LYTTON STREET SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Lanch Burch	Presiding Member	Elected	2025
Ben Ward-Smith	Principal	ex Officio	
Pene Hallet	Parent Representative	Elected	Resigned Nov 2023
Richard Howard	Parent Representative	Elected	2025
Laura Chee	Parent Representative	Elected	2025
Allan McLean	Parent Representative	Elected	Resigned Jan 2024
Shaun Lewis	Staff Representative	Elected	2025

Accountant / Service Provider: Openbook Solutions Limited

LYTTON STREET SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Lytton Street School
Statement of Responsibility
For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

_____
Full Name of Presiding Member

KEN WARD-SMITH
Full Name of Principal

_____
Signature of Presiding Member

_____
Signature of Principal

07 May 2024
Date:

07 May 2024
Date:

Lytton Street School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Revenue				
Government Grants	2	6,309,801	5,402,648	5,401,774
Locally Raised Funds	3	174,879	68,500	77,526
Interest		44,308	6,000	11,456
Gain on Sale of Property, Plant and Equipment		2,609	0	182
Total Revenue		6,531,597	5,477,148	5,490,938
Expense				
Locally Raised Funds	3	138,920	78,800	80,060
Learning Resources	4	4,496,181	3,838,305	3,864,319
Administration	5	854,930	764,134	793,021
Interest		5,998	5,000	6,434
Property	6	802,754	681,949	715,919
Total Expense		6,298,783	5,368,188	5,459,753
Net Surplus / (Deficit) for the year		232,814	108,960	31,185
Other Comprehensive Revenue and Expense		0	0	0
Total Comprehensive Revenue and Expense for the Year		232,814	108,960	31,185

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 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Equity at 1 January		1,326,118	1,326,118	1,277,316
Total comprehensive revenue and expense for the year		232,814	108,960	31,185
Contributions from / (Distributions to) the Ministry of Education				
Contribution - Furniture and Equipment Grant		29,244	0	17,617
Equity at 31 December		1,588,176	1,435,078	1,326,118
Accumulated comprehensive revenue and expense		1,588,176	1,435,078	1,326,118
Reserves		0	0	0
Equity at 31 December		1,588,176	1,435,078	1,326,118

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 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Current Assets				
Cash and Cash Equivalents	7	72,512	252,333	69,909
Accounts Receivable	8	289,917	300,000	302,152
GST Receivable		19,288	10,000	7,247
Prepayments		47,507	18,000	18,459
Inventories	9	2,297	7,000	9,801
Investments	10	934,724	700,000	607,460
Funds Receivable for Capital Works Projects	15	17,020	0	102,287
		1,383,265	1,287,333	1,117,315
Current Liabilities				
Accounts Payable	12	459,775	360,000	356,727
Provision for Cyclical Maintenance	13	62,000	143,609	131,791
Finance Lease Liability	14	56,930	54,156	62,294
Funds held for Capital Works Projects	15	63,640	0	19,956
Funds for Resource Teachers Literacy Services	16	9,629	7,650	7,614
		651,974	565,415	578,382
Working Capital Surplus/(Deficit)		731,291	721,918	538,933
Non-current Assets				
Property, Plant and Equipment	11	947,713	819,347	909,347
		947,713	819,347	909,347
Non-current Liabilities				
Provision for Cyclical Maintenance	13	66,667	86,849	48,667
Finance Lease Liability	14	24,161	19,338	73,495
		90,828	106,187	122,162
Net Assets		1,588,176	1,435,078	1,326,118
Equity		1,588,176	1,435,078	1,326,118

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 2023

	Note	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Cash flows from Operating Activities				
Government Grants		1,836,528	1,547,540	1,594,278
Locally Raised Funds		181,243	86,158	64,548
Goods and Services Tax (net)		(12,041)	(2,753)	5,188
Payments to Employees		(832,728)	(722,520)	(798,532)
Payments to Suppliers		(779,281)	(603,960)	(642,507)
Interest Paid		(5,998)	(5,000)	(6,434)
Interest Received		35,015	6,000	7,946
Net cash from/(to) Operating Activities		422,738	305,465	224,487
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		0	0	2,174
Purchase of Property Plant & Equipment (and Intangibles)		(242,845)	(60,000)	(145,865)
Purchase of Investments		(327,264)	(92,540)	(106,725)
Net cash from/(to) Investing Activities		(570,109)	(152,540)	(250,416)
Cash flows from Financing Activities				
Furniture and Equipment Grant		29,244	0	17,617
Finance Lease Payments		(53,377)	(52,869)	(53,004)
Funds Administered on Behalf of Other Parties		174,107	82,367	(16,112)
Net cash from/(to) Financing Activities		149,974	29,498	(51,499)
Net increase/(decrease) in cash and cash equivalents		2,603	182,423	(77,428)
Cash and cash equivalents at the beginning of the year	7	69,909	69,909	147,338
Cash and cash equivalents at the end of the year	7	72,512	252,333	69,909

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 2023

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 2023 to 31 December 2023 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 $30 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
A 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 13.

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 11.

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 14. Future operating lease commitments are disclosed in note 21.

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 schools 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 are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

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 and intangible assets

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) 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.

o) 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.

p) 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 schools 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.

q) 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 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.

r) 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.

s) Budget Figures

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

t) 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

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Government Grants - Ministry of Education	2,437,953	1,994,494	2,008,960
Teachers' Salaries Grants	3,377,659	2,969,205	2,969,205
Use of Land and Buildings Grants	464,869	378,949	378,949
Other Government Grants	29,320	60,000	44,660
	6,309,801	5,402,648	5,401,774

The school has opted in to the donations scheme for this year. Total amount received was $85,382.

3. Locally Raised Funds

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

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Revenue			
Donations & Bequests	12,421	0	2,255
Fees for Extra Curricular Activities	47,945	22,000	23,242
Trading	12,790	12,500	12,047
Fundraising & Community Grants	51,204	6,000	4,785
Other Revenue	50,519	28,000	35,197
	174,879	68,500	77,526
Expenses			
Extra Curricular Activities Costs	102,226	54,800	63,377
Trading	19,084	20,000	13,208
Fundraising and Community Grant Costs	17,610	4,000	3,475
	138,920	78,800	80,060
Surplus/ (Deficit) for the year Locally raised funds	35,959	(10,300)	(2,534)

4. Learning Resources

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Curricular	115,434	107,100	79,217
Information and Communication Technology	16,427	13,500	12,380
Library Resources	73	2,000	1,895
Employee Benefits - Salaries	4,044,267	3,469,205	3,490,627
Staff Development	102,179	96,500	73,695
Depreciation	217,801	150,000	203,776
	4,496,181	3,838,305	3,864,319

5. Administration

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Audit Fees	6,022	7,500	5,850
Board Fees	5,225	5,500	5,400
Board Expenses	2,290	6,000	6,550
Communication	2,134	2,960	2,826
Consumables	11,900	15,000	13,465
Operating Lease	12,558	9,000	8,138
Lunch in Schools	564,926	491,954	491,954
Other	93,465	69,700	70,667
Employee Benefits - Salaries	139,589	147,520	175,414
Insurance	10,947	5,000	8,701
Service Providers, Contractors and Consultancy	5,874	4,000	4,056
	854,930	764,134	793,021

6. Property

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Caretaking and Cleaning Consumables	71,839	68,000	74,118
Cyclical Maintenance	(32,385)	50,000	40,748
Grounds	19,381	21,500	28,985
Heat, Light and Water	32,868	31,000	31,855
Repairs and Maintenance	141,383	55,000	83,411
Use of Land and Buildings	464,869	378,949	378,949
Security	9,288	2,500	2,451
Employee Benefits - Salaries	95,511	75,000	75,402
	802,754	681,949	715,919

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. Cash and Cash Equivalents

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Bank Accounts	72,512	252,333	69,909
Cash and cash equivalents for Statement of Cash Flows	72,512	252,333	69,909

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

Of the $72,512 Cash and Cash Equivalents, $63,640 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the $72,512 Cash and Cash Equivalents, $9,629 is held by the Group on behalf of the RTLit Service. See note 16 for details of how the funding received for the service has been spent in the year.

