

LYTTON STREET SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 2389
Principal: Ben Ward-Smith
School Address: Lytton Street, Feilding
School Postal Address: Lytton Street, Feilding
School Phone: 06 323 6687
School Email: office@lyttonstreet.school.nz
Accountant / Service Provider: Openbook Solutions Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Lance Burch	Presiding Member	Elected	Sept-28
Ben Ward-Smith	Principal	ex Officio	
Bianca Alani	Parent Representative	Elected	Sept-28
Richard Howard	Parent Representative	Elected	Sept-28
Debby Finlayson	Parent Representative	Elected	Sept-28
Nathan Barrack	Parent Representative	Elected	Sept-28
Laura Chee	Parent Representative	Elected	Sept-25
Amber Dodge	Parent Representative	Elected	Sept-25
Teresa Shanks	Parent Representative	Elected	Sept-25
Rachelle Watson	Staff Representative	Elected	Sept-28
Shaun Lewis	Staff Representative	Elected	Sept-25

LYTTON STREET SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Lytton Street School Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Loanie Alexander Birch
Full Name of Presiding Member


Signature of Presiding Member

22 May 2026
Date

BEN WARD - SMITH
Full Name of Principal


Signature of Principal

22 May 2026
Date

Lytton Street School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	6,616,959	6,244,841	6,488,983
Locally Raised Funds	3	146,840	142,700	123,449
Interest		43,107	50,000	72,574
Gain on Sale of Property, Plant and Equipment		6,891	0	0
Other Revenue		7,075	0	0
Total Revenue		6,820,872	6,437,541	6,685,006
Expense				
Locally Raised Funds	3	189,522	96,700	117,669
Learning Resources	4	4,857,638	4,591,506	4,653,936
Administration	5	940,976	846,800	907,649
Interest		3,821	4,812	4,325
Property	6	812,873	882,136	988,754
Other Expenses	7	0	0	2,609
Loss on Disposal of Property, Plant and Equipment		0	0	2,436
Total Expense		6,804,830	6,421,954	6,677,378
Net Surplus / (Deficit) for the year		16,042	15,587	7,628
Other Comprehensive Revenue and Expense		0	0	0
Total Comprehensive Revenue and Expense for the Year		16,042	15,587	7,628

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Lytton Street School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		<u>1,642,270</u>	<u>1,642,270</u>	<u>1,588,176</u>
Total comprehensive revenue and expense for the year		16,042	15,587	7,628
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		27,181	0	0
Contribution - Te Mana Tūhono		19,264	0	46,466
Equity at 31 December		<u>1,704,757</u>	<u>1,657,857</u>	<u>1,642,270</u>
Accumulated comprehensive revenue and expense		1,704,757	1,657,857	1,642,270
Reserves		0	0	0
Equity at 31 December		<u>1,704,757</u>	<u>1,657,857</u>	<u>1,642,270</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Lytton Street School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	8	354,469	158,120	169,977
Accounts Receivable	9	389,855	300,000	379,340
GST Receivable		18,503	20,000	33,992
Prepayments		25,317	20,000	26,932
Inventories	10	3,271	2,500	2,352
Investments	11	584,273	1,050,000	1,286,864
Funds Receivable for Capital Works Projects	17	0	0	4,133
		<u>1,375,688</u>	<u>1,550,620</u>	<u>1,903,590</u>
Current Liabilities				
Accounts Payable	13	479,593	500,000	545,079
Revenue Received in Advance	14	2,065	0	813
Provision for Cyclical Maintenance	15	0	71,248	49,585
Finance Lease Liability	16	39,231	45,047	46,582
Funds held for Capital Works Projects	17	34,520	0	505,686
Funds for Resource Teachers Literacy Services	18	0	0	11,033
		<u>555,409</u>	<u>616,295</u>	<u>1,158,778</u>
Working Capital Surplus/(Deficit)		820,279	934,325	744,812
Non-current Assets				
Property, Plant and Equipment	12	1,035,141	894,926	1,019,926
		<u>1,035,141</u>	<u>894,926</u>	<u>1,019,926</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	94,580	91,460	85,487
Finance Lease Liability	16	56,083	79,934	36,981
		<u>150,663</u>	<u>171,394</u>	<u>122,468</u>
Net Assets		<u><u>1,704,757</u></u>	<u><u>1,657,857</u></u>	<u><u>1,642,270</u></u>
Equity		<u><u>1,704,757</u></u>	<u><u>1,657,857</u></u>	<u><u>1,642,270</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Lytton Street School
Statement of Cash Flows
For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		1,741,280	1,765,330	1,856,212
Locally Raised Funds		152,005	243,629	124,773
Goods and Services Tax (net)		15,490	13,992	(14,704)
Payments to Employees		(875,327)	(720,000)	(904,476)
Payments to Suppliers		(884,815)	(1,004,204)	(884,155)
Interest Paid		(3,821)	(4,812)	(4,325)
Interest Received		57,167	50,000	65,941
Net cash from/(to) Operating Activities		201,979	343,935	239,266
Cash flows from investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		31,516	0	0
Purchase of Property Plant & Equipment (and Intangibles)		(228,262)	(43,000)	(208,541)
Purchase of Investments		0	0	(352,140)
Proceeds from Sale of Investments		702,591	236,864	0
Net cash from/(to) Investing Activities		505,845	193,864	(560,681)
Cash flows from Financing Activities				
Furniture and Equipment Grant		27,181	0	0
Finance Lease Payments		(39,233)	(37,070)	(66,198)
Funds Administered on Behalf of Other Parties		(511,280)	(512,586)	485,078
Net cash from/(to) Financing Activities		(523,332)	(549,656)	418,880
Net increase/(decrease) in cash and cash equivalents		184,492	(11,857)	97,465
Cash and cash equivalents at the beginning of the year	8	169,977	169,977	72,512
Cash and cash equivalents at the end of the year	8	354,469	158,120	169,977

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Lytton Street School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Lytton Street School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 23.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised of School uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	5-50 years
Furniture and Equipment	4-20 years
Information and Communication Technology	3-5 years
Motor Vehicles	8 years
Attendance	3 - 10 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	8 years SL, 12.5% DV

k) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the School engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from students where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

o) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Shared Funds

Shared Funds are held on behalf of a cluster of participating Schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the School is determined to be the principal for providing the service related to the Shared Funds, all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

q) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition.

The School carries out painting maintenance of the whole School over a 10 to 15 year period, the economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

s) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

u) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,779,346	1,729,841	1,792,437
Teachers' Salaries Grants	3,797,152	3,500,000	3,529,803
Use of Land and Buildings Grants	460,774	465,000	510,953
Ka Ora, Ka Ako - Healthy School Lunches Programme	575,687	500,000	588,609
Other Government Grants	4,000	50,000	67,181
	6,616,959	6,244,841	6,488,983

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	2,519	2,500	923
Fees for Extra Curricular Activities	55,584	27,200	24,898
Trading	11,918	13,000	12,238
Fundraising and Community Grants	55,933	42,500	55,293
Other Revenue	20,886	57,500	30,097
	146,840	142,700	123,449
Expenses			
Extra Curricular Activities Costs	133,653	68,700	84,648
Trading	17,333	23,000	21,662
Fundraising and Community Grant Costs	33,153	5,000	11,359
International Student - Other Expenses	5,383	0	0
	189,522	96,700	117,669
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	(42,682)	46,000	5,780

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	136,919	166,506	135,315
Information and Communication Technology	34,706	26,500	13,035
Employee Benefits - Salaries	4,371,477	4,000,000	4,128,107
Staff Development	50,446	142,000	117,907
Depreciation	263,743	250,000	254,330
Other Learning Resources	347	6,500	5,242
	4,857,638	4,591,506	4,653,936

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	11,647	11,500	11,382
Board Fees and Expenses	25,666	11,000	9,316
Operating Leases	14,272	13,000	9,305
Other Administration Expenses	68,870	136,300	96,960
Employee Benefits - Salaries	223,183	150,000	172,530
Insurance	14,354	15,000	13,729
Service Providers, Contractors and Consultancy	7,297	10,000	5,818
Ka Ora, Ka Ako - Healthy School Lunches Programme	575,687	500,000	588,609
	<u>940,976</u>	<u>846,800</u>	<u>907,649</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	22,883	27,636	31,678
Heat, Light and Water	34,861	36,000	37,252
Repairs and Maintenance	89,148	108,500	174,917
Use of Land and Buildings	460,774	465,000	510,953
Employee Benefits - Salaries	68,545	110,000	98,118
Other Property Expenses	136,662	135,000	135,836
	<u>812,873</u>	<u>882,136</u>	<u>988,754</u>

The use of land and buildings figure represents 5% of the School's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Other Expenses

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Loss on Uncollectable Accounts Receivable	0	0	2,609
	<u>0</u>	<u>0</u>	<u>2,609</u>

8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	304,469	158,120	169,977
Short-term Bank Deposits	50,000	0	0
Cash and cash equivalents for Statement of Cash Flows	<u>354,469</u>	<u>158,120</u>	<u>169,977</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$354,469 Cash and Cash Equivalents \$34,520 is subject to restrictions for the following reasons:

- \$34,520 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 17.

9. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	6,185	5,000	3,023
Receivables from the Ministry of Education	16,996	15,000	5,025
Interest Receivable	7,168	5,000	21,228
Teacher Salaries Grant Receivable	359,506	275,000	350,064
	<u>389,855</u>	<u>300,000</u>	<u>379,340</u>
Receivables from Exchange Transactions	13,353	10,000	24,251
Receivables from Non-Exchange Transactions	376,502	290,000	355,089
	<u>389,855</u>	<u>300,000</u>	<u>379,340</u>

10. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
School Uniforms	3,271	2,500	2,352
	<u>3,271</u>	<u>2,500</u>	<u>2,352</u>

11. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	584,273	1,050,000	1,286,864
Total Investments	<u>584,273</u>	<u>1,050,000</u>	<u>1,286,864</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	324,427	1,887	0	0	(21,632)	304,683
Furniture and Equipment	441,403	141,488	(23,458)	0	(107,666)	451,767
Information and Communication	130,956	99,174	(1,167)	0	(74,794)	154,169
Motor Vehicles	41,469	0	0	0	(11,695)	29,773
Leased Assets	80,150	61,034	0	0	(47,729)	93,455
Library Resources	1,521	0	0	0	(227)	1,294
	<u>1,019,926</u>	<u>303,583</u>	<u>(24,625)</u>	<u>0</u>	<u>(263,743)</u>	<u>1,035,141</u>

The net carrying value of equipment held under a finance lease is \$93,455 (2024: \$80,150)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the School's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	696,649	(391,966)	304,683	694,762	(370,335)	324,427
Furniture and Equipment	1,050,914	(599,147)	451,767	946,109	(504,706)	441,403
Information and Communication	324,963	(170,794)	154,169	356,272	(225,316)	130,956
Motor Vehicles	102,868	(73,095)	29,773	102,868	(61,399)	41,469
Leased Assets	148,328	(54,873)	93,455	279,093	(198,943)	80,150
Library Resources	31,985	(30,691)	1,294	31,985	(30,464)	1,521
	<u>2,355,707</u>	<u>(1,320,566)</u>	<u>1,035,141</u>	<u>2,411,089</u>	<u>(1,391,163)</u>	<u>1,019,926</u>

13. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	48,837	125,000	122,165
Accruals	23,388	25,000	25,561
Employee Entitlements - Salaries	359,506	300,000	355,459
Employee Entitlements - Leave Accrual	47,862	50,000	41,894
	<u>479,593</u>	<u>500,000</u>	<u>545,079</u>
Payables for Exchange Transactions	479,593	500,000	545,079
	<u>479,593</u>	<u>500,000</u>	<u>545,079</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Other revenue in Advance	2,065	0	813
	<u>2,065</u>	<u>0</u>	<u>813</u>

15. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	135,072	135,072	128,667
Increase/(decrease) to the Provision During the Year	20,015	27,636	27,405
Use of the Provision During the Year	(60,507)	0	(21,000)
Provision at the End of the Year	<u>94,580</u>	<u>162,708</u>	<u>135,072</u>
Cyclical Maintenance - Current	0	71,248	49,585
Cyclical Maintenance - Non current	94,580	91,460	85,487
	<u>94,580</u>	<u>162,708</u>	<u>135,072</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan .

16. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	48,625	47,177	49,324
Later than One Year	57,924	83,501	38,890
Future Finance Charges	(11,235)	(5,697)	(4,651)
	<u>95,314</u>	<u>124,981</u>	<u>83,563</u>
Represented by			
Finance lease liability - Current	39,231	45,047	46,582
Finance lease liability - Non current	56,083	79,934	36,981
	<u>95,314</u>	<u>124,981</u>	<u>83,563</u>

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

2025	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
Block 2 ILE Upgrade - Proj No 241961	490,363	160,000	(615,843)	0	34,520
Block 7 LSC Office - Project number 218539	(4,133)	22,203	(18,070)	0	0
LSM - Fences & Gates - Project number 244578	15,323	10,116	(25,439)	0	0
Totals	501,553	192,319	(659,352)	0	34,520

Represented by:

Funds Held on Behalf of the Ministry of Education	34,520
Funds Receivable from the Ministry of Education	0

2024	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
Block 2 ILE Upgrade - Proj No 241961	(17,020)	584,288	(76,905)	0	490,363
Block 7 LSC Office - Project number 218539	63,640	0	(67,773)	0	(4,133)
LSM - Fences & Gates - Project number 244578	0	102,190	(86,867)	0	15,323
Totals	46,620	686,478	(231,545)	0	501,553

Represented by:

Funds Held on Behalf of the Ministry of Education	505,886
Funds Receivable from the Ministry of Education	(4,133)

18. Funds for RTLit Services

Lytton Street School is the lead School funded by the Ministry of Education to provide the services of Resource Teachers of Literacy to its cluster of Schools.

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	11,033	11,033	9,629
Funds Received from MoE	11,508	10,000	11,226
Total funds received	11,508	10,000	11,226
Funds Spent on Behalf of the Cluster	12,283	21,033	9,822
Funds remaining	(775)	(11,033)	1,404
Funds transferred to School on close of RTLit Services	10,258	0	0
Funds Held at Year End	0	0	11,033

19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

20. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Assistant Principals.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	5,625	4,850
 <i>Leadership Team</i>		
Remuneration	720,888	828,437
Full-time equivalent members	5.11	6.00
 Total key management personnel remuneration	726,513	833,287

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	180 - 190
Benefits and Other Emoluments	6 - 7	5 - 6
Termination Benefits	0	0

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	8	6
110 - 120	7	2
120 - 130	1	2
130 - 140	1	2
140 - 150	1	0
	18	12

The disclosure for 'Other Employees' does not include remuneration of the Principal.

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2025 Actual	2024 Actual
Total	0	0
Number of People	0	0

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current School employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for School boards.

23. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$89,128 (2024: \$783,394) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Block 2 ILE Upgrade - Proj No 241961	81,663
Playground equipment	7,465
Total	<u>89,128</u>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

(b) Operating Commitments

As at 31 December 2025 the Board has entered into no operating contracts (2024: nil).

24. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	354,469	158,120	169,977
Receivables	389,855	300,000	379,340
Investments - Term Deposits	584,273	1,050,000	1,286,864
	<u>1,328,597</u>	<u>1,508,120</u>	<u>1,836,181</u>

Total financial assets measured at amortised cost

Financial liabilities measured at amortised cost

Borrowings - Loans	479,593	500,000	545,079
Painting Contract Liability	95,314	124,981	83,563
	<u>574,907</u>	<u>624,981</u>	<u>628,642</u>

Total financial liabilities measured at amortised cost

25. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

26. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF LYTTON STREET SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Lytton Street School (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 to 18 that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 22 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the *Responsibilities of the auditor* section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Responsibility, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.

David Fraser

David Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand



LYTTON STREET SCHOOL - 2025-2028



STRATEGIC & ANNUAL PLAN

Our Vision Statement

*Together, we Live to Learn and Learn to Live
Kia Ora Kia Tahi, Kia Tahi Kia Ora*

Our vision at Lytton Street School is to be an inclusive and culturally responsive kura, firmly rooted in the principles of Te Tiriti o Waitangi. Through ongoing commitment and collaboration, we recognise that upholding Te Tiriti is a collective responsibility shared by all stakeholders - staff, students, whānau, community members, and mana whenua.

We actively integrate perspectives of tangata whenua, culture, and history throughout our curriculum. This includes incorporating Te Reo Māori, teaching about Māori tikanga, traditions, and significant historical events, and promoting an understanding of the Māori worldview. Our goal is for every student to comprehend the historical significance of the Treaty of Waitangi, its principles, and its relevance to today.

We lead the revitalisation of the Māori language by offering a Te Reo Māori focus and integrating Māori language learning into our curriculum. We foster cultural awareness by engaging with local iwi, inviting Māori guest speakers, artists, or performers to share their knowledge and experiences with our students. Building relationships with our local iwi, Ngāti Kauwhata, is essential to us. We seek their guidance on cultural protocols, involve Māori community members in school events and decision-making processes, and ensure Māori perspectives are represented in our school governance structures.

Empowering students to actively participate in decision-making processes and fostering their understanding of citizenship, social justice, and the importance of honoring Te Tiriti o Waitangi is a priority for us. Students lead initiatives such as organizing cultural events, promoting diversity, and advocating for equity within our school community.

Māramatanga

Consultation with all members of our kura community is currently underway to define Māramatanga as our core school value.

The development of Māramatanga within our tamariki enables them to build awareness. Awareness involves being curious, mindful of both ourselves and others, making connections, and fostering deep understanding, empathy, and personal growth across local, national and global contexts.

Our Pedagogy

Our school pedagogy is structured around our four main values, each specifically chosen as representation of the kōtare with its own pūrākau that has been gifted by our local iwi, Ngāti Kauwhata.



Values for Learning

Observant

Observant - pay close attention and notice what's happening around you.

Kōtare (the bird) will sit on tree branches and observe the coming and going of other creatures and people. It reacts depending on the situation, watching quietly and taking in the surroundings, or alerting others nearby if there is danger. This is called the wairea or sweeping of the broom - clearing the way for others who may be scared or nervous.

Reflective

Reflective - think carefully about what you've done or learned, so you can continue to improve in the future.

Kōtare (the bird) gathers its food from the river. It sits high on branches and when it can see an opportunity it will dive deep into the water to collect the kai. Once the kōtare returns to its perch, it will shake its whole body and ruffle its feathers. This removes the icy cold water from its body.

Responsive

Responsive - be quick to listen, think, and act when you need to learn or support others.

