i>Addressing the employment requirements of Māori:</i></p> <p><i>1. Equal employment opportunities: We ensure that our employment practices adhere to equal employment opportunities and avoid any form of discrimination against Māori applicants or staff members. We actively encourage and support Māori individuals to apply for positions within our school, considering their qualifications, skills, and experiences on an equal basis with other applicants.</i></p> <p><i>2. Professional development and support: We provide professional development opportunities that specifically address the needs and aspirations of our Māori staff members. This may include culturally responsive teaching training, bicultural competency development, and opportunities for career advancement and leadership within the school.</i></p> <p><i>Greater involvement of Māori in the education service:</i></p> <p><i>1. Consultation and collaboration: We actively seek input and engage in meaningful consultation with Māori students, families, and the wider community to understand their aspirations, perspectives, and needs. This ensures their voices are heard and valued in shaping our school's policies, practices, and decision-making processes.</i></p> <p><i>2. Partnership with local iwi and Māori organizations: We foster strong partnerships with local iwi (tribes) and Māori organizations to enhance Māori involvement in the education service. This may involve inviting representatives to participate in school governance, providing opportunities for cultural enrichment activities, or seeking their guidance on matters related to Māori education and cultural protocols.</i></p> <p><i>3. Māori cultural events and celebrations: We actively participate in Māori cultural events, such as Matariki (Māori New Year) celebrations, kapa haka performances (traditional Māori performing arts), and powhiri (Māori welcoming ceremonies). These events provide opportunities to showcase Māori culture, build connections with the community, and involve Māori students in sharing their knowledge and talents.</i></p> <p><i>4. Māori-specific support services: We offer Māori-specific support services, such as a Māori liaison officer or cultural advisor, to provide guidance,</i></p> |
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| | <p><i>assistance, and advocacy for Māori students and their families. These support services help ensure that Māori students feel a sense of belonging, cultural identity, and success within our school.</i></p> <p><i>By implementing these initiatives, we actively recognize the aims and aspirations of Māori, address their employment requirements, and promote greater involvement of Māori in the education service. We are committed to creating an inclusive and culturally responsive learning environment that embraces Māori culture, history, and knowledge.</i></p> |
| How have you enhanced the abilities of individual employees? | <p><i>As a primary school, we recognize the importance of enhancing the abilities of our individual employees. We are committed to providing opportunities for professional growth, skill development, and personal advancement. Here are some ways in which we have enhanced the abilities of our employees:</i></p> <p><i>1. Professional development programs: We offer a range of professional development programs and workshops to support the continuous learning and growth of our employees. These programs cover various areas such as pedagogy, curriculum development, assessment strategies, technology integration, classroom management, and cultural competency. By investing in these opportunities, we enable our employees to expand their knowledge and enhance their teaching practices.</i></p> <p><i>2. Mentoring and coaching: We have established mentoring and coaching programs where experienced educators provide guidance and support to newer or less experienced staff members. This allows for personalized professional development and fosters a culture of collaboration, feedback, and continuous improvement.</i></p> <p><i>3. Performance feedback and appraisal: We have a structured performance feedback and appraisal system in place to provide regular evaluations and constructive feedback to our employees. Through these processes, we recognize their strengths, identify areas for improvement, and collaboratively set goals to enhance their abilities. This promotes a culture of continuous learning and growth.</i></p> <p><i>4. Individualized learning plans: We work closely with our employees to develop individualized learning plans based on their specific needs, interests, and career goals. These plans outline areas of focus and the steps required to enhance their abilities. By tailoring professional development opportunities to their unique circumstances, we support their individual growth journeys.</i></p> |

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| | <p><i>5. Collaboration and peer learning: We foster a collaborative environment where employees have opportunities to share their expertise, exchange ideas, and learn from one another. This includes collaborative lesson planning, team teaching, and professional learning communities where educators can discuss and reflect on their practice collectively.</i></p> <p><i>6. Access to external resources and training: We encourage our employees to explore external resources, attend conferences, workshops, and seminars relevant to their professional development. We provide support, such as financial assistance or time off, to facilitate their participation in these opportunities.</i></p> <p><i>7. Leadership development: We offer leadership development programs and pathways for employees who aspire to take on leadership roles within our school. These programs provide the necessary training, mentoring, and exposure to equip them with the skills and confidence to lead and contribute to the school community.</i></p> <p><i>8. Recognition and celebration of achievements: We value and celebrate the achievements and contributions of our employees. Through recognition programs, staff awards, and staff appreciation events, we acknowledge their efforts, dedication, and commitment to continuous improvement. This fosters a positive work environment and motivates individuals to further enhance their abilities.</i></p> <p><i>9. Technology integration and digital skills development: We provide training and support for employees to develop their digital skills and effectively integrate technology into their teaching practices. This prepares them to leverage technology tools and resources to enhance student learning outcomes and their own professional capabilities.</i></p> <p><i>By implementing these strategies, we actively enhance the abilities of our individual employees. We strive to create a supportive and empowering environment where they can grow, develop their skills, and ultimately contribute to the success of our primary school and the educational experience of our students.</i></p> |
| How are you recognising the employment requirements of women? | <p><i>As a primary school, we are committed to recognizing and addressing the employment requirements of women. We understand the importance of promoting gender equality and providing a supportive and inclusive work environment for all employees. Here are some ways in</i></p> |