8. Accounts Receivable

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Receivables	13,094	20,000	9,898
Interest Receivable	14,595	10,000	5,302
Banking Staffing Underuse	0	0	27,546
Teacher Salaries Grant Receivable	262,228	270,000	259,406
	289,917	300,000	302,152
Receivables from Exchange Transactions	27,689	30,000	15,200
Receivables from Non-Exchange Transactions	262,228	270,000	286,952
	289,917	300,000	302,152

9. Inventories

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
School Uniforms	2,297	7,000	9,801
	2,297	7,000	9,801

10. Investments

The School's investment activities are classified as follows:

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Current Asset			
Short-term Bank Deposits	934,724	700,000	607,460
Total Investments	934,724	700,000	607,460

11. Property, Plant and Equipment

2023	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	361,823	11,205	0	0	(23,180)	**349,848**
Furniture and Equipment	325,282	175,536	0	0	(78,365)	**422,453**
Information and Communication	56,232	59,958	0	0	(42,992)	**73,198**
Motor Vehicles	34,120	0	0	0	(9,464)	**24,656**
Leased Assets	130,577	8,745	0	0	(63,566)	**75,756**
Library Resources	1,313	723	0	0	(234)	**1,802**
Balance at 31 December 2023	909,347	256,167	0	0	(217,801)	**947,713**

The net carrying value of equipment held under a finance lease is $75,756 (2022: $130,577)

Restrictions
With the exception of the contractural 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.

	2023 Cost or Valuation $	2023 Accumulated Depreciation $	2023 Net Book Value $	2022 Cost or Valuation $	2022 Accumulated Depreciation $	2022 Net Book Value $
Building Improvements	702,070	(352,222)	**349,848**	690,865	(329,042)	**361,823**
Furniture and Equipment	869,006	(446,553)	**422,453**	698,670	(373,388)	**325,282**
Information and Communication	571,906	(498,708)	**73,198**	511,948	(455,716)	**56,232**
Motor Vehicles	74,098	(49,442)	**24,656**	74,098	(39,978)	**34,120**
Leased Assets	215,616	(139,860)	**75,756**	220,542	(89,965)	**130,577**
Library Resources	31,985	(30,183)	**1,802**	31,262	(29,949)	**1,313**
Balance at 31 December	2,464,681	(1,516,968)	**947,713**	2,227,385	(1,318,038)	**909,347**

12. Accounts Payable

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Creditors	115,475	65,500	58,793
Accruals	8,413	9,500	8,280
Employee Entitlements - Salaries	300,120	270,000	260,244
Employee Entitlements - Leave Accrual	35,767	15,000	29,410
	459,775	360,000	356,727
Payables for Exchange Transactions	459,775	360,000	356,727
	459,775	360,000	356,727

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
Provision at the Start of the Year	180,458	180,458	156,100
Increase to the Provision During the Year	23,818	50,000	26,818
Use of the Provision During the Year	(19,406)	0	(16,390)
Other Adjustments	(56,203)	0	13,930
Provision at the End of the Year	128,667	230,458	180,458
Cyclical Maintenance - Current	62,000	143,609	131,791
Cyclical Maintenance - Non current	66,667	86,849	48,667
	128,667	230,458	180,458

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

14. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
No Later than One Year	60,527	57,194	67,976
Later than One Year and no Later than Five Years	23,346	20,144	77,338
Later than Five Years	0	0	0
Future Finance Charges	(2,782)	(3,844)	(9,526)
	81,091	73,494	135,789
Represented by			
Finance lease liability - Current	56,930	54,156	62,294
Finance lease liability - Non current	24,161	19,338	73,495
	81,091	73,494	135,789

15. 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 7.

2023	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Block 3 & 4 Upgrade - Project number 209339	(102,287)	103,062	(775)	0	0
Block 2 ILE Upgrade - Proj No 241961	0	0	(17,020)	0	(17,020)
Block 7 LSC Office - Project number 218539	5,667	101,305	(43,332)	0	63,640
LSM Site Visuals - Project number 231965	14,289	7,519	(21,808)	0	0
Totals	(82,331)	211,886	(82,935)	0	46,620

Represented by:

Funds Held on Behalf of the Ministry of Education	63,640
Funds Receivable from the Ministry of Education	(17,020)

2022	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Block 3 & 4 Upgrade - Project number 209339	(71,975)	0	(30,312)	0	(102,287)
Block 7 LSC Office - Project number 218539	0	16,500	(10,833)	0	5,667
LSM Site Visuals - Project number 231965	0	14,871	(582)	0	14,289
Totals	(71,975)	31,371	(41,727)	0	(82,331)

Represented by:

Funds Held on Behalf of the Ministry of Education	19,956
Funds Receivable from the Ministry of Education	(102,287)

16. 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.

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Funds Held at Beginning of the Year	7,614	7,614	11,904
Funds Received from MoE	10,847	10,036	10,557
Total funds received	10,847	10,036	10,557
Funds Spent on Behalf of the Cluster	8,832	10,000	14,846
Funds remaining	2,015	36	(4,290)
Funds Held at Year End	9,629	7,650	7,614

17. 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.

18. Remuneration

Key management personnel compensation

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

	2023 Actual $	2022 Actual $
Board Members		
Remuneration	5,225	5,400
Leadership Team		
Remuneration	828,570	422,483
Full-time equivalent members	6.00	3.00
Total key management personnel remuneration	833,795	427,883

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:

	2023 Actual $000	2022 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	170 - 180
Benefits and Other Emoluments	5 - 6	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	2023 FTE Number	2022 FTE Number
100 - 110	2	3
110 - 120	2	1
120 - 130	3	2
130 - 140	1	0
	8	6

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

19. 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:

	2023 Actual	2022 Actual
Total	0	0
Number of People	0	0

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 of specific individuals, as such, this is expected to resolve the liability for school boards.

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of $908,815 (2022: $22,670) as a result of entering the following contract

Contract Name	Contract Amount $	Spend To Date $	Remaining Capital Commitment $
Block 2 ILE Upgrade - Proj No 241961	815,000	17,020	797,980
Block 7 LSC Office - Project number 218539	165,000	54,165	110,835
Total	**980,000**	**71,185**	**908,815**

(b) Operating Commitments

As at 31 December 2023 the Board has entered into no operating contracts (2022; nil).

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22. Financial Instruments

The carrying amount of financial

Financial assets measured at amortised cost	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
	72,512	252,333	69,909
Cash and Cash Equivalents	289,917	300,000	302,152
Receivables	934,724	700,000	607,460
Investments - Term Deposits			
	1,297,153	1,252,333	979,521
Total Financial assets measured at amortised cost			
Financial liabilities measured at amortised cost			
	459,775	360,000	356,727
Borrowings - Loans	81,091	73,494	135,789
Painting Contract Liability			
	540,866	433,494	492,516
Total Financial Liabilities Measured at Amortised Cost			

23. Events After Balance Date

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

24. 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 2023**

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 his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2023, 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.

In our opinion the financial statements of the School:

- present fairly, in all material respects:

  o its financial position as at 31 December 2023; and

  o its financial performance and cash flows for the year then ended; and

- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 07 May 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

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 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 on behalf of the School 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 there is an intention to close or merge the School, or there is 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 assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 23 to 78, but does not include the financial statements, and our auditor's report thereon.

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 independence requirements of 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) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, 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
CHARTER, STRATEGIC & ANNUAL PLAN

2023-2025

Our Mission Statement

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

Our PhilosophyP

Lytton Street School values and embraces the uniqueness of every child and enables them to learn in warm, nurturing, and engaging environments that foster their individual needs. We build positive, trusting relationships with each and every child and their whānau.

Our Lytton Street School philosophy is evidence-based upon the following key processes…

1. Shared values of educators, parents and the community at Lytton Street School
2. Identified theories and educational perspectives that support best practice
3. Associated practises that reflect the values, theories and educational perspectives of staff, parents and community

Our Pedagogy

Our school pedagogy is built around three core developmental domains and twelve dispositions. Our domains reflect the importance of ensuring that the holistic view of the learner is at the forefront. Through our dispositions, we focus on three of the key areas from the model of well-being developed by local Kaumatua, Sir Mason Durie.

Our Dispositions for Learning

Cognitive - Hinengaro	Emotional - Wairua	Social - Whānau
Refers to a range of elements related to thinking and making sense of the world such as agency, innovation, reflection and problem solving	Refers to a range of elements of maturity centred around the individual such as resilience, mindfulness, responsiveness and empathy	Refers to a range of elements of maturity centred around communication and relationships with others such as confidence, collaboration, connectedness and self-identification

Our School

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%); Maori (31%); Pasifika (4%); and Other (2%).