Kōtare, the father of Kauwhata, places himself lower than his son at the wharenuī. This shows his humble nature as well as the care and love he had for his son. The people of Ngāti Kauwhata cover the carving of Kōtare with a korowai. Kōtare is wrapped in the warmth of aroha.

Inquisitive

Inquisitive - be curious, and ask questions to learn more about the world and the people around you.

Kōtare (the bird) would sit on the whata (fish and eel drying stand) and watch for the fish in the river, then dive to capture their kai. The kōtare would then move to the vegetable patch during the growing season and would eat the insects and lizards which stopped those creatures from damaging the crops.

Our School & Community

Lytton Street School is a large-sized, contributing primary school situated in Feilding, 20 kilometres north of Palmerston North. Established in 1901 and set in very attractive grounds, the roll is approximately 550+ students from New Entrant to Year Six. Lytton Street School has strong, successful programmes across all curriculum and extra-curricular areas. The ethnicities which reflect the school are: NZ Pakeha (63%); Māori (31%); Pasifika (4%); and Other (2%).

Regular consultation ensures that the voice of our staff, tamariki and community are embedded in the creation of the school direction and our teaching and learning programmes. Whānau, Māori whānau, and Health & Physical Education consultations are examples of the areas with which voice is sought. In addition, there is regular dialogue with our local iwi, Ngāti Kauwhata, as the development of our school local curriculum takes place.



Te Tiriti o Waitangi & The Cultural Diversity Of Lytton Street School



Our kura reflects New Zealand's cultural diversity and promotes the uniqueness of New Zealand's bi-cultural society. The school is continuing to forge a strong connection with Ngāti Kauwhata.

Te Tiriti o Waitangi provides an ideal framework for promoting the success of ākonga Māori as Māori. Our kura is committed to honouring Te Tiriti o Waitangi, recognising it as an agreement for all people to co-exist peacefully while retaining their own language, culture, and identity. Our kura acknowledges and values Te Tiriti o Waitangi by enacting the articles of Kawanatanga (honourable governance), Rangatiratanga (self-determination) and Ōritetanga (equity). Our school values, through genuine engagement, the voice of our whānau Māori in all aspects of governance, decision making and learning.

Te Rerenga Kōtare (Lytton Street School Kapa Haka)

Te Rerenga Kōtare is a name that was gifted to the Lytton Street School kapa haka rōpū in 2021 to acknowledge the korowai (cloak) of manaaki (care) that covers them. It was gifted by their tutor, Rārite Mātaki, who is of Ngāti Kauwhata descent and is part of the Mana Whenua collective of the region.

The name comes from the manu kōtare, the sacred kingfisher bird, and was chosen because of the behaviours and characteristics that are similar to our tamariki. The kōtare likes to sit on the riverbanks and observe. Our tamariki love to observe and watch with keen eyes and are strongly influenced by what they see and hear. Dame Whina Cooper said, "Take care of our children. Take care of what they hear, take care of what they see, take care of what they feel. For how the children grow, so will be the shape of Aotearoa". The name Te Rerenga Kōtare reminds us as influencers in the lives of these tamariki, to be mindful of what we gift them to carry into the future. It further reminds our tamariki to keep looking, to keep searching for the taonga of this world and treasure them.

The kōtare enjoys the habitat of the rivers and estuaries. This inclination is especially important for Māori, as it reminds us of our connection to the awa, and how it shapes our own identity. It is the river that helps breathe life into the surrounding environment and the people. For our tamariki, we hope that they also learn to recognise and identify the great influences in this world that they can connect with to enrich, grow, and flourish in their own lives, that they learn to give and take, just as the environment does, to maintain balance in the world.

The final connection of the name, kōtare, is the name of Kauwhata's father, Kōtare. Though the group is not named after Kōtare the tupuna, there remains a link to the whakapapa of Kauwhata itself. For those who know the stories of Kōtare, they will also know he was a short man, much like some of our children who are still growing. Kōtare sits at the base of the post outside the front of the whare tūpuna of Kauwhata, with his son Kauwhata placed at the top. This denotes an attribute of humility by the father (Kōtare) to place his son (Kauwhata) above himself. May our tamariki grow this attribute to place the needs of others above their own.

Inclusion

The board will ensure that students with diverse learning needs are supported in their learning so they can thrive, and make progress, in relation to The New Zealand Curriculum. Ākonga will fully participate in, contribute to and feel included in the life of the school and the community.



Te Kāhui Ako o Kawakawa



Lytton Street School is a member of the Te Kāhui Ako o Kawakawa. Te Kāhui aims to empower and coalesce the collective strengths of our community to further enhance the achievement and engagement for all our ākonga. The Kāhui has built strong relationships and connections between all kura of Kawakawa and the community. These relationships recognise the strengths in others, and build the capacity of all our individuals, organisations and members of the wider community.

Te Kāhui Ako o Kawakawa

Whakatupu, Tiaki, Manaaki
Grow, Protect, Sustain

National Education & Learning Priorities (NELPs)

The National Education and Learning Priorities (the NELP) are designed to guide schools and kura, to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside our own strategic goals, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

The NELPs are consistent with the objectives for education - helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi. The five objectives are below.



The Ministry of Education resources 'Tātaiako' and 'Ka Hikitia' are embedded into our teachers' Professional Growth Cycle (PGC) and support staff to breathe life into the National Education Learning Priorities (NELPs)

Our Environments

Our kura is committed to creating education environments that are learner-centred and focused on ensuring success for our tamariki. This is achieved by ensuring that they are safe, inclusive and free from racism, discrimination, and bullying; focusing on the quality of teaching that our learners receive; and collaborating successfully with whānau, iwi, and community members.

Supporting Information

Education Objectives	School Organisation & Structures - Personnel, Finance, Property, Health & Safety	Review of Charter and Consultation
Supporting each child to attain educational achievement to the best of their potential, through the development of skills and dispositions, that enable them to form effective and meaningful relationships in order to participate in life and prepare for the future.	<p>Lytton Street School Board of Trustees will:</p> <ul style="list-style-type: none"> Act as a good employer Prepare a budget to monitor and control school expenditure Allocate funds to enhance student achievement Implement the property plan to ensure that the school's facilities provide a safe and healthy learning environment Ensure that the school meets all Health & Safety regulations 	<ul style="list-style-type: none"> Lodge our Charter and Annual Report to the Ministry of Education in accordance with national guidelines Consult with our community, including our Māori community, as part of its three-year review cycle Targets for student achievement will be set through analysis of achievement data

Statement of Our Fundamental Aim

The aim of our kura is to be responsive and attentive to the needs of our students, continuously improving practices, and creating a dynamic learning environment that fosters student success. Responsiveness is about both reacting to issues when they arise and, proactively addressing the varied academic, emotional, and social needs of students.

Strategic Goals - Overview

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

Responsive, engaging and reciprocal relationships



Pou Herenga Tangata | People

Pou Herenga Tangata is designed to foster responsive, engaging and reciprocal relationships that empower students' self-identity, achievement and well-being through a deep understanding of our shared heritage and connections.

He aha te mea nui i te ao?

He tangata, he tangata, he tangata.

What is the most important thing in the world?

It is people, it is people, it is people.

Attendance & Engagement

- Strengthen and enhance our learning connections and relationships with our local iwi Ngāti Kauwhata
- Engage our ākonga in regular and formative consultation
- Utilise a multiple-agency approach to support the learning of our ākonga
- Use digital tools to gather holistic information and respond to the hauora needs of our ākonga
- Operate a culturally and developmentally focused play-based learning (Walker Learning) programme
- Conduct thorough and regular self review to ensure that the structures that have been put in place are sound and that all programmes are running smoothly and efficiently
- 'Māramatanga' will be upheld as our guiding philosophy
- Operate programmes that ensure all ākonga attend school, avoiding poor attendance and chronic absences
- Review our school programmes of teaching and learning to ensure ākonga are actively engaged

Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Ako | Ngā Āhuetanga Ako

Learning | Ways of Teaching & Leadership

Responsive and relevant systems and content of curriculum, pedagogy and leadership



Whenua | Tūrangawaewae | Place

Pou Herenga Whenua is designed to create a responsive and locally relevant curriculum that nurtures future focused learners, connecting them deeply to their environment, passions, cultural identity and the world around them.

Tangata ako ana i te whare, te turanga ki te marae, tau ana

A person who is taught at home, will stand connected on the Marae.

