



MOUNT MAUNGANUI
INTERMEDIATE

POIPOIA TE KĀKANO KIA PUĀWAI

Nurture the seed and it will blossom

Annual Report for 2025

KIA MAUAO TE TŪ

Annual Report for 2025

Presiding Members Report:

Intermediate schools sit in a unique and pivotal space. Students are only with us for two years and arrive from different primary school environments, bringing diverse academic learning experiences, strengths and gaps. At the same time they are navigating the significant developmental shift into emerging adolescence, making this a period of rapid change and opportunity.

Through its strategic plan, the Board remains committed to ensuring: every child is supported to make meaningful progress and attain their highest possible achievement; the school remains a physically and emotionally safe environment for students and staff; the school responds inclusively to diverse needs; and the school continues to give full effect to Te Tiriti o Waitangi.

In 2025, the Board worked closely with the Principal and Senior Leadership Team (SLT) to ensure that actions and outcomes aligned strongly with these objectives. A major focus continued to be on growing and empowering our teachers (Goal 1) and investment in Te Reo and tikanga capability through the Te Reo Ora programme and integration of Te Reo lessons across all classrooms. Snapshot data across key subject areas showed strong progress school-wide with Māori learners in many areas demonstrating progress rates equal to or above their non-Māori peers, albeit disparities in curriculum attainment remain a focus and challenge.

The Board supported professional growth opportunities for leadership staff through participation in 'Leading Edge', engagement with local intermediates and collaborative work across the Kahui Ako. In the Hauora space (Goal 3), co-funded property projects were aimed at improving facilities and promoting wellbeing. We worked with the SLT to further strengthen EOTC processes, ensuring our systems continue to protect and promote health and safety. Meeting the wellbeing needs of students remained a significant focus with demand for counselling and youth services exceeding Ministry funding, thus requiring ongoing financial commitment to ensure additional support.

The Board would like to acknowledge the dedication and professionalism of staff who continue to respond to moving goalposts such as curriculum changes. Their commitment to our learners remains central to the strong progress and outcomes highlighted in this report. We look forward to supporting the school in providing an inclusive, culturally appropriate and future-focussed education for all akonga.

List of Board Members

Board Member Name:	Term until:
Lee Martin (Presiding Member, Parent rep)	Election Date Sept 2028
Rose Gilmour (Parent rep)	Election date Sept 2028
Matthew Balchin (Parent rep)	Election date Sept 2028
Paul Baker (Parent rep)	Election date Sept 2028
Lee Dove (Parent rep)	Election date Sept 2028
Melissa Nelson (Principal)	
Jillian Johnstone	Election date Sept 2028

Statement of Variance for 2025 school year

Poipoia te kakano kia puawai; Nurture the seed and it will blossom



GOAL 1 Grow and empower our teachers

Actions	What did we achieve What were the outcomes of our actions? What impact did our actions have?	Evidence What sources of evidence did we use to determine these outcomes?	Reasons for any differences between targets and outcomes
Develop consistency school-wide in teacher planning	<p>We established clearer expectations for classroom planning. Team leaders checked planning regularly and modelled best practice and expectations within their teams.</p> <p>Team Leaders observed their teams at least once per term with FB focussed on application of planning in classroom programmes.</p>	<p>Planning is now consistently completed ahead of time across the school.</p> <p>Planning consistently meets school expectations for planning.</p>	
All students will make at least two years of academic progress and we will accelerate the achievement of learners at risk of not meeting curriculum	<p>Mathematics:</p> <p><u>Geometry Snapshot - Term 1</u> Beginning average score: 43% End average score: 73% School wide effect size: 1.97 Effect size for Maori: 1.69</p> <p><u>Measurement Snapshot - Term 2</u> Beginning average score: 33% End average score: 63% School wide effect size: 1.52</p>	<p><u>Rational Numbers Snapshot - Term 3</u> Beginning average score: 24% End average score: 60% School wide effect size: 1.52 Effect size for Māori: 1.37</p> <p><u>Algebra Snapshot - Term 4</u> Beginning average score: 22% End average score: 61% School wide effect size: 1.94</p>	<p>Termly snapshot data in mathematics. Tests done at beginning and end of units. Data collected in classes and analysed within teams and school wide.</p> <p>Analysis of E AsTTle data in Reading, Writing and Maths to measure shift.</p> <p>Data snapshots are analysed regarding gender and ethnicity.</p> <p>Snapshot data shows a positive shift in all four assessments in mathematics. Achievement for Maori Students is very similar to that of non Maori.</p> <p>Both AsTTle and OTJ data show minimal shift from SOY to the EOY when considering percentages of students who are where they should be against the curriculum.</p>

expectations in R, W, M.