Cultural Diversity and our Māori Dimension

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 Tīkanga in their daily lives.

Our school acknowledges the vital role cultural understanding, identity, languages and the Treaty of Waitangi play in the development of an inclusive and diverse society.

Te Rerenga Kōtare (Lytton Street School Kapa Haka)

Te Rerenga Kōtare is a name that has been gifted to the Lytton Street School kapa haka 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. We know children love to observe and watch with keen eyes. They see those around them 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 breed life into the surrounding environment and the people. The river gives life, and all life along the riverbanks flourish as a result. 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 tupuna 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 special learning needs are supported in their learning so they can participate, and make progress, in relation to The New Zealand Curriculum, and fully participate in, contribute to and feel included in the life of the school and the community.

Kawakawa Kāhui Ako

Lytton Street School is a member of the Feilding Kāhui Ako. Our Kāhui Ako aims to empower and coalesce the collective strengths of our community to further enhance the achievement and engagement for all our ākonga. The Kāhui Ako has built strong relationships and connections between all our kura 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. Whakatōpūtanga is the glue that fuses our relationships and strengths in collective actions that achieve success for all our people. Efficacy emphasises the understanding that our Kāhui Ako achieves the desired outcomes for our students. Exploration of the concepts of Self-Efficacy, Teacher Efficacy and Collective Efficacy will bring about positive and effective change.

National Education & Learning Priorities (NELP)

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 summarised in the picture below.

Our kura is committed to creating education environments that are learner-centred and focused on ensuring learners are successful. This is achieved by:
- Ensuring that they are safe, inclusive and free from racism, discrimination, and bullying
- Strengthening the quality of teaching that our learners receive so that they develop the skills they need to succeed in education, work and life
- Collaborating successfully with whānau, hapū, iwi, employers, industry and communities
- Taking account of learners' needs, identities, languages and cultures in their practice, and,
- Incorporating te reo Māori and tikanga Māori into everyday activities.

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 community life and prepare for the future.	Lytton Street School Board of Trustees will: ● Act as a good employer to teaching and non-teaching staff ● Prepare a budget to monitor and control school expenditure ● Allocate funds to enhance student achievement ● Implement the 5/10 year 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	● Lodge our Charter and Annual Report to the Ministry of Education in accordance with the guidelines to February. ● Consult with our community, including our Māori community, as part of its three-year review cycle. ● Targets for student achievement will be identified through analysis of achievement data, moderated against a variety of assessment tools, and included in our Annual Plan.

Strategic Goals - Overview

Strategic Goal 1: He Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

To develop responsive, engaging and reciprocal relationships that foster high expectations and enhance student self identification, efficacy, achievement, engagement and wellbeing

He Tangata | People
Embrace the concept of whakapapa and align the processes of pōwhiri to the ways people group themselves, engage, learn, grow and develop together over time - past, present and future. (Learn to navigate the river).

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.

Primary Strategies for Achieving Goal 1:
● Create and utilise robust strategic planning
● Provide effective support and extension learning programmes
● Foster kōtahitanga and whakawhanaungatanga with Ngāti Kauwhata
● Grow our Māori student leaders to deliver whaikorero and karanga
● Engage our ākonga in regular and formative consultation
● Utilise a multiple-agency approach to support the learning of our ākonga
● Reinvigorate a sense of community following the Covid-19 pandemic
● Use digital tools to gather holistic information on the hauora of our ākonga and identify where improvements can be made
● Review, enhance and modify the property requirements of our school

Strategic Goal 2: Tūrangawaewae | Place

Arotahi ā Mua | The Future

To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection

Tūrangawaewae | Place
Through our passions we make connections to our place of standing, our surroundings and the land's unique features, weaving our learning throughout. *(Follow the river to the sea)*

Tangata ako ana i te whare, te turanga ki te marae, tau ana
A person who is taught at home, will stand collected on the Marae.

Primary Strategies for Achieving Goal 2:
- Engage Ngāti Kauwhata in co-creating the development and completion of our Local Curriculum
- Establish frequent visits and connections with Ngāti Kauwhata and local marae to strengthen understanding of tūrangawaewae within staff and our ākonga
- Complete extensive professional learning and development to support the Digital Fluency and Health & Physical Education areas
- 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

Strategic Goal 3: Te Taiao | Environment

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

To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership

Te Taiao | Environment
Transcending culture through physical, spiritual, and emotional spaces. Te Whare Tapa Whā and the four pillars of health and wellbeing will be used to support and enhance teaching and learning. *(Navigate the sea)*

Toitū te Marae o Tane, Toitū te Marae o Tangaroa, Toitū te Iwi.
Protect and strengthen the realms of the Land and Sea, and they will protect and strengthen the People.

Primary Strategies for Achieving Goal 3:
- Use online tools to gather and collate progress and achievement analysis
- Complete structured professional learning and development to support literacy and numeracy programmes
- Embed coaching, professional learning and development
- Investigate alternative avenues for professional learning and development during Covid restrictions
- Allocate fixed term remuneration allowances to support school targets
- Commence planning for all property modifications as specified through the 10 Year Property Plan and special funding releases
- Use property modifications to further market and promote the school in the community

Strategic Plan (2023-2025)

Strategic Goal 1: He Tangata | People
Whanaungatanga me te Kotahitanga | Relationships & Collaboration

To develop responsive, engaging and reciprocal relationships that foster high expectations and enhance student self identification, efficacy, achievement, engagement and wellbeing

Links	Annual Strategies for Achieving Goal 1 -2023
National Education & Learning Priority **OBJECTIVE 1** **LEARNERS AT THE CENTRE** Learners with their whānau are at the centre of education Finance, Personnel, Property Kāhui Ako: Wellbeing, Relationships	**Personnel** ● Surveys (Inclusive Practices and Wellbeing at School) ● Intro survey consultation for whānau on their tamariki's hopes and aspirations ● Consult with whānau on the structure of the school report ● Conduct a Māori whānau consultation by phone, face-to-face ● Run KiVa anti-bullying programme (student well-being) ● Run a range of extension programmes ● Use Skodel to support and monitor student wellbeing ● Establish strong reciprocal iwi relationships that lead to professional learning and development ● Māori Achievement plan and actions expanded and developed ● Te Ahu o Te Reo Māori development offered to staff ● Visit schools in Adelaide related to effective play-based learning ● Undertake PLD for 6 staff in play-based learning in Adelaide ● Whole staff reading of Niho Taniwha **Health & Safety** ● Safety glass, film installation on all windows ● Caretaker to complete a hazardous materials course

Proposed Strategies for Achieving Goal 1 -2024
Personnel ● Surveys (Inclusive Practices and Wellbeing at School - all stakeholders) ● Maintain strong reciprocal iwi relationship & with local businesses ● Review Skodel as a tool for gauging staff and student well-being ● Review Māori whānau consultation, revisit feedback ● Complete a whole school community consultation ● Look to extend the school coaching philosophy to include tamariki **Health & Safety** ● Complete First Aid training ● Health & Physical Education consultation ● Review Health & Safety policy and procedures, including EOTC plans and processes

Proposed Strategies for Achieving Goal 1 - 2025
Personnel ● Surveys (Inclusive Practices and Wellbeing at School - all stakeholders) ● Maintain strong reciprocal iwi relationship & with local businesses **Health & Safety** ● Complete safety glass installation ● Upgrade Block 3 front decks ● Complete additional non-slip deck painting - as required