Curriculum & Achievement

- Continue to develop and embed our localised Curriculum
- Provide effective support, extension and cultural programmes
- Operate a responsive approach to property modifications, accommodating the needs of our students, and to further market and promote the school in the community
- Embed coaching, professional learning and development as a means to develop teaching and leadership
- Use online tools to gather, collate and report progress and achievement analysis
- Complete structured professional learning and development to support the implementation of the new English and Mathematics curriculum

Strategic Plan Summary (2025-2027)



Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration



Responsive, engaging and reciprocal relationships

- Strengthen and enhance our learning connections and relationships with our local iwi Ngāti Kauwhata
- Engage our ākonga in regular and formative consultation
- Utilise a multiple-agency approach to support the learning of our ākonga
- Use digital tools to gather holistic information and respond to the hauora needs of our ākonga
- Operate a culturally and developmentally focused play-based learning (Walker) programme
- Conduct thorough and regular self-review to ensure that the structures that have been put in place are sound and that all programmes are running smoothly and efficiently
- 'Maramatanga' will be upheld as our guiding philosophy
- Operate programmes that ensure all ākonga attend school and are actively engaged, avoiding poor attendance and chronic absences

Links	Annual Strategies for Achieving Goal 1 - 2025
<p>National Education & Learning Priority</p>   <p>Finance, Personnel</p> <p>Kāhui Ako: Relationships</p> <p>Attendance & Engagement</p>	<p>Ākonga</p> <ul style="list-style-type: none"> • Purchase Interactive whiteboards - CommBox • Complete the Well-being @ Schools survey • Implement the LSS Learning Pathway • Conduct regular consultation • Further develop and refine the Walker Learning approach • Implement Māramatanga as a key school focus • Operate Te Puna Reo to strengthen and extend Māori language and tikanga • Extend student leadership through Te Raukura • Run events to promote student collaboration and engagement • Operate an alternative space for teaching and learning - Te Manahua <p>Kaimahi</p> <ul style="list-style-type: none"> • Continue frequent visits and connections with Ngāti Kauwhata and local marae to strengthen understanding of tūrangawaewae • Utilise Skodel to understand and strengthen well-being • Operate a range of engagement & attendance programmes • Use online tools such as PATs, BURT and Writer's Toolbox • Provide professional develop and learning, to support teaching and learning <p>Te Hāpori</p> <ul style="list-style-type: none"> • Work alongside community agencies to foster engagement and achievement - Attendance service, New Zealand Police, Youthline Mentors • Reinvigorate our Parents Association of Lytton Street School • Operate a sustainability programme to connect with the community and foster understanding of a circular economy • Engage with the Schools Onsite Teacher Training Programme (SOTP) <hr/> <p>Possible Strategies for Achieving Goal 1 - 2026-27</p> <p>Ākonga</p> <ul style="list-style-type: none"> • Complete the Well-being @ Schools survey <p>Kaimahi</p> <ul style="list-style-type: none"> • Complete First Aid training • Review online tools to support teaching and learning <p>Te Hāpori</p> <ul style="list-style-type: none"> • Complete a Health & Physical Education consultation • Pre-School Parent Nights - supporting our ECE learners to be 'school ready'

Strategic Plan Summary (2025-2027)

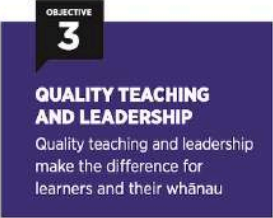


Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Ako | Ngā Āhuatanga Ako
Learning | Ways of Teaching & Leadership



Responsive and relevant systems and content of curriculum, pedagogy and leadership

- Continue to develop and embed our localised Curriculum
- Provide effective support, extension and cultural programmes
- Operate a responsive approach to property modifications, accommodating the needs of our students, and to further market and promote the school in the community
- Embed coaching, professional learning and development as a means to develop teaching and leadership
- Use online tools to gather, collate and report progress and achievement analysis
- Complete structured professional learning and development to support the implementation of the new Literacy and Mathematics curriculum

Links	Annual Strategies for Achieving Goal 2 - 2025
<p>National Education & Learning Priority</p>    <p>Finance, Personnel, Property</p>	<p>Ākongā</p> <ul style="list-style-type: none"> • Trial the LSS Local Curriculum • Employ specialist teachers - PE, high performance, kapa haka, drama, Māori language • Engage Ngāti Kauwhata in co-creating the development and completion of our Local Curriculum <p>Kaimahi</p> <ul style="list-style-type: none"> • Employ Literacy & Technology Leaders to support curriculum implementation • Undertake safety building modifications • Complete building modernisation projects • Purchase furniture to support teaching and learning • Complete school repaint through cyclical maintenance programme • Undertake Literacy professional learning and development • Implement Phonics checks as per Ministry of Education guidelines • Walker Learning professional learning, development & resource acquisition • Undertake Mathematics professional learning and development • Team Leaders complete a New Zealand leadership tour • Team Leaders complete a Coaching & development plan with the Principal • Target resourcing to benefit the learning of our students <p>Te Hāpori</p> <ul style="list-style-type: none"> • Engage in Te Kāhui Ako ō Kawakawa for the benefit of our tamariki, staff and community (employ WSLs/ASLs) • Investigate the installation of a waharoa at the school entranceway • Utilise the HERO Student Management System
<p>Kāhui Ako: Pedagogy</p> <p>Curriculum & Achievement</p>	<p>Possible Strategies for Achieving Goal 1 - 2026-27</p> <p>Ākongā</p> <ul style="list-style-type: none"> • Review the LSS Local Curriculum <p>Kaimahi</p> <ul style="list-style-type: none"> • Explore the installation of fitness stations around the existing bike track • Team Leaders complete an Australian leadership tour & U-Learn • Teachers to see 'expert practise' at other kura • Install a school turf • Further enhance our outdoor environments • Introduction Dibels Literacy assessment programme • Senior Leaders to attend ISTE • Revamp office administration block <p>Te Hāpori</p> <ul style="list-style-type: none"> • Trial and implement using HERO as a parent information portal

Annual Plan 2025

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration



Responsive, engaging and reciprocal relationships

National Links - National Education & Learning Priority (NELPS)

Local Links

Areas of School Focus: Finance, Personnel, Property

Kāhui Ako: Wellbeing, Relationships

Attendance & Engagement

OBJECTIVE 1
LEARNERS AT THE CENTRE
Learners with their whānau are at the centre of education

OBJECTIVE 2
BARRIER FREE ACCESS
Great education opportunities and outcomes are within reach for every learner

Strategies for Achieving Goal 1 -2025

Who?

Outcomes

A. Engagement & Attendance

Clarify all attendance expectations with stakeholders, including a definition of 'poor' attendance	RD	Achieved ▾ An attendance plan has been created.
Review, and where required, modify methods for actively engaging students who are persistently absent <ul style="list-style-type: none"> Parental contact Identify barriers to attendance 	RD	Achieved ▾ Procedures have been created and implemented to work alongside whānau to improve attendance.
Create robust and effective plans for those students who are persistently absent <ul style="list-style-type: none"> Transportation Engaging with external agencies 	RD	Achieved ▾ Plans have been created for individual students. The Feilding Attendance Service has been used frequently to support the plan implementation.
Clarify all roles and responsibilities in relation to attendance <ul style="list-style-type: none"> Deputy Principal Teachers Office Administration 	RD	Achieved ▾
Employ an LAT to run high performance sports and nutrition coaching before and after school	BWS	Achieved ▾ This has been in operation throughout the year.
Further develop and extend our relationship with our before and after school care programme to support whānau	BWS	Achieved ▾
Hold a range of events to promote participation, fun and engagement: <ul style="list-style-type: none"> Hold a Mihi whakatau at the start of every term to welcome our new whānau Run our Tamariki Toa event to bring together all kura within the community Purchase new Kapa Haka uniforms to install a sense of pride and privilege within our ropu Hold camps, Book Week, Science Fair and a school production to ensure that students are offered a variety of programmes to foster their personal 	BWS BWS BWS	Mihi Whakatau have been held at the start of each term. Tamariki Toa has been held. New uniforms have been purchased. The PTA has funded 50%. These have been completed.

skills and development		
Work alongside the New Zealand Police to be involved in a range of street parties to promote community and connection	BWS	Achieved ▾
Use Engagement sliders as a tool to gather information as to the thoughts and feelings of our tamariki	SL	Achieved ▾ This requires further development in 2026.
Hold Early Childhood Centres (ECE) open days to welcome new whānau and showcase the school environments	JH	Achieved ▾ This plan has been highly effective and will be repeated in 2026. The turnout was very impressive.
Hold Whānau Evenings to foster the knowledge and understanding of the new curriculums, assessment methods, modes of reporting, Te Manawanui, Wired for Success & Te Manahua	School Leaders	Not Achieved ▾ Wired for Success has been hugely successful. The curriculum focuses will take place in 2026 once the documents are finalised.

B. Achievement

Ministry of Education Priorities -

- Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics
- Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement
- Stronger learning support: Targeting effective learning support interventions for students with additional needs
- Greater use of data: Using data and evidence to drive consistent improvement in achievement

Complete Progressive Achievement Tests (PATs) in Reading Comprehension, Mathematics & Vocabulary <ul style="list-style-type: none"> • Analyse the PATs & identify the strengths and weaknesses • Track PATs over each terms and analyse progress made • Modify teaching programmes to take account of areas for further growth & development 	Staff	Achieved ▾ Considerable work has taken place in this area and provided valuable information for our teaching staff.
Monitor the Ministry of Education expectations around the timing of reading, writing & mathematics	SL/Literacy Leads	Achieved ▾
Employ specialist teachers - PE, high performance, kapa haka, drama, Māori language & music	BWS	Achieved ▾ The programmes available to our students have been extremely impressive and offered great learning opportunities.
Modify school reporting to align with the new curriculums	SL	Achieved ▾ This is in draft form and sufficient for 2025 only. With the fluidity of the curriculums this is a focus for 2026. The school is also aligning reporting practises with HERO.
Purchase 11 Commbox units to enable interactive screen learning and innovative options for data presentation	BWS	Achieved ▾ There remain some classes in the school, approximately 5, that require this technology.