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| | <p><i>which we recognize the employment requirements of women:</i></p> <p><i>1. Equal opportunity policy: We have a comprehensive equal opportunity policy in place that explicitly prohibits any form of gender-based discrimination. This policy ensures that all employees, regardless of gender, have equal access to employment opportunities, promotions, professional development, and other benefits within our school.</i></p> <p><i>2. Flexible work arrangements: We recognize the unique needs and responsibilities that women may have, such as caregiving or other personal commitments. We strive to provide flexible work arrangements, where feasible, that allow for a better work-life balance. This may include options such as flexible working hours, part-time work, job-sharing, or telecommuting.</i></p> <p><i>3. Maternity and parental leave policies: We have maternity and parental leave policies that comply with applicable laws and regulations. We support women during pregnancy, childbirth, and the postpartum period by providing adequate leave, benefits, and a supportive transition back to work. We also encourage fathers or partners to take advantage of parental leave to foster shared caregiving responsibilities.</i></p> <p><i>4. Professional development and advancement: We provide equal access to professional development opportunities and career advancement for women in our school. This includes access to training programs, leadership development initiatives, and mentorship opportunities that can enhance their skills, knowledge, and career progression.</i></p> <p><i>5. Safe and respectful work environment: We are committed to maintaining a safe and respectful work environment for all employees, including women. We have policies and procedures in place to prevent and address any form of harassment, discrimination, or unequal treatment. We encourage open communication, provide avenues for reporting concerns, and take appropriate action to address any issues promptly.</i></p> <p><i>6. Workforce representation and diversity: We strive for gender diversity and representation in our workforce, including leadership positions and decision-making roles. We actively seek to recruit and retain talented women employees and create a supportive environment where they can thrive and contribute to our school community.</i></p> |
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| | <p><i>7. Consultation and feedback: We regularly seek feedback from our female employees to understand their specific needs, concerns, and aspirations. This may be through surveys, focus groups, or one-on-one discussions. This feedback helps us tailor our policies, practices, and support mechanisms to better meet their employment requirements.</i></p> <p><i>8. Collaboration with external organizations: We collaborate with external organizations, networks, or initiatives that focus on promoting gender equality in the workplace. By engaging with these resources, we stay informed about best practices, emerging trends, and strategies to support the employment requirements of women.</i></p> <p><i>9. Ongoing monitoring and evaluation: We continuously monitor and evaluate our employment practices to ensure they align with the employment requirements of women. We collect data, such as employee demographics, retention rates, and satisfaction surveys, to assess the effectiveness of our initiatives and identify areas for improvement.</i></p> <p><i>By implementing these strategies, we strive to recognize and address the employment requirements of women in our primary school. We are dedicated to fostering an inclusive and equitable work environment that promotes gender equality and supports the professional growth and well-being of all our employees.</i></p> |
| How are you recognising the employment requirements of persons with disabilities? | <p><i>As a primary school, we are committed to recognizing and addressing the employment requirements of persons with disabilities. We strive to create an inclusive and accessible work environment that supports the full participation and contribution of individuals with disabilities. Here are some ways in which we recognize the employment requirements of persons with disabilities:</i></p> <p><i>1. Equal opportunity policy: We have a comprehensive equal opportunity policy in place that explicitly prohibits any form of disability-based discrimination. This policy ensures that all individuals, including those with disabilities, have equal access to employment opportunities, promotions, professional development, and other benefits within our school.</i></p> <p><i>2. Accessibility considerations: We prioritize accessibility in our physical infrastructure and workspaces to ensure they are inclusive and accommodating for persons with disabilities. This includes providing wheelchair ramps, accessible parking spaces, elevators, and accessible restrooms. We also ensure that our classrooms, offices,</i></p> |

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| | <p><i>and common areas are designed and equipped to meet the needs of individuals with disabilities.</i></p> <p><i>3. Reasonable accommodations: We are committed to providing reasonable accommodations for employees with disabilities to enable them to perform their duties effectively. This may involve making modifications or adjustments to the work environment, equipment, schedules, or job tasks to ensure equal opportunities and access.</i></p> <p><i>4. Disability awareness and sensitivity training: We provide disability awareness and sensitivity training for all staff members to promote understanding, empathy, and inclusive practices. This training helps foster a supportive and inclusive work environment and ensures that employees are equipped with the knowledge and skills to effectively interact with colleagues with disabilities.</i></p> <p><i>5. Collaborative approach: We engage in open communication and collaborate with employees with disabilities to understand their unique needs, challenges, and aspirations. By involving them in decision-making processes, we can identify and implement appropriate supports and accommodations to facilitate their employment and professional growth.</i></p> <p><i>6. Professional development and advancement: We provide equal access to professional development opportunities and career advancement for employees with disabilities. This includes offering training programs, mentoring, and skill-building opportunities that are tailored to their specific needs and goals.</i></p> <p><i>7. Assistive technologies and resources: We invest in and provide assistive technologies, tools, and resources that enable employees with disabilities to perform their job duties effectively. This may include screen readers, captioning software, adaptive equipment, or ergonomic accommodations.</i></p> <p><i>8. Collaboration with disability organizations and networks: We collaborate with external disability organizations, networks, or support services to access expertise, resources, and guidance on fostering an inclusive work environment. By partnering with these organizations, we can enhance our understanding of disability-related employment requirements and implement best practices.</i></p> <p><i>9. Ongoing monitoring and evaluation: We continuously monitor and evaluate our employment practices to ensure they align with the requirements of persons with</i></p> |
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| | <p><i>disabilities. This includes collecting feedback, conducting accessibility audits, and reviewing policies and procedures to identify areas for improvement and ensure compliance with accessibility standards.</i></p> <p><i>By implementing these strategies, we strive to recognize and address the employment requirements of persons with disabilities in our primary school. We are dedicated to creating a workplace that values diversity, fosters inclusion, and ensures equal opportunities for all individuals, including those with disabilities.</i></p> |
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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 |
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| 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? | YES | |
| Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? | YES | |
| 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? | YES | |