Strategic Goal 2: Tūrangawaewae | Place

Arotahi Ā Mua | The Future

To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection

Links	Annual Strategies for Achieving Goal 2 - 2023
National Education & Learning Priority OBJECTIVE **4** **FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives **Finance** **Kāhui Ako:** Pedagogy	**Curriculum** ● Whole school writing PLD – Writer's Toolbox ● Local curriculum development ● Implement the New Zealand Histories Curriculum ● Engage our local iwi to support our curriculum development and kapa haka group ● Incorporate components of local and national history into integrated curriculum and Investigation areas ● Healthy Active Learning contract ● Digital Fluencies professional learning (200 hours) ● Explore changes indicated in the draft refreshed NZC ● Ākonga to attend a visit or a sleepover at Kauwhata Marae ● Utilise 40 hours of Science PLD though House of Science ● Creative Schools Index (CSI) – 2022/2023 comparison **Self Review** ● Review the implementation of our school dispositions ● Run focus groups across Reading, Writing and Mathematics (10 kids in each), across all year groups ● Investigate new technologies to support our digital fluencies professional learning ● Assess the effectiveness of our Te Manawanui ki te Reo spaces ● Operate a Strategic Plan with termly goals to enhance completion and accountability **Kāhui Ako** ● Evaluate the effectiveness of our Kāhui Ako ● Complete the Kāhui Ako revised achievement challenges
	Proposed Strategies for Achieving Goal 2 -2024
	Curriculum ● Embed the Lytton Street School local curriculum ● Digital Fluencies professional learning (200 hours) ● Trial the common Literacy	Numeracy practice model **Self Review** ● Review the effectiveness of modified Charter goals ● Ensure our Charter is responsive to revised MOE requirements **Kāhui Ako** ● Review the effectiveness of the Kāhui Ako revised achievement challenges
	Proposed Strategies for Achieving Goal 2 - 2025
	Curriculum ● Trial the LSS Local Curriculum based on the refreshed NZC ● Embed the common Literacy	Numeracy practice model **Self Review** ● Check our school self review procedures **Kāhui Ako** ● Implement any changes to the current Kāhui Ako model as prescribed by the MOE

Strategic Goal 3: Te Taiao | Environment

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

To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership

Links	Annual Strategies for Achieving Goal 3 - 2023
National Education & Learning Priority **OBJECTIVE 2** **BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner **OBJECTIVE 3** **QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau Property Kāhui Ako: Pedagogy	**Curriculum** ● Use HERO for accelerated tracking; Students reflecting against Literacy, Mathematics, and Dispositions progressions, and setting goals where appropriate; and trialling the app for parent communication & student sharing ● Implement New Zealand Histories curriculum ● Investigate the creation of a space that provides opportunity for our tamariki to be immersed in new and unique experiences ● Staff familiarise with the new refreshed curriculum - Te Mātaiaho **Finance & Property** ● Upgrade Block 2 (Rooms 12-15) ● Containers to be renovated into effective learning spaces ● Upgrade hall & Room 23 wall linings ● Complete Learning Support Coordinator build ● Finalise drawings for Block 2 modifications ● Install shaded outdoor areas between classrooms (sails) 16-20 ● Upgrade all school signage ● Install containers to house outdoor equipment ● Complete Learning Support Modifications **Personnel** ● Maintain Coaching as the main form of PLD ● Continue implementing school public relations guidelines ● Senior Leaders to apply for sabbatical studies ● Team Leaders to attend ULearn ● Run suitable PLD opportunities for Teacher Aides ● Develop He Ara Rangatira	LSS Leadership Model **Kāhui Ako** ● WSLs undertake cultural audit development with CORE Education facilitator ● WSLs lead school development across their focus areas ● ASL leads culturally responsive practice Kāhui Ako wide
	Proposed Strategies for Achieving Goal 3 -2024
	Curriculum ● Student engagement with HERO as a progress and achievement tool ● Whānau engagement with HERO as a progress and achievement tool ● Implement student-directed approach to learning ● Investigate student-directed learning strategies **Finance & Property** ● Install a school turf ● Begin the upgrade Block 1 (Rooms 5-6) ● Upgrade wireless access points (Ministry of Education contract) ● Build a space that provides opportunity and experiences for all our learners ● Install shaded outdoor areas between classrooms (sails) 24 & 25 **Personnel** ● Team Leaders to attend ULearn ● Passion PLD for all staff ● Senior Leaders to attend ISTE Conference

	Proposed Strategies for Achieving Goal 3 - 2025

	Curriculum
	    ● HERO replaces Seesaw as a parent information portal
	
	Finance & Property
	    ● Complete the upgrade Block 1 (Rooms 5-6)
	    ● Investigate the option of a school turf
	
	Personnel
	    ● Team Leaders & Assistant Principals to attend ULearn
	    ● Senior Leaders to attend ISTE Conference
	    ● Investigate the option of a school gymnasium

Annual Plan (2023)

Strategic Goal 1: He Tangata | People
Whanaungatanga me te Kotahitanga | Relationships & Collaboration

To develop responsive, engaging and reciprocal relationships that foster high expectations and enhance student self identification, efficacy, achievement, engagement and wellbeing

	National Links National Education & Learning Priority (NELPS)	**Local Links** Areas of School Focus: Finance, Personnel, Property Kāhui Ako: Wellbeing, Relationships

Strategies for Achieving Goal 1 -2023	Who?	Outcomes
Term 1 Actions		
Complete an intro survey consultation for whānau on their tamariki's hopes and aspirations	BWS	**Achieved** ▾ This has been completed for our Māori whānau.
Conduct a Māori whānau consultation by phone or face-to-face	RN	**Achieved** ▾ This has been completed and a summary of feedback has been developed. This feedback will be integrated into our Māori Achievement Plan.
Run KiVa anti-bullying programme (student well-being)	RD	**Achieved** ▾ Implemented and operating well.
Run a range of extension programmes - Mathematics, Literacy	SL/KL	**Achieved** ▾ These have been implemented and shown real success.
Use Skodel to support and monitor student well-being	SL	**Achieved** ▾ Skodel has continued to provide a window into the well-being of our students.
Establish strong reciprocal iwi relationships that lead to professional learning and development	RN	**In Progress** ▾ This is an ongoing focus for our kura. It will extend into 2024.
Māori Achievement plan and actions expanded, developed, and lived	RN	**In Progress** ▾ Completed in Term 4.
Te Reo Māori development undertaken by 14 staff members	RN	**Achieved** ▾ Some staff members are moving onto the next level of their Te Reo focus.
Visit schools in Adelaide related to effective play-based learning	JH/BWS	**Achieved** ▾ Staff gained valuable insight into a range of displays and techniques.
Undertake PLD (one day course) for 6 staff in play-based learning in Adelaide	JH/BWS	**Achieved** ▾

		This was not as inspiring as first thought. Our staff knowledge and understanding was superior to that being presented.
Whole staff reading of Niho Taniwha	BWS	Achieved ▾ This has been a very interesting and valuable undertaking. The text will be completed in 2024.

Possible Term 2 Actions		
Surveys (Inclusive Practices and Wellbeing at School)	RD	Achieved ▾ Completed and reported to the Board of Trustees in Term 4.
Local curriculum development & implementation of the Aotearoa | New Zealand Histories Curriculum	RN	In Progress ▾ This is an ongoing focus for our kura. It will extend into 2024.
Run a range of extension programmes - Mathematics, Literacy	SL/KL	Achieved ▾ Mathematics and Literacy extension classes have enabled students to make accelerated progress. MindPLus for our gifted and talented students has also been extremely beneficial.
Use Skodel to support and monitor student wellbeing	SL	Achieved ▾ Skodel has continued to provide a window into the well-being of our students.
Establish strong reciprocal iwi relationships that lead to professional learning and development	RN	In Progress ▾ This is an ongoing focus for our kura. It will extend into 2024.
Te Reo Māori development undertaken by 14 staff members	RN	Achieved ▾ Some staff members are moving onto the next level of their Te Reo focus.
Whole staff reading of Niho Taniwha	BWS	Achieved ▾ This has been a very interesting and valuable undertaking. The text will be completed in 2024.

Possible Term 3 Actions		
Consult with whānau on the structure of the school report	JH	Not Achieved ▾ This will be planned for 2024.
Run KiVa anti-bullying programme (student well-being)	RD	Achieved ▾ Implemented and operating well.
Run a range of extension programmes - Mathematics, Literacy	SL/KL	Achieved ▾ These have been implemented and shown real success.
Use Skodel to support and monitor student wellbeing	SL	Achieved ▾ Skodel has continued to provide a window into the well-being of our students.
Establish strong reciprocal iwi relationships that lead to professional	RN	In Progress ▾

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learning and development		This is an ongoing focus for our kura. It will extend into 2024.
Whole staff reading of Niho Taniwha	BWS	Achieved ▾ This has been a very interesting and valuable undertaking. The text will be completed in 2024.
Safety glass, film installation on all windows	BWS	Not Achieved ▾ This will be scheduled for another year.
Caretaker to complete a hazardous materials course	AF/RJ	Not Achieved ▾ This will be scheduled for 2024 or 2025.
Possible Term 4 Actions		
Complete whole school writing PLD - Writer's Toolbox	JH/KL	Achieved ▾ A year of Writers' Toolbox professional learning and development has been undertaken. This has proven really successful.
Run KiVa anti-bullying programme (student well-being)	RD	Achieved ▾ Implemented and operating well.
Use Skodel to support and monitor student wellbeing	SL	Achieved ▾ Skodel has continued to provide a window into the well-being of our students.
Māori Achievement plan and actions expanded, developed, and lived	RN	In Progress ▾ This has been under development.
Whole staff reading of Niho Taniwha	BWS	Achieved ▾ This has been a very interesting and valuable undertaking. The text will be completed in 2024.