B1. Literacy		
Begin the implementation of the Literacy Curriculum	Staff	Achieved
Implement phonics checks as per Ministry of Education guidelines	Staff	Achieved
Undertake Ministry of Education professional learning and development in Structured Literacy	Staff	Achieved Almost all staff have completed Ministry-offered professional learning & development.
Operate a Structured Literacy teacher support programme with Ministry of Education funding	Staff	Achieved This has occurred throughout the year and shown pleasing results.
Operate a Literacy support programme run by a Teacher Aide to support: <ul style="list-style-type: none"> Fine motor skills Oral Language Structured Literacy 	TA	Achieved This has occurred throughout the year and shown pleasing results.
Purchase a variety of Literacy resources	JH	Achieved
Continue to implement Writer's Toolbox <ul style="list-style-type: none"> Hold thorough staff induction days Ensure the programme is utilised to assess student achievement & reporting Evaluate Writer's Toolbox to ensure it has been relevant and successful Lunchtime professional learning & development sessions 	KL	Achieved Further development needs to take place here. This is a significant investment & staff need to use it to its fullest extent.
Continue to review and modify formal reading and writing moderation processes		In Progress This is currently underway.
B2. Mathematics		
Begin the implementation of the Mathematics Curriculum	SL & Staff	Achieved
Refine Mathematics knowledge assessments to align with the new curriculum <ul style="list-style-type: none"> Refine mathematics knowledge assessments Timetable Mathematics knowledge assessments in order to get both diagnostic assessment and also track mid-year progress 	SL & Staff	Achieved These assessments are now in place, however, further modification will need to take place to align with curriculum changes.
Implement Ministry of Education - provided Mathematics resources, Numicon & Oxford Maths	SL & Staff	Achieved This focus has had varying success. The resources are satisfactory but not exactly what is required. In 2026 we shall use only Oxford. Once Ministry funding ceases further investigation into other options will take place.
Utilise Mathletics for Term 1 to enable a smooth transition to Numicon & Oxford.t	SL & Staff	Achieved
Continue to review and modify formal mathematics moderation processes	SL & Staff	Achieved
Review all assessment tools and select the most effective for our kura	SL & Staff	Achieved

Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place



Responsive and relevant systems and content of curriculum, pedagogy and leadership

National Links - National Education & Learning Priority (NELPS)



Local Links

Areas of School Focus: Finance

Kāhui Ako: Kāhui Ako:
Pedagogy

Curriculum & Achievement

Strategies for Achieving Goal 1 -2025

Who?

Outcomes

Curriculum, Pedagogy

Ministry of Education Priority - Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning

Trial the LSS Local Curriculum & gather regular feedback

Staff

In Progress

This is an ongoing focus in 2026.

Engage Ngāti Kauwhata in supporting the trial of our Local Curriculum

Staff

In Progress

This has had some success. Further meetings are planned for 2026.

Undertake Numicon professional learning and development

Staff

Achieved

Undertake Walker Learning professional learning and development

Staff

Not Achieved

This was postponed and may well be revisited in 2026.

Undertake Structured Literacy professional learning and development

Staff

Achieved

Almost all staff have completed Ministry-offered professional learning & development.

Introduce the DIBELS Literacy assessment programme & assess its relevance to our kura

PR

In Progress

A teacher in charge of DIBELS has been chosen & is working on an implementation plan for 2026.

Undertake Oxford Mathematics professional learning & development

SL

Achieved

Implement Te Puna Reo

Staff/SP

In Progress

There have been issues with this as the website was not fit for purpose. A complaint has been lodged with the company & we are awaiting their feedback.

11 teachers to undertake Reo Ora, Māori language programme

Staff

Achieved

Plan for an Induction day for new staff in 2026	Staff	Achieved ▾ Three Teacher Only Days have been set aside to ensure staff are well prepared for the 2026 school year.
Leadership Ministry of Education Priority - Improved teacher training: Developing the workforce of the future, including leadership development pathways		
Modify the Leadership & Team structure to enable increased time for discussion, interaction and knowledge sharing	SL	In Progress ▾ This is currently underway. There are many ideas which we will trial in 2026.
Team Leaders to undertake a leadership tour, meeting and connecting with other schools outside our region	TL	Achieved ▾
Team Leaders complete a Coaching & development plan with the Principal	TL	Achieved ▾
Employ Literacy & Technology Leaders to support curriculum implementation	SL	Achieved ▾
Operate DigiCoach as a school-wide tool to gather an understanding of key elements across the teaching and learning process <ul style="list-style-type: none"> Set weeks to undertake DigiCoaching Analysis and feedback sent immediately Multiple leaders involved in the DigiCoaching process 	Staff/SL/TL	Achieved ▾ This needs further development in 2026. The potential to provide school strengths and areas for development is extensive.
Continue to further develop our knowledge, understanding and use of HERO (our Student Management System) <ul style="list-style-type: none"> Utilise the HERO Student Management System as a portal to hold and provide the basis for data analysis Begin to use HERO as a parent portal 	SL	Achieved ▾ Extensive work has been undertaken in this area. HERO will be fully utilised in 2026 to report to whānau & house various other documents previously held in Google.
Engage in the Te Kāhui Ako ō Kawakawa for the benefit of our tamariki, staff and community <ul style="list-style-type: none"> Employ Within School Leads and Across School Leads to strengthen the knowledge and understanding of community-wide initiatives at our kura Kāhui Ako - sharing best practice Kāhui Ako - Principal - ISTE Collate Progressive Achievement Tests Kāhui-wide snapshot Review the effectiveness of the Kāhui Ako 	BWS/Staff	Achieved ▾ Te Kāhui Ako ō Kawakawa will be disbanded at the end of the 2025 school year. Some planning has taken place with regard to a collaborative model that could be sustained in the future.
Property		
Further enhance our school property <ul style="list-style-type: none"> Continue safety glass installation Complete additional non-slip deck painting Remove asbestos from key areas Add air conditioning, floor sealing and lighting to the basement of Block 1 	BWS	In Progress ▾ Safety glass installation has not continued. Safety film has been applied. Block 1 basement sealing is underway.
Furniture purchase <ul style="list-style-type: none"> Complete library redevelopment Purchase Principal office furniture 	JH	In Progress ▾ No Principal furniture has been purchased.
Complete building modifications		Achieved ▾

<ul style="list-style-type: none"> • Upgrade Block 2 • Upgrade Room 5/6 		
Investigate the installation of a waharoa at the school entranceway	BWS	<p>In Progress ▾</p> <p>Meetings are currently being held with regard to a design.</p>
Purchase muscle mats to support junior teaching and learning	JH	<p>Achieved ▾</p>
Refine and redesign outdoor areas to benefit teaching and learning	BWS	<p>In Progress ▾</p> <p>Further work to be completed in 2026.</p>
Complete the repaint of the school through our Cyclical Maintenance programme	BWS	<p>Achieved ▾</p> <p>2026 will be used to ensure all painting is up to standard across the school.</p>

Annual Improvement Plan & Analysis of Variance (2025)

Annual Goal 1: - Mathematics



Interpret and evaluate the Knowledge Checkpoints & Mathematics Progressive Achievement Tests (PATs) in order to strengthen and develop the knowledge, understanding, engagement & achievement of our students.

Link to Strategic Goal

Link to Kāhui Ako

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

Responsive, engaging and reciprocal relationships

Kāhui Ako: Wellbeing, Relationships

Curriculum & Achievement

Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Ako | Ngā Āhuatanga Ako

Learning | Ways of Teaching & Leadership

Responsive and relevant systems and content of curriculum, pedagogy and leadership



Theory for Improvement

Strengthening a student's mathematical knowledge in specific areas across the curriculum will develop confidence and understanding and promote engagement and achievement. It is our belief that through comprehensive analysis of the new Mathematics curriculum, coupled with a focus on knowledge development, the performance of all our students will continue to be lifted.



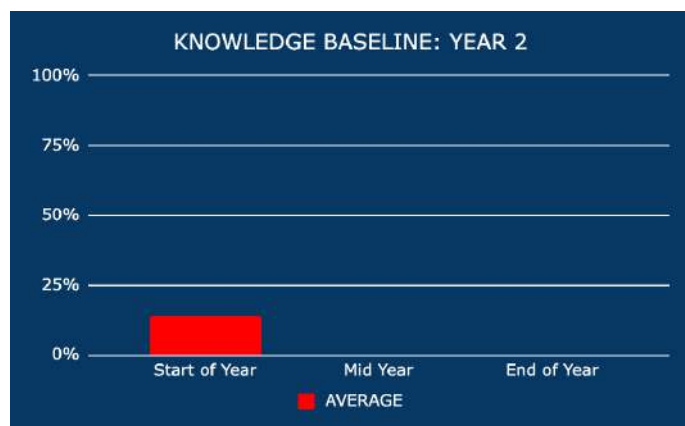
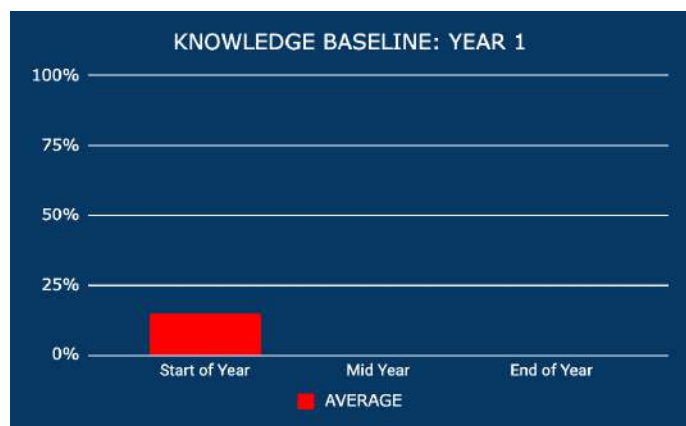
Aspiration

All students in our school, with a particular focus on Year 1, 2, 3 and Year 6, will be exposed to a range of mathematical concepts and strategies that enable them to develop the skills, attributes and behaviours to be successful. Regular monitoring and analysis across the year will provide progress updates and enable staff to refine and redefine targets.