Effect size for Māori: 1.28

Maths Progress Summary 2025 - Year 8 Students over 2 years

Sub Level Movement	Number of Students	Percentage of Students
1 and below sublevels	Insufficient: 86/335	26%
2 sublevels	Expected 179/335	53%
Above 2 sublevels	Accelerated 70/335	21%

Summary of Acceleration	Percentage of Students
210/335 were at or above expectation when they started	63%
102/335 were below when they came to us in 2024, but made expected or accelerated growth	30%
207/335 were at or above when they left MMI in 2025	62%
72/335 were below when they left in 2025, but made expected or accelerated growth while here	21%

83% of Year 8 students at Mount Maunganui Intermediate were either 'at or above when they left, or were below but made the expected or accelerated progress.

Effect size for Māori: 1.57

OTJ Data: (See appendix)
Data collected SOY, MoY (prediction) and EOY. These judgements are made using a range of assessment sources, administered over time.

This method on its own does not measure the progress that learners make. At the EOY, we measured the shift that each student made using sub levels. This data shows us that we are making a positive difference with the majority of our students. In 2024, we will change the way we collect data to ensure we are measuring *shift* as well as achievement against the curriculum.

Team Leaders have a growing awareness of how to support staff to grow their practice.

Literacy

Punctuation Snapshot:
Beginning Average Score: 51%
End average score: 71%
School wide effect size: 1.11
Effect Size for Māori: 1.13

Sentence Structure Snapshot
Beginning Average Score -63%
End average score - 81%
School wide effect size 0.99
Effect Size for Māori - 1.01

Figurative Language Snapshot
Beginning Average Score -39%
End average score - 72%
School wide effect size - 1.54
Effect Size for Māori - 1.56

Reading Progress Summary 2025 - Year 8 Students over 2 years

Sub Level Movement	Number of Students	Percentage of Students
1 and below sublevels	128 Insufficient	38%
2 sublevels	153 Expected	46%
Above 2 sublevels	54 Accelerated	16%

Summary of Acceleration	Percentage of Students
240/335 were at or above expectation when they started in 2024	71%
72/335 were below when they came to us in 2024, but made expected or accelerated growth	21%
220/335 were at or above when they left MMI in 2025	67%
59/335 were below when they left in 2025, but made expected or accelerated growth while here	18%

85% of Year 8 students at Mount Maunganui Intermediate were either 'at or above when they left, or were below but made the expected or accelerated progress in Reading.

Termly snapshot data in writing. Tests done at beginning and end of units. Data collected in classes and analysed within teams and school wide.

Analysis of E AsTTle data in Reading and Writing to measure shift.

Data snapshots are analysed regarding gender and ethnicity.

OTJ Data: (See appendix)
Data collected SOY, MoY (prediction) and EOY. These judgements are made using a range of assessment sources, administered over time.

See analysis below

See analysis below

Writing Progress Summary 2025 - Year 8 Students over 2 years

Sub Level Movement	Number of Students	Percentage of Students
1 and below sublevels	Insufficient 87/333	26%
2 sublevels	Expected 168/333	50%
Above 2 sublevels	Accelerated 76/333	23%

Summary of Acceleration	Percentage of Students
186/333 were at or above expectation when they started in 2024	56%
142/333 were below when they came to us in 2024, but made expected or accelerated growth	43%
179/333 were at or above when they left MMI in 2025	54%
92/333 were below when they left in 2025, but made expected or accelerated growth while here	28%

82% of Year 8 students at Mount Maunganui Intermediate were either at or above when they left, or were below but made the expected or accelerated progress in Writing.

Future focus:

In 2026:

Team Leaders, supported by the SLT, will focus on best practice, starting with a focus on formative assessment. We will introduce PLGs across teams, to explore formative assessment principles, led by Team Leaders.

We will build capacity around pedagogy with the development and implementation of a pedagogy framework to give clarity to teachers. Developing consistent school wide systems and structures around assessment, with fidelity, will be a strategic focus.