Strategic Goal 2: Tūrangawaewae | Place
Arotahi Ā Mua | The Future

To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection

National Links
National Education & Learning Priority (NELPS)

OBJECTIVE 4
FUTURE OF LEARNING AND WORK
Learning that is relevant to the lives of New Zealanders today and throughout their lives

Local Links
Areas of School Focus: Finance

Kāhui Ako: Kāhui Ako: Pedagogy

Strategies for Achieving Goal 2 -2023	Who?	Outcomes
Term 1 Actions		
Complete whole school writing PLD - Writer's Toolbox	JH/KL	Achieved ▾ A year of Writers' Toolbox professional learning and development has been undertaken. This has proven really successful.
Local curriculum development & implementation of the Aotearoa | New Zealand Histories Curriculum	RN	In Progress ▾ Local curriculum development has progressed. This has been integrated with Aotearoa NZ Histories.
Engage our local iwi to support our curriculum development and kapa haka group	RN	In Progress ▾ A meeting with iwi was held to discuss the current framework for our local curriculum development.
Incorporate components of local and national history into integrated curriculum and Investigation areas	RN	In Progress ▾ This is ongoing.
Healthy Active Learning contract	RD	Achieved ▾ This has been completed. Videos have been developed that support staff to teach structured lessons.
Digital Fluencies professional learning (200 hours)	RD	Achieved ▾ This has been completed. A wide range of resources were shared with staff.
Explore changes indicated in the draft refreshed NZC	BWS	Achieved ▾ Teacher Only Days have been held to support teachers' learning and understanding.
Ākonga to attend a visit or a noho at Kauwhata Marae	RN	Not Achieved ▾ Not completed due to the Marae suffering flood damage. Will take place in 2024.
Utilise 40 hours of Science PLD though House of Science	SL	Achieved ▾ Completed.

Run focus groups across Reading, Writing and Mathematics (10 kids in each), across all year groups	KL/JH	**Not Achieved** ▾ Plans to complete this in 2024.
Investigate new technologies to support our digital fluencies professional learning	RN	**In Progress** ▾ This will continue on in 2024.
Create a Strategic Plan with termly goals to enhance completion and accountability	BWS	**Achieved** ▾ This has been completed and has proved extremely successful.
Complete the Kāhui Ako revised achievement challenges	BWS/ RN	**Achieved** ▾ This has been completed and has been shared with all Kāhui Ako schools.
Possible Term 2 Actions		
Complete whole school writing PLD - Writer's Toolbox	JH/KL	**Achieved** ▾ A year of Writers' Toolbox professional learning and development has been undertaken. This has proven really successful.
Local curriculum development & implementation of the Aotearoa|New Zealand Histories Curriculum	RN	**In Progress** ▾ Local curriculum development has progressed. This has been integrated with Aotearoa NZ Histories.
Healthy Active Learning contract	RD	**Achieved** ▾ This has been completed. Videos have been developed that support staff to teach structured lessons.
Digital Fluencies professional learning (200 hours)	RD	**Achieved** ▾ This has been completed. A wide range of resources were shared with staff.
Explore changes indicated in the draft refreshed NZC	BWS	**Achieved** ▾ Teacher Only Days have been held to support teachers' learning and understanding.
Utilise 40 hours of Science PLD though House of Science	SL	**Achieved** ▾ Completed. This was a valuable experience for both teachers and students.
Creative Schools Index (CSI) - 2022/2023 comparison	SL	**Not Achieved** ▾ It was decided to complete this in 2024 in order to capture a different cohort of students.
Run focus groups across Reading, Writing and Mathematics (10 kids in each), across all year groups	KL/JH	**Not Achieved** ▾ Time did not permit.
Possible Term 3 Actions		
Complete whole school writing PLD - Writer's Toolbox	JH/KL	**Achieved** ▾ A year of Writers' Toolbox professional learning and development has been undertaken. This has proven really

			successful.
Local curriculum development & implementation of the Aotearoa | New Zealand Histories Curriculum	RN	**In Progress** ▾ Local curriculum development has progressed. This has been integrated with Aotearoa NZ Histories.	
Healthy Active Learning contract	RD	**Achieved** ▾ Completed. This was a valuable experience for both teachers and students. Videos were made for future use.	
Digital Fluencies professional learning (200 hours)	RD	**Achieved** ▾ This has been completed. A wide range of resources were shared with staff.	
Explore changes indicated in the draft refreshed NZC	BWS	**Achieved** ▾ Teacher Only Days have been held to support teachers' learning and understanding.	
Utilise 40 hours of Science PLD though House of Science	SL	**Achieved** ▾ Completed. This was a valuable experience for both teachers and students.	
Review the implementation of our school dispositions	KL	**In Progress** ▾ This is underway and forms part of the school values review. Iwi have been consulted regularly to determine the direction of our focus.	
Run focus groups across Reading, Writing and Mathematics (10 kids in each), across all year groups	KL/JH	**Not Achieved** ▾ Time did not permit.	
Assess the effectiveness of our Te Manawanui ki te Reo spaces	RN	**In Progress** ▾ This will be ongoing into 2024.	
Possible Term 4 Actions			
Complete whole school writing PLD - Writer's Toolbox	JH/KL	**Achieved** ▾ A year of Writers' Toolbox professional learning and development has been undertaken. This has proven really successful.	
Digital Fluencies professional learning (200 hours)	RD	**Achieved** ▾ This has been completed. A wide range of resources were shared with staff.	
Explore changes indicated in the draft refreshed NZC	BWS	**Achieved** ▾ Teacher Only Days have enabled staff to get a good understanding of the structure of the refreshed curriculum.	
Utilise 40 hours of Science PLD though House of Science	SL	**Achieved** ▾ Completed. This was a valuable experience for both teachers and students.	
Run focus groups across Reading, Writing and Mathematics (10 kids in each), across all year groups	KL/JH	**Not Achieved** ▾ Due to time constraints this has not been	

		completed in 2023. Our aim is to continue this focus into 2023.
Evaluate the effectiveness of our Kāhui Ako	BWS/ RN	**Not Achieved** ▾ The Kāhui Ako has submitted, and had approved, its refreshed Achievement Challenge document. BWS has been appointed for the next two years a co-lead Principal.

Strategic Goal 3: Te Taiao | Environment

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

To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership

| OBJECTIVE 2 BARRIER FREE ACCESS / OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP | National Links National Education & Learning Priority (NELPS) | National & Local Links National Education & Learning Priority (NELPS) Areas of School Focus: Finance Kāhui Ako: Kāhui Ako: Pedagogy |

Strategies for Achieving Goal 2 -2023	Who?	Outcomes
Term 1 Actions		
All teachers to develop sound skills of assessment data analysis in order to meet the needs of their ākonga	SL/RN/KL	In Progress ▾ This is an ongoing focus. As staff are inducted it is being considered a priority.
Provisionally Registered Teachers (PRTs) to have robust and support programmes of professional learning and development	Mentor Teachers	Achieved ▾ This has been implemented. The extent of the success has depended on the commitment and drive of the PRT.
Use HERO for accelerated tracking; Students reflecting against Literacy, Mathematics, and Dispositions progressions, and setting goals where appropriate; and trialling the app for parent communication & student sharing	SN	Achieved ▾ This is ongoing. A change in staff leadership with HERO has meant a period of professional development has been undertaken in order to ensure familiarity with this software.
Staff familiarise with the new refreshed curriculum - Te Mātaiaho	BWS	Achieved ▾ A range of Teacher Only Days have been designed to introduce staff to Te Mātaiaho.
Containers to be renovated into effective learning spaces	BWS	Achieved ▾ This has been completed. The Learning Support Coordinators and Special Education Needs Coordinator are currently using them for office space.
Upgrade hall & Room 23 wall linings	BWS	In Progress ▾ Hall wall linings have been upgraded. Room 23 is still a work in progress.
Install containers to house outdoor equipment	BWS	Achieved ▾ This has been completed. One is now the Physical Education shed.
Complete Learning Support Modifications	BWS	In Progress ▾ This is currently underway. The original deck plan has been extended.

