

Lincoln High School Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

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?	<ul style="list-style-type: none"> • <i>Restorative practices</i> • <i>Open communication through SLT liaison with Dept HOLA</i> • <i>Annual training held with discussions around physical and emotional safety and how to report or raise concerns</i> • <i>H&S committee – incident and near miss forms</i>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> • <i>Annual good employer survey completed in 2025 and comments followed up.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<ul style="list-style-type: none"> • <i>All positions are advertised appropriately and panels established to review applications/shortlisting</i> • <i>Interviews and referee checks conducted and the best person for the job is always selected.</i> • <i>Clear pre-employment checks and procedures exist and are adhered to</i>
<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? 	<ul style="list-style-type: none"> • <i>Professional Learning provide to explore te reo learning. Many staff enrolled in external courses.</i> • <i>HOD Māori was the Kahui Ako Across School Lead for Mana Ōrite and works across 7 primary schools and LHS</i> • <i>Established a new position, Pou Whirinaki aimed at provided upskilling of staff as well as a further employment opportunity for staff in this area</i>
How have you enhanced the abilities of individual employees?	<ul style="list-style-type: none"> • <i>All staff were involved in individual professional learning, which was focused around our schools teaching a learning goals. This was discussed in annual performance reviews.</i> • <i>A number of Staff are involved at a national level in subject associations.</i> • <i>Staff present at workshops and conferences.</i>
How are you recognising the employment requirements of women?	<ul style="list-style-type: none"> • <i>There are equal opportunities for women in our workplace.</i>

<p>How are you recognising the employment requirements of persons with disabilities?</p>	<ul style="list-style-type: none"> • <i>A number of staff members have part time permanent positions to meet their personal medical needs.</i> • <i>Staff are situated close to toilets and in close proximity to the staffroom when needs are identified. They also have less movement between classes.</i> • <i>Vacations and accommodations to both work, timetables and work location have been made to support staff returning from injury or illness.</i>
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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
Do you operate an EEO programme/policy?	Y	
Has this policy or programme been made available to staff?	Y	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		N
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Y	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Y	
Does your EEO programme/policy set priorities and objectives?		N