Data Types

There are two types of data that will be monitored in order to gauge student progress and achievement. The first are our Baseline and Checkpoints. These are completed across the school but for this target the focus is on our Year 1 and 2 students. Students completed a baseline test at the beginning of the year. This test is set at their current year level. For example, year 1 students are given a year 1 test and year 2 students are given a year 2 test respectively. These tests are designed using the new Mathematics and Statistics curriculum and focus on number knowledge. Using this test we are able to identify the average score gained for each year group. Baseline tests will be completed three times in the year. Term 1, Term 2, and Term 4. At the end of each term, students will complete Checkpoints. These are similar to the Baseline test except students are given Checkpoints aligned to their learning level. Below is a chart to show the average scores of the year groups with Year 1 & 2 being our focus.

Checkpoint Data Graphs



Currently our Year 1 and 2 cohorts are achieving the following average percentages in the Knowledge Baseline assessments:

- Year 1 Cohort Average - 15%
- Year 2 Cohort Average - 14%

The second set of data for those students in Years 3 and 6 has been gathered from the Mathematics Progressive Achievement Test (PAT). This test was completed in February.

Mathematics Progressive Achievement Test (PAT) Data

The data is recorded for Scale Score and Stanine. Scale Scores will be the focus for this area of improvement. Using the data below the achievement gains will be based in relation to those expected over the course of a year for a Year 3 and Year 6 students.

- The average Scale Score yearly progress for a Year 3 student is 7.1 points to 32.5
- The average Scale Score yearly progress for a Year 6 student is 3.3 points to 49.1

Data Table

Mathematics Progressive Achievement Test (PAT)	Year 3 Mathematics		Year 6 Mathematics	
	Scale Score (Scale Score Average)	Stanine	Scale Score (Scale Score Average)	Stanine
Whole	22.9 (25.4)	4.6	43.8 (45.8)	4.7
Male	22.6 (25.4)	4.5	44.6 (45.8)	4.8
Female	23.2 (25.4)	4.6	42.9 (45.8)	4.5
NZ European (Whole)	22.9 (25.4)	4.6	44.2 (45.8)	4.7
NZ European (Male)	23.2 (25.4)	4.6	44.8 (45.8)	4.9
NZ European (Female)	22.5 (25.4)	4.6	43.3 (45.8)	4.5
Māori (Whole)	20.9 (25.4)	4.3	42.7 (45.8)	4.5
Māori (Male)	18.4 (25.4)	3.9	42.7 (45.8)	4.5
Māori (Female)	23.9 (25.4)	4.7	42.6 (45.8)	4.5

Annual targets have been developed utilising this achievement data.

Annual Targets

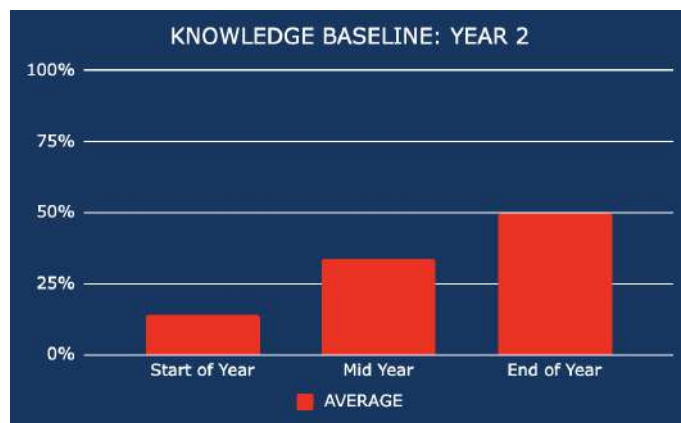
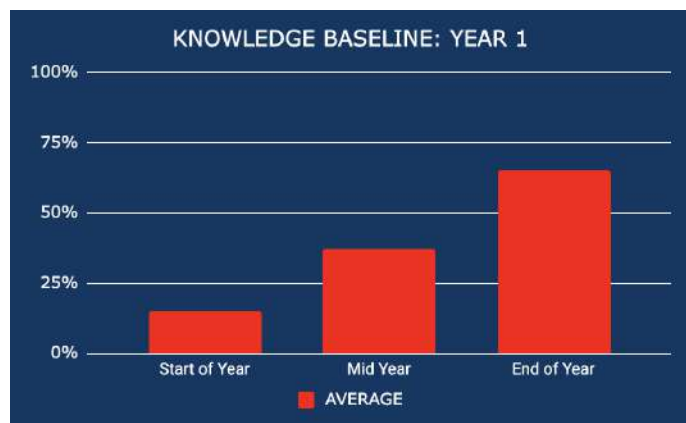
- Primary Focus 1: All students in Year 1 will make, on average, more than 50% points of progress over the course of the year
- Primary Focus 2: All students in Year 2 will make, on average, more than 50% points of progress over the course of the year
- Primary Focus 3: All students in Year 3 will make, on average, more than 5 Scale Score points of progress over the course of the year
- Primary Focus 3A: Male Māori students in Year 3 will make, on average, more than 4 Scale Score points of progress over the course of the year
- Primary Focus 4: All students in Year 6 will make, on average, more than 3 Scale Score points of progress over the course of the year

Strategies for Achieving Annual Goal 1 -2025	Responsibility	Outcomes
Term 1 Actions		
Appoint a school leader to oversee the implementation of the Mathematics and Statistics curriculum <ul style="list-style-type: none"> • Engage with the Ministry of Education to identify professional learning and development opportunities • Plan programmes of support and development for staff • Provision of Mathematics intervention for Year 1/2 & 3 students • Review and evaluate the effectiveness of current assessments 	Achieved ▾ Achieved ▾ Achieved ▾ Achieved ▾ Achieved ▾	Staff have benefited from professional learning & development from a Ministry provider. Assessments are being reviewed in relation to the new curriculum.
Complete a 'deep dive' into the new Mathematics and Statistics curriculum document to ensure staff are well aware of the expectations for each year level	Achieved ▾	
Modify whānau reports to include the new Mathematics curriculum information	Achieved ▾	Completed but further work to be done.
Support implementation of the new Mathematics resources, Oxford in Years 4-6 and Numicon in Years 0-3	Achieved ▾	Staff have made the decision to operate only Oxford in 2026.
Learning Support Coordinator (LSC) to cross check standardised tests with school-based assessments in order to ensure student attainment levels are accurate. Feedback to the classroom teacher where appropriate	Achieved ▾	Further work needs to be completed for this focus.
Further Actions - Terms 2-4		
Conduct Progressive Achievement Tests (PATs) and evaluate the results <ul style="list-style-type: none"> • Compare results with current targets for achievement • Refine targets where appropriate • Refine and redevelop current teaching and learning plans in response to most recent PATs 	Achieved ▾ Achieved ▾ Achieved ▾ Achieved ▾	Considerable work has taken place in this area and provided valuable information for our teaching staff.
Continue to cross check the results of the Progressive Achievement Tests (PATs) with school assessment data	Achieved ▾	This is an ongoing piece of work.
Continue to develop Mathematics intervention programmes for students in Years 1-3	Achieved ▾	Applied for and received 0.4 FTEE funding in 2026.
Actions to Support Year 6 Mathematics Development		
All students in Year 6 have been assessed according to their data at the end of 2024. These students have been grouped using our student management system and are tracked individually	Achieved ▾	This was an extremely useful piece of work for our ERO review.

Annual Goal 1: - Mathematics

Interpret and evaluate the Knowledge Checkpoints & Mathematics Progressive Achievement Tests (PATs) in order to strengthen and develop the knowledge, understanding, engagement & achievement of our students.

Baseline Data Graphs



Data Table

Mathematics Progressive Achievement Test (PAT)	Year 3 Mathematics			Year 6 Mathematics		
	T1: Scale Score (Scale Score Average)	T4: Scale Score (Scale Score Average)	Scale Score Difference	T1: Scale Score (Scale Score Average)	T4: Scale Score (Scale Score Average)	Scale Score Difference
Whole	22.9 (25.4)	38.3 (32.5)	15.4	43.8 (45.8)	49.3 (49.1)	5.5
Male	22.6 (25.4)	39.1 (32.5)	16.5	44.6 (45.8)	48.5 (49.1)	3.9
Female	23.2 (25.4)	37.4 (32.5)	14.2	42.9 (45.8)	50.1 (49.1)	7.2
NZ European (Whole)	22.9 (25.4)	37.5 (32.5)	14.6	44.2 (45.8)	49.8 (49.1)	5.6
NZ European (Male)	23.2 (25.4)	38.0 (32.5)	14.8	44.8 (45.8)	48.7 (49.1)	3.9
NZ European (Female)	22.5 (25.4)	37.0 (32.5)	14.5	43.3 (45.8)	51.1 (49.1)	7.8
Māori (Whole)	20.9 (25.4)	36.5 (32.5)	15.6	42.7 (45.8)	46.8 (49.1)	4.1
Māori (Male)	18.4 (25.4)	35.1 (32.5)	16.7	42.7 (45.8)	44.4 (49.1)	1.7
Māori (Female)	23.9 (25.4)	38.4 (32.5)	14.5	42.6 (45.8)	49.7 (49.1)	7.1

Annual Targets

- Primary Focus 1: All students in Year 1 will make, on average, more than 50% points of progress over the course of the year
- Primary Focus 2: All students in Year 2 will make, on average, more than 50% points of progress over the course of the year
- Primary Focus 3: All students in Year 3 will make, on average, more than 5 Scale Score points of progress over the course of the year
- Primary Focus 3A: Male Māori students in Year 3 will make, on average, more than 4 Scale Score points of progress over the course of the year
- Primary Focus 4: All students in Year 6 will make, on average, more than 3 Scale Score points of progress over the course of the year

Outcomes

- Primary Focus 1: We have exceeded this target with the cohort average increasing from 15% up to 65%.
- Primary Focus 2: We have met this target as the Year 2 average score achieved has reached 50%.
- Primary Focus 3: We have exceeded this target with all students in the Year 3 group making an increase of 15.4 points on their average scale score.
- Primary Focus 3A: We have exceeded this target with Male Māori students in Year 3 making an increase of 16.7 points on their average scale score.
- Primary Focus 4: We have exceeded this target with all students in the Year 6 group making an increase of 5.5 points on their average scale score.