Maintain Coaching as the main form of PLD	BWS	Achieved ▾	This has been completed. Further modifications will be made to the 2024 programmes to enhance and ensure each session is beneficial.
Develop He Ara Rangatira | LSS Leadership Model	BWS	Not Achieved ▾	This needs to be a focus for 2024.
Continue implementing school public relations guidelines	RD	Not Achieved ▾	This needs to be a focus for 2024.
Run suitable PLD opportunities for Teacher Aides	JH/JC	Achieved ▾	A range of opportunities have been provided for our Teacher Aides. These have generally occurred on Teacher Only Days.
WSLs undertake cultural audit development with CORE Education facilitator	SL/SN/KL	Achieved ▾	This has been completed and will be shared on our 2024 Teacher Only Day.
WSLs lead school development across their focus areas	SL/SN/KL	Achieved ▾	This has been completed. In 2024 our school would like to extend their influence.
ASL leads culturally responsive practice Kāhui Ako wide	RN	Achieved ▾	This has been completed. In 2024 our school would like to extend the ASL influence.
Staff familiarise with the new refreshed curriculum - Te Mātaiaho	BWS	Achieved ▾	A range of Teacher Only Days have been designed to introduce staff to Te Mātaiaho.
Possible Term 2 Actions			
Embed He Ara Rangatira | LSS Leadership Model	BWS	Not Achieved ▾	This needs to be a focus for 2024.
Staff familiarise with the new refreshed curriculum - Te Mātaiaho	BWS	Achieved ▾	A range of Teacher Only Days have been designed to introduce staff to Te Mātaiaho.
Senior Leaders to apply for sabbatical studies	RD/JH	Achieved ▾	Our Deputy Principal was unsuccessful in his application for a sabbatical.
Run suitable PLD opportunities for Teacher Aides	JH/JC	Achieved ▾	A range of opportunities have been provided for our Teacher Aides. These have generally occurred on Teacher Only Days.
Possible Term 3 Actions			
Embed He Ara Rangatira | LSS Leadership Model	BWS	Not Achieved ▾	This needs to be a focus for 2024.
Staff familiarise with the new refreshed curriculum - Te Mātaiaho	BWS	Achieved ▾	

			A range of Teacher Only Days have been designed to introduce staff to Te Mātaiaho.
Complete Learning Support Coordinator build	BWS	In Progress ▾	This is currently underway. The original deck plan has been extended.
Finalise drawings for Block 2 modifications	BWS	In Progress ▾	These have been completed and are now on GETS awaiting possible tenders.
Senior Leaders to attend ULearn	KL/SL	Achieved ▾	ULearn was attended and found to be extremely useful by our staff.
Run suitable PLD opportunities for Teacher Aides	JH/JC	Achieved ▾	A range of opportunities have been provided for our Teacher Aides. These have generally occurred on Teacher Only Days.
Investigate the creation of a space that provides opportunity for our tamariki to be immersed in new and unique experiences	BWS	In Progress ▾	This has begun. The shelving units have been sold. And the area has been painting and carpet tiles installed.
Possible Term 4 Actions			
Staff familiarise with the new refreshed curriculum - Te Mātaiaho	BWS	Achieved ▾	A range of Teacher Only Days have been designed to introduce staff to Te Mātaiaho.
Upgrade Block 2 (Rooms 12-15)	BWS	Not Achieved ▾	Not completed. Drawings are currently out for tender.
Install shaded outdoor areas between classrooms (sails) 16-20	BWS	Not Achieved ▾	Not completed. Our PALS group are providing funding for their installation in 2024.
Upgrade all school signage	BWS	Not Achieved ▾	This has not been completed. The signage will be directed by the development of our local curriculum with input from our iwi - Ngāti Kauwhata.

Annual Improvement Plan (2023)

Annual Goal 1: Developing an Understanding of Personal Wellbeing, Positivity, and the Impact on our Tamariki
Utilising Skodel as a digital tool to provide a window into the hearts and minds of our ākonga.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
Strategic Goal 1: He Tangata | People Whanaungatanga me te Kotahitanga | Relationships & Collaboration *To develop responsive, engaging and reciprocal relationships that foster high expectations and enhance student self identification, efficacy, achievement, engagement and wellbeing*	**OBJECTIVE 1** **LEARNERS AT THE CENTRE** Learners with their whānau are at the centre of education	Kāhui Ako: Wellbeing, Relationships

Theory for Improvement
Skodel has been successfully running at LSS for the past 3 years. It has supported teachers in navigating student's wellbeing and identifying reasons for their behaviour. Student wellbeing is at the forefront across schools in Aotearoa and through the use of Skodel, we are able to source real time, student voice data about individual's wellbeing.

In addition to this a number of our students come to school unprepared and not in a state for learning. It is important that our teaching staff are aware and have unfettered access to support mechanisms and programmes that positively engage and care for our tamariki. Incorporating the work we do with our Zones of Regulation and KiVA programmes students are able to make effective connections to their emotions and the driving forces behind them.

As updates have occurred on the platform we have expanded our tracking of wellbeing into teaching staff, teacher aides, and our Learning Support Coordinators to monitor the wellbeing of our staff and the satisfaction they gain in their vocations. It also allows staff to present ideas for areas of improvement.

With the ability to break data down into gender, year group, ethnicity, and class, all levels of staff are able to have an impact and see the impact of student wellbeing.

Aspiration
Our aspiration is to monitor and enhance the wellbeing of all our students. Through this approach it is hoped suitable interventions can take place to support the student to overcome challenges and situations that may adversely affect their wellbeing. Our LSCs and head of ORS has been added to the Skodel platform with the ability to monitor the wellbeing of the students they work with closely. For the LSCs this will allow them to gather a bigger insight into what is happening in the lives of the students they are focusing on. For our head of ORS, some of the students are unable to communicate verbally, so having access to an image/data based system to check their wellbeing eliminates a barrier to building effective connections.

Our aim is to increase the combined well being score of all our students in Years 4-6. A combined well being score is made up by adding the positive mood selections together (motivated, grateful, and happy). The data below reflects the information that was gathered in 2022.

The three cohorts that will form our focus groups are the Year 4, 5, and Year 6 in 2023. The historical data that is displayed below is from December 2022 when these year groups were Year 3, 4 and 5 respectively.

Data

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2022)
Year 3 (2022)	Boys	All	72.7%
Year 3 (2022)	Girls	All	67.7%
Year 3 (2022)	All	Māori	73.9%
Year 3 (2022)	All	All	70.3%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2022)
Year 4 (2022)	Boys	All	70%
Year 4 (2022)	Girls	All	70.1%
Year 4 (2022)	All	Māori	63%
Year 4 (2022)	All	All	70.1%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2022)
Year 5 (2022)	Boys	All	71.8%
Year 5 (2022)	Girls	All	74.7%
Year 5 (2022)	All	Māori	74.8%
Year 5 (2022)	All	All	73.3%

Annual Targets

1. To maintain a combined well being score to greater than 70% for the following cohorts at our school in comparison to their 2021 data:
   a. The Year 4 (2023) - All, Boys, Girls & Māori
   b. The Year 5 (2023) - All, Boys, Girls & Māori
   c. The Year 6 (2023) - All, Boys, Girls & Māori

Focus	Term 1 Actions	Responsibility	Outcomes
Fostering strong ākonga-whānau-school relationships	Scheduled times for whānau to meet the teacher and see the classroom at the start of the year	Teachers	Achieved ▾ This occurred at the start of the year.
	Learning Conversations to celebrate the achievements of our ākonga are held	Teachers	Achieved ▾ These were held twice throughout the year.
	Online communication tools utilised to share school events and individual achievements (Facebook, Seesaw)	Teachers	Achieved ▾ A range of information has been shared online. Parent engagement has been high.