We will implement the revised English curriculum. All staff will be trained in structured literacy pedagogy using the Ideal platform with external providers. All students will have access to phase three (level 4) concepts and resources across the curriculum, with some students requiring enablers (scaffolds) and some students requiring extension.

We will maintain regular classroom observations (2x per term), with a focus on the MMI Teaching Standards. Team Leaders will share data with teams termly and identification and monitoring of target students will be standardised across the school.

GOAL 2 - Strengthen Community Partnerships: Strengthen our whānau class programme.

Actions	What did we achieve What were the outcomes of our actions? What impact did our actions have?	Evidence What sources of evidence did we use to determine these outcomes?	Reasons for any differences between targets and outcomes
<p>The wider leadership team engaged in external PLD “Leading Edge”</p> <p>The wider leadership team read “Leading to the North East”</p> <p>Senior Leaders, Middle leaders and teachers worked collaboratively with Kahui Ako and other local Intermediates to challenge and grow leadership and teaching practice.</p>	<p>We identified a common “problem” (related to student achievement) and engaged in a 5 stage complex problem solving process.</p> <p>A deeper, shared understanding of addressing disparity in a NZ context.</p> <p>We continued to work collaboratively with other Intermediate leadership teams to share practice.</p> <p>Melissa was the co-lead for the Kahui Ako ki Mauao in 2024.</p>	<p>There is a consistency of understanding and increased commitment across the team to address the issue of underachievement.</p> <p>There is an increased focus amongst the leadership team on leading with fidelity and establishing a clear and consistent pedagogical framework</p> <p>We hosted visits from three intermediates to share our practice - with particular focus on assessment procedures and pedagogy.</p>	



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School wide data 2025

KIA MAUAO TE TŪ

Section One: OTJ Achievement EOY 2025

OTJ's are assessed twice yearly. The first at the end of term 2 and the second time at the end of term 4.

Our SOY Overall Teacher Judgement in Year 7 initially comes from the primary school and may be changed after the SOY year testing at Intermediate.

This data is based on curriculum expectations from the NZC, **prior to the curriculum refresh of 2025**. In this iteration of the curriculum, expectations were as follows:

Beginning of Year 7 (EO Y 6)	End of Year 7 /Beginning of Year 8	End of Year 8
At 3 or above	Early 4 or above	At 4 or above

	READING		WRITING		MATHS	
	Start of Year	End of Year	Start of Year	End of Year	Start of Year	End of Year
Whole School At or Above	71%	64%	56%	49%	58%	61%
Year 7 2025	At 3 and above	E4 and above	At 3 and above	E4 and above	At 3 and above	E4 and above
Y7	77%	65%	60%	47%	58%	63%
Y7 Female	75%	65%	68%	55%	50%	59%
Y7 Male	78%	65%	53%	41%	65%	67%
Year 7 Māori	63%	46%	42%	27%	33%	38%
Year 7 NZ European/Pakeha	81%	72%	65%	53%	63%	68%
Year 7 Pacific Peoples	63%	67%	51%	33%	63%	44%

Year 8 2025	E4 and above	A4 and above	E4 and above	A4 and above	E4 and above	A4 and above
Y8	64%	63%	53%	51%	58%	59%
Y8 Female	72%	72%	67%	65%	56%	59%
Y8 Male	56%	55%	38%	37%	61%	60%
Year 8 Māori	47%	53%	43%	40%	47%	51%
Year 8 NZ European/Pakeha	72%	70%	61%	56%	61%	61%
Year 8 Pacific Peoples	46%	27%	29%	21%	42%	33%

Overview of OTJ data

The above tables show curriculum expectations over time. Please note that the expectations increase at EOY.

- Reading: A dip from 71% (SOY) to 65% (EOY)
- Writing: A dip from 56% (SOY) to 49% (EOY)
- Maths: Starts at 58% (SOY) and rises to 61%EOY.