Annual Improvement Plan (2025)

Annual Goal 2: To Be Completed - Reading Comprehension



Interpret and evaluate the Reading Comprehension Progressive Achievement Tests (PATs) in order to strengthen and develop the knowledge, understanding, engagement & achievement of our students.

Link to Strategic Goal

Link to Kāhui Ako

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

Responsive, engaging and reciprocal relationships

Kāhui Ako: Wellbeing, Relationships

Curriculum & Achievement

Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Ako | Ngā Āhuatanga Ako

Learning | Ways of Teaching & Leadership

Responsive and relevant systems and content of curriculum, pedagogy and leadership

OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable

Theory for Improvement

By strengthening student's performance with their reading comprehension it will support them to understand texts at a more sophisticated level. Reading is a pivotal skill that students need to ascertain in order to function well in other aspects of society. It is our understanding that through comprehensive analysis of the new English curriculum, coupled with a focus on comprehension strategies performance will continue to be lifted.



Aspiration

All students in our school, with a particular focus on Year 4 and Year 6, and their sub-categories will be exposed to a range of reading comprehension strategies that enable them to develop the skills, attributes and behaviours of successful readers. Regular monitoring and analysis across the year will provide progress updates and enable staff to refine and redefine targets.

Data

The data from the Year 4 Reading Comprehension and Year 6 Reading Comprehension Progressive Achievement Test is listed in the table below. It has been categorised into gender and ethnicity in order for further analysis to take place.

The date is recorded for Scale Score and Stanine. Scale Scores will be the focus for this area of focus. Using the data below the achievement gains will be based in relation to those expected over the course of a year for a Year 4 and Year 6 student.

- The average Scale Score yearly progress for a Year 4 student is 7 points to 35.8
- The average Scale Score yearly progress for a Year 6 student is 8.2 points to 53.2







Data Table

Reading Comprehension Progressive Achievement Test (PAT)	Year 4 Reading Comprehension		Year 6 Reading Comprehension	
	Scale Score (Scale Score Average)	Stanine	Scale Score (Scale Score Average)	Stanine
Whole	27.3 (28.8)	4.8	42.7 (45)	4.7
Male	27.1 (28.8)	4.7	42.4 (45)	4.7
Female	27.5 (28.8)	4.8	43.2 (45)	4.7
NZ European (Whole)	27.6 (28.8)	4.8	43.8 (45)	4.9
NZ European (Male)	27.2 (28.8)	4.8	42.8 (45)	4.7
NZ European (Female)	27.9 (28.8)	4.8	45 (45)	5
Māori (Whole)	27.8 (28.8)	4.7	40.3 (45)	4.2
Māori (Male)	24.9 (28.8)	4.3	40.6 (45)	4.3
Māori (Female)	30.9 (28.8)	5.1	40 (45)	4.2

Annual targets have been developed utilising this achievement data.

Annual Targets

- Primary Focus 1: All students in Year 4 will make, on average, more than 5 Scale Score points of progress over the course of the year
- Primary Focus 1A: Male Māori students will make, on average, more than 5 Scale Score points of progress over the course of the year
- Primary Focus 2: All students in Year 6 will make, on average, more than 7 Scale Score points of progress over the course of the year
- Primary Focus 2A: All Māori students in Year 6 will make, on average, more than 7 Scale Score points of progress over the course of the year

Strategies for Achieving Annual Goal 2 -2025	Responsibility	Outcomes
Term 1 Actions		
Appoint a school leader to oversee the implementation of the English curriculum <ul style="list-style-type: none"> • Engage with the Ministry of Education to identify professional learning and development opportunities • Plan programmes of support and development for staff • Review and evaluate the effectiveness of current assessments 	Achieved  Achieved  Achieved  Achieved 	95% of teaching staff have undertaken professional learning & development through the Ministry of Education. This has been run by Liz Kane Literacy & Anne Humphrey
Complete a 'deep dive' into the new English curriculum document to ensure staff are well aware of the expectations for each year level	Achieved 	Our Literacy Leaders have worked extensively to ensure staff have familiarity with the English curriculum.
Complete regular assessments to check on progress and achievement <ul style="list-style-type: none"> • Burt reading test - monitor both mid-year and end-of-year assessments comparing chronological age with reading age 	Achieved 	

<ul style="list-style-type: none"> Progressive Achievement Testing (PAT) - Vocabulary and Reading Comprehension. Monitor and track each term 	Achieved ▾	
<p>Complete detailed analysis of the Reading Comprehension PAT</p> <ul style="list-style-type: none"> Utilise the NZCER website to identify areas of strength and areas for further development Complete class and individual PAT analysis Engage with NZCER tools to support teaching and learning 	Achieved ▾ Achieved ▾ Achieved ▾ Achieved ▾	Ongoing focus with staff actively engaged in working with the data and information.
<p>Staff will utilise the new English Curriculum as the base and focus on Comprehension to support the analysis of texts. This will develop understanding of the following concept areas:</p> <ul style="list-style-type: none"> Comprehension monitoring Summarising and drawing conclusions Inferring using evidence Developing opinions 	Achieved ▾ Achieved ▾ Achieved ▾ Achieved ▾	This needs to become a deeper focus in 2026. New initiatives will support this development. An expert has been employed, one day a week, to support this development.
<p>Full Class Reading (FCR) is implemented in both middle and senior classrooms. During these sessions both vocabulary and comprehension will be deeply explored</p> <ul style="list-style-type: none"> The Assessment Resource Banks (ARBs) will be used to create comprehension learning tasks Class novels will be explored and discussed orally focusing on the different points of view, retrieval and inference Science Research Associates (SRA) kits are used to support comprehension development in Year 5/6 classrooms Fast Finishers is used in Years 3/4 classrooms to support comprehension development PROBE reading assessment may be used with specific students to check on comprehension checkpoints 	In Progress ▾ In Progress ▾ In Progress ▾ In Progress ▾ In Progress ▾	This will be a deeper focus in 2026.
<p>Comprehension strategies will be taught explicitly through workshop and Full Class Reading (FCR) times. Skills will be taught by:</p> <ul style="list-style-type: none"> Modelling and thinking aloud Key phrases and keywords Questioning Writing summaries Providing conclusions Sharing regularly and discussing their opinions 	In Progress ▾ In Progress ▾ In Progress ▾ In Progress ▾ In Progress ▾ In Progress ▾	This will be a deeper focus in 2026.
<p>Staff will collaborate and share the methods for explicitly teaching comprehension strategies through year group and team meetings</p>	In Progress ▾	This will be a deeper focus in 2026.
<p>Team Leaders will observe workshops to provide feedback and next steps with regard to the teaching of comprehension strategies</p>	In Progress ▾	This will be a deeper focus in 2026.
<p>Learning Support Coordinator (LSC) to cross check standardised tests with school-based assessments in order to ensure student attainment levels are accurate. Feedback to the classroom teacher where appropriate</p>	Achieved ▾	This has taken place but more research, detail & collaboration with staff needs to take place..
<p>Utilise online subscriptions to boost engagement and achievement</p> <ul style="list-style-type: none"> Reading Eggs Reading Express Sunshine Online 	Achieved ▾ Achieved ▾ Achieved ▾	These have been utilised and are currently being reviewed for 2026.
<p>Hold community events, such as Book Week, to foster a love of reading and books</p> <ul style="list-style-type: none"> Promote reading across the school Invite community members to share their books and read to our students 	Achieved ▾ Achieved ▾	These were once again very popular.