Focus	Possible Term 2 Actions	Responsibility	Outcomes
	Principal interaction and communication to highlight achievements	BWS	**Achieved** ▾ This has been done through newsletters and letters of acknowledgement to whānau.
	Panui covering learning for the term	Team Leaders	**Not Achieved** ▾ Team Leaders will be making this a termly action in 2024.
	Seeking whānau voice and insight into their tamariki - through regular surveys, whānau evenings	Teachers	**In Progress** ▾ Our focus in 2023 has been on capturing our Māori whānau voice. This has been successful.
Provide strategies for ākonga to self-regulate and build positive relationships	Collating data from Term 1 Skodel entries and graphed ready for start of Term 2 reflection.	Leadership Team	**Achieved** ▾ Data has been regularly collated and reported to staff and the Board of Trustees.
	Run the KIVA programme - regular classroom lessons in combination with senior leadership intervention	DPs, Teachers	**Achieved** ▾ This has proven extremely successful and ensured that issues between students have been solved swiftly and efficiently.
	Utilising Zones of regulation to develop knowledge and understanding emotions and communicating using appropriate language.	Teachers	**Achieved** ▾ Zones of regulation have become a prominent part of our school language.

Focus	Possible Term 2 Actions	Responsibility	Outcomes
Fostering strong ākonga-whānau-school relationships	Panui to update learning in Term 2.	Team Leaders	**Not Achieved** ▾ A panui was sent out. In 2024 it will contain increased details of student achievement.
	Support whānau with home learning using a collection of 'how to' videos. Shared through seesaw.	APs	**Not Achieved** ▾ This will be developed in 2024.
	Online communication tools utilised to share school events and individual achievements (Facebook, Seesaw)	Teachers	**Achieved** ▾ A range of information has been shared online. Parent engagement has been high.
	Principal interaction and communication to highlight achievements	Principal	**Achieved** ▾ This has been done through newsletters and letters of acknowledgement to whānau.
Provide strategies for ākonga to self-regulate and build positive relationships	Reviewing Skodel data gained from Term 1 by the second week of Term 2	Leadership Team	**Achieved** ▾ This has been extremely beneficial and highlighted areas to support student achievement and well-being.
	Run the KIVA programme - regular classroom lessons in combination with senior leadership intervention	DPs, Teachers	**Achieved** ▾ This has proven extremely successful and ensured that issues between students have been solved swiftly and efficiently.

	Utilising Zones of regulation to develop knowledge and understanding emotions and communicating using appropriate language.	Teachers	Achieved ▾ Zones of regulation have become a prominent part of our school language.
	Social skills sessions being run by Michelle & Shelley (LSC) for classes in need of these skills.	LSCs, APs	Achieved ▾ The LSCs have run successful social skills programmes across all levels of the school.

Focus	Possible Term 3 Actions	Responsibility	Outcomes
Fostering strong ākonga-whānau-school relationships	Learning Conversations to celebrate the achievements of our ākonga are held	Teachers	Achieved ▾ These have been held twice throughout the school year.
Provide strategies for ākonga to self-regulate and build positive relationships	Reviewing Skodel data gained from Term 2 by the second week of Term 3	Leadership Team, Teachers	Achieved ▾ This has been extremely beneficial and highlighted areas to support student achievement and well-being.

Focus	Possible Term 4 Actions	Responsibility	Outcomes
Fostering strong ākonga-whānau-school relationships	Parents play a collaborative role in classroom composition	DPs	Achieved ▾ Parents have been asked to provide information on student placement for 2024. Regular consultation has then taken place.
Provide strategies for ākonga to self-regulate and build positive relationships	Reviewing Skodel data gained from Term 3 by the second week of Term 4	Leadership Team, Teachers	Achieved ▾ This data has been reviewed and will be incorporated into our 2024 planning.

Annual Goal 1: Developing an Understanding of Personal Wellbeing, Positivity, and the Impact on our Tamariki

Utilising Skodel as a digital tool to provide a window into the hearts and minds of our ākonga.

Annual Targets

As included on the preceding pages.

Outcomes - Data

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2023)
Year 3 (2022)	Boys	All	68.8%
Year 3 (2022)	Girls	All	73%
Year 3 (2022)	All	Māori	80.2%
Year 3 (2022)	All	All	70.7%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2023)
Year 4 (2022)	Boys	All	73.3%
Year 4 (2022)	Girls	All	71.9%
Year 4 (2022)	All	Māori	67.2%
Year 4 (2022)	All	All	72.8%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2023)
Year 5 (2022)	Boys	All	73.6%
Year 5 (2022)	Girls	All	74%
Year 5 (2022)	All	Māori	73.9%
Year 5 (2022)	All	All	73%

All targets have been achieved, except for Year 5 2023 group Māori sitting at 67.2% and Year 4 Boys sitting at 68.8%. These are only slightly below our targets which is still a positive result.

The year 6 cohort, in all sub-categories (Boys, Girls, Māori, and Whole) are meeting our strategic plan target of exceeding the 70% target for 2023. All subgroups have a 3% or more increase from the initial target of 70%.

Overall, our Year 5 cohort has 3 sub-groups that have met or exceeded our target of 70% for 2023. This is our Year 5 Girls, Boys, and Whole. Year 5 Māori subgroup saw an average of 2.8% below our target.

Overall, most of our Year 4 cohort have met or exceeded the Strategic Plan target of 70%. It is important to acknowledge our Year 4 Māori cohort have exceeded this by 10% (80.2% overall). Year 4 Boys did not achieve our target, however this was only by 1% (69%). This could be attributed to the analysis completed in Term 1 and 4 where they did not achieve their target.

Annual Goal 2: Enhancing Reading and Mathematical Content Knowledge and Application

Utilising Progressive Achievement Tests (PATs) as a digital tool to raise the achievement of our ākonga.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
Strategic Goal 2: Tūrangawaewae | Place Arotahi Ā Mua | The Future *To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection* **Strategic Goal 3: Te Taiao | Environment** Akō | Ngā Āhuatanga Ako Reciprocal Learning |Ways of Teaching & Leadership *To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership*	**OBJECTIVE 2** **BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner **OBJECTIVE 3** **QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau **OBJECTIVE 4** **FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives	Kāhui Ako: Wellbeing, Relationships

Theory for Improvement

Progressive Achievement Tests (PATs) are one of the main sets of tests schools use. PATs are multiple-choice tests designed to help teachers determine achievement levels of students in Mathematics, Reading Comprehension and Vocabulary, and Listening Comprehension. The test results help teachers decide what kinds of teaching materials are needed and which methods or programmes are most suitable for their students. PATs are also important because they identify the progress a student is making from year to year. This year our school is utilising two PATs. Information regarding these is included below.

PAT:Reading Comprehension assesses how well our students understand the text they are reading. Each test is organised around several extended pieces of writing which include stories, poems, reports and explanations.

PAT:Mathematics covers number knowledge, number strategies, algebra, geometry and measurement, and statistics.

Our staff have engaged in professional learning and development to utilise the aspects of the online PAT site to further delve into the learning requirements for our students.

Through the use of PATs our teachers ascertained where our students sit nationally. This has been extremely beneficial as the majority of our cohorts are achieving well. Collaborative analysis of the data, by all staff, has enabled us to identify key cohorts with which to focus. Further analysis, on a student by student basis, will provide areas of development that are required to be integrated into classroom teaching and learning programmes.

Both Reading and Mathematics assessments reflect the growing strength of our tamariki to achieve pleasing results. The focus of our school is to continue to build on these solid foundations and ensure all groups perform well.

Aspiration

Our aspiration is to raise the achievement and progress of our tamariki through the use of an intensive approach which delves deeply into the learning maps, highlighting areas for improvement and areas of strength.

Annual Targets

Raising the achievement of the following year groups below. We will be using PAT tests as a tool to identify areas of development that are required to be integrated into classroom teaching and learning programmes.