Year 7 Insights

By Gender

- Female students: Perform better in writing
- Male students: Perform better at Reading and Maths

By Ethnicity

- NZ European/Pākehā students: Show the strongest performance across all subjects and times.
- Māori students: Challenges persisting across the board and significant drops from SOY to EOY in Reading and Writing. A slight increase in Mathematics
- Pacific Peoples: Lower results in general but show some improvement in Reading but a drop in Mathematics

Year 8 Insights

By Gender

- Female students: Lead in Writing and Reading, though the gap in Maths is small
- Male students: Consistently underperform relative to females in Literacy. However they show slight increase in Math

By Ethnicity

- NZ European/Pākehā students: Maintain the highest achievement levels in all subjects.
- Māori students: Performance improves in Reading and Mathematics but has a slight dip in Writing

- Pacific Peoples: Decreases in all subject areas.

Key Patterns and Considerations

1. Gender Gaps: Female students consistently outperform males in Writing. In Reading, the year 7 cohort of females and males is the same, whereas in year 8 there is quite a disparity between males and females. In Maths, boys are outperforming girls.
2. Ethnic Disparities: NZ European/Pākehā students consistently perform higher compared to Māori and Pacific Peoples.
3. Subject Trends: Writing scores tend to decrease from SOY to EOY across both years, whereas Maths shows more variability.

Section Two: OTJ Progress while at MMI

The following data shows the percentages of Year 8 students who are **below** but have **made at least two years progress** in their time at MMI.

The majority of these students enrolled at MMI being below or well below curriculum expectations; this means they had not made expected progress in their first 6 years of their schooling. In their time with us, these students have made at least two years progress.

We have used OTJ data to measure this progress. In the future, it is our intention to use the SMART tool to measure progress over time.

Reading Progress Summary 2025 - Year 8 Students over 2 years

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Writing Progress Summary 2025 - Year 8 Students over 2 years

Sub Level Movement	Number of Students	Percentage of Students
1 and below sublevels	Insufficient 87/333	26%
2 sublevels	Expected 168/333	50%
Above 2 sublevels	Accelerated 78/333	23%

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Maths Progress Summary 2025 - Year 8 Students over 2 years

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Evaluation and analysis of the school's students' progress and achievement

Student Achievement against the New Zealand Curriculum

Students are measured against the New Zealand Curriculum expectations, using OTJs. OTJs are made by teachers in consultation with students and are based on multiple assessments (formative and summative), administered over time. The New Zealand Curriculum requires students to be meeting the demands (“at”) of Level 4 (now Phase 3) by the end of Year 8. Students should be working at “early” level four (phase 3) by the end of Year 7.

As an Intermediate School, we only have the students for two years. Our window to “make a difference” is a relatively small one. As a school, we intentionally focus on the progress and development of our akonga. Our goal is to ensure that every child, regardless of where they sit in terms of curriculum measures, makes at least two years progress when they are with us.

Our school enrolls students from the four kura in Kahui Ako ki Mauao. Each year, we receive approximately one third of students who are already below curriculum expectations, according to assessment data at Year 6. This varies from cohort to cohort. In addition to this, when students start in Year 7, the curriculum expectations go up. Level four is the benchmark for Years 7 and 8. This is a big jump for many of our akonga.

At MMI, we aim to “put level four” in front of every learner in our classrooms. Despite this being part of our pedagogy for some time, this approach is now mandated by the MoE in the revised curriculum.

Some of our students will cope well with this level of learning independently, and some will need scaffolding and support to do so. Some students will extend their learning past level four and beyond. What is important to us and our approach to curriculum, is that all students make progress in their learning.

Progress in Reading :

When combined, students who are meeting curriculum expectations (OTJ) and students who have made 3 or more sublevels of shift (AsTTle) total 85% across the school.

Student achievement data that measures *progress* shows that Maori students are performing at least as well as their NZE counterparts. School based snapshot assessments show that Maori students make the same (and in some examples more) progress than non- Maori students. Despite the considerable progress that our students are making, when measuring *attainment* against curriculum expectations, Maori students are underperforming. There is a need to address the achievement of Maori students in Reading.

Progress in Writing:

When combined, students who are meeting curriculum expectations (OTJ) and students who have made 3 or more sublevels of shift (AsTTle) total 82% across the school.

Student achievement data that measures *progress* shows that Maori students are performing at least as well as their NZE counterparts. School based snapshot assessments show that Maori students make the same (and in some examples more) progress than non- Maori students. Despite the considerable progress that our students are making, when measuring *attainment* against curriculum expectations, Maori students are underperforming. There is a need to address the achievement of Maori students in Writing.

Progress in Maths :

When combined, students who are meeting curriculum expectations (OTJ) and students who have made 3 or more sublevels of shift (AsTTle) total 83% across the school.