<ul style="list-style-type: none"> Provide books at realistic prices for students to purchase and enjoy 	Achieved ▾	
Hold whānau evenings to develop knowledge and understanding of reading comprehension strategies and techniques to support reading engagement and development	Not Achieved ▾	This was put on hold whilst the new curriculum was implemented.
Individually identify the group of Māori Male students who are underachieving and maintain a spreadsheet that captures their learning and social circumstances	Achieved ▾	A whole cohort strengths-analysis has been conducted.
Staff to collaborate and share their knowledge of students who are underachieving at meetings and generate ideas and processes for supporting their learning plans	Achieved ▾	
Encourage collaborative planning among teachers across year levels to share best practices and develop consistent, school-wide approaches to teaching reading comprehension	Achieved ▾	There are further plans to develop PODs and expand this approach in 2026.
Continue to ensure access to resources - check classroom availability and complete regular stock takes and replace as required	Achieved ▾	
Provide resources and support for targeted interventions for students who are struggling with reading comprehension, such as reading recovery programmes or small group work	Achieved ▾	This is well underway.
Celebrate Successes by acknowledging students' progress in reading comprehension through assemblies, awards, or classroom recognition to motivate continued growth	In Progress ▾	This will be continued on in 2026.
<p>Further develop a 'love' of books through the promotion of our school Library</p> <ul style="list-style-type: none"> Redevelop the outdoor area Support students to know and understand library skills Timetable library slots for classes 	Achieved ▾ Achieved ▾ Achieved ▾	Extensive work has taken place here. The library is fully functional and a team of student librarians are in action each day.
Further Actions - Terms 2-4		
<p>Conduct Progressive Achievement Tests (PATs) and evaluate the results</p> <ul style="list-style-type: none"> Compare results with current targets for achievement Refine targets where appropriate Refine and redevelop current teaching and learning plans in response to most recent PATs 	Achieved ▾ Achieved ▾ Achieved ▾	Considerable work has taken place in this area and provided valuable information for our teaching staff.
Conduct BURT assessment	Achieved ▾	
Review all assessments and streamline and streamline to those which are most effective and informative	Achieved ▾	This will be an ongoing focus in 2026.
Actions to Support Year 6 Reading Development		
<p>Engage regularly with the Learning Support Coordinator (LSC)</p> <ul style="list-style-type: none"> Frequent well-being checks Identification of potential issues with self-esteem and overall mental health Engage with whānau to get an understanding of the holistic life of the student 	Achieved ▾ Achieved ▾ Achieved ▾	The LSC has been a pivotal link between home, school & the community.
Employ a staff mentor and sports coach to strengthen and develop the self esteem of our Year 6 students	Achieved ▾	This has been extremely beneficial for our students. Plans are in place to continue this initiative in 2026.

Annual Goal 2: To Be Completed - Reading Comprehension

Interpret and evaluate the Reading Comprehension Progressive Achievement Tests (PATs) in order to strengthen and develop the knowledge, understanding, engagement & achievement of our students.

Data Table

Reading Comprehension Progressive Achievement Test (PAT)	Year 4 Reading Comprehension			Year 6 Reading Comprehension		
	T1: Scale Score (Scale Score Average)	T4: Scale Score (Scale Score Average)	Scale Score Difference	T1: Scale Score (Scale Score Average)	T4: Scale Score (Scale Score Average)	Scale Score Difference
Whole	27.3 (28.8)	38.2 (37.1)	10.9	42.7 (45)	49.4 (54.7)	6.7
Male	27.1 (28.8)	36.1 (37.1)	9	42.4 (45)	49.3 (54.7)	6.9
Female	27.5 (28.8)	40.0 (37.1)	12.5	43.2 (45)	49.5 (54.7)	6.3
NZ European (Whole)	27.6 (28.8)	39.3 (37.1)	11.7	43.8 (45)	50.1 (54.7)	6.3
NZ European (Male)	27.2 (28.8)	36.6 (37.1)	9.4	42.8 (45)	49.6 (54.7)	6.8
NZ European (Female)	27.9 (28.8)	41.3 (37.1)	13.4	45 (45)	50.9 (54.7)	5.9
Māori (Whole)	27.8 (28.8)	38.2 (37.1)	10.4	40.3 (45)	46.5 (54.7)	6.2
Māori (Male)	24.9 (28.8)	33.5 (37.1)	8.6	40.6 (45)	48.1 (54.7)	7.5
Māori (Female)	30.9 (28.8)	43.0 (37.1)	12.1	40 (45)	44.8 (54.7)	4.8

Annual Targets

- Primary Focus 1: All students in Year 4 will make, on average, more than 5 Scale Score points of progress over the course of the year
- Primary Focus 1A: Male Māori students will make, on average, more than 5 Scale Score points of progress over the course of the year
- Primary Focus 2: All students in Year 6 will make, on average, more than 7 Scale Score points of progress over the course of the year
- Primary Focus 2A: All Māori students in Year 6 will make, on average, more than 7 Scale Score points of progress over the course of the year

Outcomes

- Primary Focus 1: We have exceeded this target as the average scale score achieved by the whole year group increased by 10.9 scale score points.
- Primary Focus 1A: We have exceeded this target as the average scale score achieved by our Year 4 Male Māori students increased by 8.6 scale score points.
- Primary Focus 2: We have missed out on achieving this target but only by an average of 0.2 of a scale score point. There has been a large amount of work put in to move this group.
- Primary Focus 2A: We have missed out on achieving this target but only by an average of 0.8 of a scale score point. There has been a large amount of work put in to move this group.

Our school reflects New Zealand's cultural diversity and promotes the uniqueness of New Zealand's bi-cultural society. The school is continuing to build a strong connection with Ngāti Kauwhata, our local iwi. The resource 'Tātaiako' is embedded into our teachers' Professional Growth Cycle (PGC). Our students are encouraged to value Te Reo Māori me ōna Tikanga in their daily lives. Our students are encouraged to value differences by:

- Celebrating events of cultural significance
- Participating in events, such as cultural festivals, and marae visits
- Participating in units of learning that build knowledge and awareness of a range of cultures in a range of contexts
- Experiencing integration of Te Reo Māori me ōna Tikanga whenever appropriate in class
- Experiencing and learning about traditions, celebrations and protocols through school events, learning and visits to local sites of cultural importance
- Opportunities to participate regularly in a Maori performance group
- Opportunities to learn te reo Māori

Te Tiriti O Waitangi Principles

Partnership

- engaging with Māori, finding out about our local iwi, Māori representatives on our Board, equity for Māori, power sharing

Protection

- valuing, validating and protecting local knowledge, normalising Te Reo, learning and including tikanga school wide, equity for Māori

Participation

- working to strengthen home-school based relationships, Māori participating in school decision making, school environment reflecting biculturalism, aspirations of Māori whānau reflected in school planning, equity for Māori

Partnership

The Treaty principle of partnership benefits all learners. It harnesses the knowledge and expertise of the diverse people who can contribute to students' learning, including families, whānau, iwi, and other community members. Partnership is realised as schools collaborate with Māori and non-Māori to develop, implement, and review policies, practices, and procedures. By working collaboratively, schools learn to share power, control, and decision-making while validating the unique position of Māori as tangata whenua and recognising the contribution Māori make to education. As part of the school's commitment to honour the spirit of partnership symbolised by the Treaty, the principal ensures that majority decision-making does not override Māori viewpoints.

Lytton Street School has worked very hard to form partnerships with local iwi and hapū as part of engaging with their Māori community. In 2024 we took the whole school to Kauwhata marae across one week where tamariki had the opportunity to spend the day on the marae and our senior classes stayed over for the night.

Protection

The principle of protection is about actively protecting Māori knowledge, interests, values, and other taonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. Ka Hikitia (Ministry of Education, 2007) emphasises that "culture counts" and describes a commitment to "knowing, respecting and valuing where students are, where they come from and building on what they bring with them" (page 20).

Kia Ora Kia Tahi, Kia Tahi Kia Ora | Together, we Live to Learn and Learn to Live

As part of their developing identities, all New Zealand students need to understand New Zealand's unique bicultural heritage. Consequently, all students need opportunities to learn te reo Māori and gain knowledge and experience of important Māori concepts and customs, considering them in relation to those of other cultures. Language and culture are intertwined, so this learning provides insights into te ao Māori and Māori world views. It can occur in many contexts and across the curriculum.

Through our Localised Curriculum, we are actively bringing to the forefront the knowledge, identity and language of our local iwi and hapū. Our tamariki are exposed to local narratives and histories of our town and the relationship with the region.

Participation

Participation is about equality of opportunity and outcomes. Students need to learn how to participate and contribute as active citizens through opportunities to explore and appreciate the rich and diverse cultures, languages, and heritages that shape their identities as New Zealanders. Informed civic participation is a key aspect of the New Zealand Curriculum's future focus principle. Participation also emphasises positive Māori involvement at all levels of education.

Through consultation and ongoing discussion about our learners and our programmes of learning, whānau voice is collected and used to support key decision making. Lytton Street School works to maximise educational success for all students through focusing on their learning and building strong relationships with students, parents, and whānau. Its success in achieving these goals is reflected in the outcomes for students, including the participation of Māori students in leadership programmes such as William Pike and Te Raukura.

For the year ended 31st December 2025 the Lytton Street School Board of Trustees:

- Has developed and implemented personnel policies within policy and procedural frameworks, to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

For Year Ended 31 December 2025

In 2025, our school received in total Kiwisport funding of \$8770.20 (ex. GST). As the purpose of KiwiSport funding is to increase the number of children in sport, we utilised the funding for subsidising a range of sports teams:

- Hockey
- Netball
- Softball & Tee Ball
- Feilding Junior Rugby League (Whānau First)
- Swimming buses

The fund was also used to purchase equipment and expertise to further promote sport in school. This included Softball, Swimming, Netball, Basketball and Rugby.

Special programmes to introduce students to sports were also undertaken. These were:

- Golf
- Manawatu Small Sticks Hockey Programme
- Swimming - Water Skills For Life
- Tee Ball & Softball
- Football
- Kapa Haka

The Kiwisport fund was hugely valuable for our school and enabled many students to be involved in current and prospective sports.