Student achievement data that measures *progress* shows that Maori students are performing slightly lower than their NZE counterparts. School based snapshot assessments show that Maori students make very similar, but slightly lower progress to non- Maori students. Despite the considerable progress that our students are making, when measuring *attainment* against curriculum expectations, Maori students are underperforming. There is a need to address the achievement of Maori students in Mathematics.

Analysis of students who do not make two years progress:

Maths: 63 (73%) of the 86 students that did not make two years' progress, were already at or above curriculum expectations when they arrived. This means that progress slowed for them at MMI.

Reading: 105 (82%) of the 128 students that did not make two years' progress, were already at or above curriculum expectations when they arrived. This means that progress slowed for them at MMI.

Writing: 62 (72%) of the 87 students that did not make two years' progress, were already at or above curriculum expectations when they arrived. This means that progress slowed for them at MMI.

In 2026, we will implement the revised curriculum. For us as teachers of Years 7 and 8, the new curriculum expectations for our year levels is "phase 3". This phase is a two-year phase (unlike the two three-year phases that go before us). This means that our teachers have two years to teach this curriculum content and for the students to master and apply it.

Having a two-year phase has meant that little has changed for us in terms of the Mathematics curriculum. We had already been focussing on "putting phase 3 in front of every learner" for some years, so this change in pedagogical approach was not a big shift for us at MMI. In 2026, we will implement the revised English curriculum. We are expecting more change with the implementation of a structured literacy approach to spelling as well as a stronger focus on grammar and more direction about the teaching of particular text types and individual texts.

FUTURE FOCUS

Where to next?

- Pedagogical framework: We will develop a consistent pedagogical approach based on Russel Bishop's principles.
- School wide support systems: We will develop assessment procedures that ensure the pedagogy is implemented *with fidelity* over time—these systems include infrastructure, leadership, inclusion, and evidence.
- Consistent approach to target students: In 2026, target students groups will be identified, closely tracked and monitored at regular intervals. Identification will be based on both attainment (SOY data) and progress (those not progressing in MMI snapshots). This mahi will happen in teams and data collection and analysis will be a focus for the leadership team.
- Leadership Development: The leadership team will engage with an external coach to address puzzles of practice associated with the progress of students in their teams. SLT will mentor team leaders in their roles as leaders of learning.
- Formative Assessment PLGs: The establishment of PLGs focussed on formative assessment principles will widen the repertoire of tools for teachers and aim to improve student agency and engagement in learning.
- Structured Literacy PLD: By the end of 2026, all staff will have undergone training in structured literacy pedagogy.
- Reporting: The whole staff will explore and implement new requirements for reporting against the phases of the revised curriculum.

How we have given effect to Te Tiriti o Waitangi

The Board's Contribution:

The BOT recognises the importance of Te Tiriti o Waitangi.

Local Curriculum

Through our work in Kahui Ako ki Mauao, our local curriculum has been developed alongside our main Iwi; Ngai te Rangi. This includes a framework for the sharing of stories, places of significance and local tikanga and ensures a Maori lens is maintained and considered through the NZ Histories Curriculum. In addition to the local curriculum that sits across Tauranga Moana (Te Tai Whanake- a curriculum collaboration between all schools and three Iwi), Ngai te Rangi has gifted us the “Paritaha Model” which is a localised framework for delivering the stories and knowledge of Ngai te Rangi in the kura on this whenua.

Instruction in tikanga and Te Reo Maori

Teaching Te Reo has always been a challenge for our staff as only a few speak Te Reo fluently. Over the years we have tried many approaches and resources to improve our competence in this area, however most staff still consider themselves to be beginners.

In 2023, we began all staff hui with a 15 minute slot based on tikanga. This was led by staff members who are fluent speakers and who have the ability to lead in this space. We have a ‘within school leader’ in our “Culture and Identity Workstream” (Kahui Ako). This leader has helped us to understand and implement the Paritaha Model as well as supporting us with resources for our classrooms.

In 2024, all teachers and some support staff undertook to learn Te Reo through a programme called “Reo Ora”. This is an online programme that allows akonga to learn at their own pace. It is interactive and applicable to students of all ages. We committed to 7 staff hui times per term to be time to focus on Re Ora. This is an investment in time for staff- to prioritise and focus on this important mahi and personal journey.

In 2025, staff began to apply their knowledge through weekly Te Reo lessons that are taught in every classroom. Teachers continue to upskill themselves in this area through practice, school wide tikanga and teaching Te Reo in their classes.

Achieving equitable outcomes for Maori

Student achievement data measuring progress shows that Mount Maunganui Intermediate is achieving equitable outcomes for Maori students. Across the curriculum, Maori students make equitable *progress* in their learning. There is still a data gap when measuring students against curriculum expectations. This is a gap we “inherit” every year and one we work hard to narrow in the two years that students are with us.

Whanau Classes

There are two Whanau classes at Mount Maunganui Intermediate. They are taught by kaiako ki Ngai te Rangi. These two classes are by application and numbers are strong, with both classes sitting at 32. Tikanga is a strong focus in these classes; students experience educational success as Maori through an adaptation of our school curriculum to encompass Te Ao, mātauranga Maori and tikanga Maori. Students in these classes engage in kapa haka and waka ama. Student voice tells us that they experience a strong sense of belonging and pride in their classes and in their school.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>See School Docs Policy on our website</i>
What is in your equal employment opportunities programme?	<i>To help implement our EEO policy, we have a programme to 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 Mt Maunganui Intermediate School staff.</i>
How have you been fulfilling this programme?	<p><i>Our EEO programme may include:</i></p> <ul style="list-style-type: none"> ● <i>developing a policy statement and establishing objectives</i> ● <i>appointing an EEO representative</i> ● <i>consulting with staff to hear any concerns</i> ● <i>creating an employee database (with informed consent for any EEO data collected)</i> ● <i>encouraging staff to participate in training and career development</i> ● <i>programme monitoring through staff meetings and board reports</i> ● <i>reviewing employment and personnel policies and processes.</i> <p><i>Mt Maunganui Intermediate 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.</i></p>
How do you practise impartial selection of	<i>Appointment Procedure</i>

suitably qualified persons for appointment?

*Mt Maunganui Intermediate School is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to **te Tiriti o Waitangi** through our vision and strategic plan to reflect tikanga Māori.*

Our appointment process meets the requirements of the Children's Act 2014.

The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.

We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.

Responsibility

Action

The principal and senior management

1. *Determine whether a vacancy exists, and what kind of vacancy it is, i.e., permanent or fixed-term. Fixed-term employment is only offered if it meets the criteria specified in the relevant employment agreement.*
2. *Prepare an application package.*

3. *Advertise the position.*

Notify the vacancy according to the terms of the relevant employment agreement, in a way that enables suitably qualified people to apply for the position.

4. *Form an **appointment committee** based on agreed delegations.*

All appointment committee meetings are deemed to be “public excluded” meetings of a board committee in terms of the Local Government Official Information and Meetings Act.

Administration staff

5. *Receive the applications and acknowledge them with a standard letter or email. Keep them confidential and secure.*

Appointment committee

6. *Shortlist applicants.*

Use the new employee checklist to ensure all proper checks are undertaken before, during, and after the interview process.

If there are no suitable applicants, re-advertise the position.

- 7. Conduct interviews and complete all reference and background checks.*

Reference checking may be carried out before interviews.

- 8. Make an appointment.*

- 9. Make sure all the required documentation is completed and filed in the employee's file.*

- 10. Notify unsuccessful interviewed candidates by email or phone. Send written notification to all candidates, and delete or destroy their documentation.*

	<p><i>The principal assures the board that procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and board delegation for appointment committees. The principal confirms that supporting policies for induction, staff conduct, and professional development are being implemented. See Self-Review and Board Assurances.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p><i>See Te Tiriti o Waitangi Policy (School Docs)</i> <i>We have two Ngai te Rangi on staff as full time teachers.</i> <i>There are opportunities for all staff to take on leadership roles in line with our strategic plan.</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>Through a growth cycle process</i> <i>Through mentoring a coaching for Team Leaders and Senior Leaders</i> <i>Through opportunities to develop leadership through fixed term units attached to our strategic plan.</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>Refer Equal Opportunities Policy (School Docs)</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>Refer Equal Opportunities Policy (School Docs)</i></p>

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

Signed:




Melissa Nelson

Lee Martin

Principal

Presiding Member

Ratified by the Board 24 March 2026