Reading Comprehension

Year Group	Gender	Ethnicity	2023 Data								
			Average Scale Score (Start)	Average Scale Score (End)	Average Stanine (Start)	Average Stanine (End)	Average National Scale Score (Start)	Average National Scale Score (End)	Difference (National & Local - Start)	Difference (National & Local - End)	Accelerated Growth (Difference)
Year 4 (2023)	All	All	19.3	N/A	3.8	N/A	28.8	N/A	9.5	N/A	N/A
Year 5 (2023)	Male	Māori	26.3	N/A	3.6	N/A	35.8	N/A	9.5	N/A	N/A
Year 5 (2023)	Female	Māori	30.8	N/A	4.2	N/A	35.8	N/A	5	N/A	N/A

Mathematics

Year Group	Gender	Ethnicity	2023 Data								
			Average Scale Score (Start)	Average Scale Score (End)	Average Stanine (Start)	Average Stanine (End)	Average National Scale Score (Start)	Average National Scale Score (End)	Difference (National & Local - Start)	Difference (National & Local - End)	Accelerated Growth (Difference)
Year 4 (2023)	Female	Māori	18.2	N/A	4.3	N/A	30.6	N/A	12.4	N/A	N/A
Year 5 (2023)	Female	Māori	25.3	N/A	4.2	N/A	38.9	N/A	13.6	N/A	N/A
Year 5 (2023)	Male	Māori	31.9	N/A	3.8	N/A	38.9	N/A	7	N/A	N/A

Focus	Term 1 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading for ākonga through data collection and analysis	Upskilling staff in the use of the data gathered through PAT assessments and incorporating ARBs/foci into classroom planning	APs, Team Leaders	**In Progress** ▾ This has been ongoing. Staff are now familiar with PATs and can manipulate and analyse the data.
	Use STAR assessment data to target specific gaps in reading vocabulary and comprehension	Teachers	**Achieved** ▾ Aspects of this assessment have proven useful in providing next steps for our students.
	Use Reading Comprehension PAT assessment data to target specific gaps in reading comprehension	Teachers	**Achieved** ▾ Aspects of this assessment have proven useful in providing next steps for our students.
Enhancing learning outcomes in Reading for ākonga through	Identify and isolate the comprehension strategies that need further development	Teachers	**Not Achieved** ▾ This has not been completed but has been assigned to a Team

targeted teaching professional development			Leader to focus on in 2024.
	Develop targeted and robust learning programmes to expand student skill knowledge of comprehension strategies	Teachers	**Not Achieved** ▾ This has not been completed schoolwide but has occurred in individual classrooms. A Team Leader to focus on in 2024.
	Develop learning programmes to further enhance understanding of sentence structures, paying specific attention to meaning	Teachers	**Achieved** ▾ This has formed part of our writing professional learning and development.
	Utilise the Structured Literacy approach to provide explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels	Teachers	**Achieved** ▾ Structured Literacy is the fundamental approach used during our workshop programmes.
	Classrooms programmes to contain a range of independent activities to target identified gaps in reading strategies	Teachers	**Achieved** ▾ Independent activities are in operation throughout the school. These are being regularly reviewed for their value and originality.
	Utilise a range of classroom teaching techniques to develop vocabulary understanding	Teachers	**In Progress** ▾ Further development needs to be undertaken here in 2024.
	Develop students' question understanding and generation skills through the use of Bloom's Taxonomy	Teachers	**In Progress** ▾ Further development needs to be undertaken here in 2024.
Enhancing learning outcomes in Reading for ākonga engagement with external agencies	Run a 'Buddy Reading' programme, school wide, to provide reading mileage for our ākonga	Teachers	**Achieved** ▾ This has been extremely successful. A community programme has also been implemented.
	Invite members of the community into school to provide reading mileage opportunities for our ākonga	APs	**Achieved** ▾ This has proven extremely valuable and successful.
	Use Fluency Buddies to develop reading mileage (process supported by our RTLit)	Teachers	**Achieved** ▾ The RTLit has supported the development of this programme through staff meetings and individual professional development.
Enhancing learning outcomes in Mathematics for ākonga through data collection and analysis	Upskilling staff in the use of the data gathered through PAT Mathematics assessments and incorporating ARBs/foci into classroom planning	APs	**Achieved** ▾ This has been ongoing. Staff are now familiar with PATs and can manipulate and analyse the data.
	Use Mathematics Comprehension PAT assessment data to target specific gaps in mathematics achievement	Teachers	**Achieved** ▾ Aspects of this assessment have proven useful in providing next steps for our students.
	Lunchtime strategy workshops run by experts in year groups to upskill teachers on	APs	**Achieved** ▾ These have been held weekly

	strategies		throughout the year.
	Analyse Knowledge and Strategy assessments to identify strengths and areas for focus/development	Teachers	**Achieved** ▾ Assessments have been analysed termly and reported to staff and the Board of Trustees.
	Compare PAT and Knowledge and Strategy assessments to ensure alignment with progressions	Teachers	**Achieved** ▾ This comparison has been completed and shows alignment.
	Develop and reflect on action plans to address the identified needs based on assessment data	Teachers, APs, Team Leaders	**In Progress** ▾ Action plans need further analysis and input from staff in 2024.
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching professional development	Utilise the expertise of staff who have a strength in the teaching of Mathematics to provide support and guidance for teaching staff	APs	**In Progress** ▾ This has begun. Further development required in 2024.
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching practices	Provide real world Rich Maths Tasks to ensure ākonga have the opportunity to solve maths problems using authentic contexts and develop mathematical language understanding	Teachers	**Achieved** ▾ Rich Maths Tasks are a fundamental aspect of all classroom programmes.

Focus	Possible Term 2 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Mathematics for ākonga through data collection and analysis	Ensure utilisation of ARBS as targeted follow on tasks during independent learning time. This needs to be done consistently and meaningfully	Team Leaders, Teachers	**In Progress** ▾ Further development required in 2024.
	Management reviews the use of assessment data and analysis procedures to ensure there are systems in place in each classroom to teach according to what the data is showing us	Team Leaders, Teachers	**In Progress** ▾ Teachers' knowledge and understanding of assessment data is progressing efficiently.
Enhancing learning outcomes in Reading for ākonga engagement with external agencies	Hold a school book week at the start of every term to promote reading encourage and showcase resources that are available	APs	**Achieved** ▾ This was held in Term 3 and was hugely successful.
	Classes to visit local library and view the variety of resources available to engage readers	APs	**Not Achieved** ▾ Planned for 2024.
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching professional development	Further upskill support staff and teaching staff in the use of the Numicon resource	APs, Team Leaders	**In Progress** ▾ Teacher Aides and the LSCs have undertaken professional learning and development with regard to Numicon.
	Targeted PLD provided to staff to upskill in Rich Maths Tasks and Workshops	APs, Team Leaders	**Not Achieved** ▾ This will be planned for 2024.

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Enhancing learning outcomes in Reading and Mathematics for ākonga through targeted teaching practices	Post videos from the LSS learning hub to social media platforms (Seesaw/ Facebook) to support whānau with home learning	Leadership Team	**Not Achieved** ▾ This has not been completed to the extent planned. Further development will take place in 2024.
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching practices	Embed daily 'Number Talk' activities in class routines (discussing weather, calendar etc) In junior classes, incorporating Day of the week charts	Teachers	**Achieved** ▾ This has occurred and will be implemented further throughout the school in 2024.
Enhancing learning outcomes in Reading and Mathematics for ākonga through targeted community engagement	Make reading tips, prompts, useful questions for whānau to support home reading more visible. Incorporate into reading log	Teachers	**Not Achieved** ▾ Further development needs to occur in 2024.
	Kickstart - Parents could attend a 'Parent session' where they are shown how to support their child's learning at home. This could be during kickstart or a separate parent meeting	DPs, Teachers	**Not Achieved** ▾ Further development needs to occur in 2024.
Enhancing learning outcomes in Reading and Mathematics for ākonga through an effective and engaged partnership with Ngāti Kauwhata and our school whānau	Continue to foster a robust and mutual Ngāti Kauwhata partnership which provides advice and guidance around culturally appropriate practices	RNolan, APs	**In Progress** ▾ Our relationship with Ngāti Kauwhata has been developing over time. The iwi are supporting our kura to develop our local curriculum document. Further engagement will take place in 2024.

Focus	Possible Term 3 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading and Mathematics for ākonga through an effective and engaged partnership with Ngāti Kauwhata and our school whānau	Integrating Te Ao Māori and Mātauranga Māori throughout our Reading and Mathematics Programmes throughout the year - Ko Wai Au, Ko Tātou Tēnei, Matariki, Waitangi.	RNolan, Teachers	**In Progress** ▾ This has been completed. Further development will take place in 2024.
	Organise iwi members to come and share Ngāti Kauwhata narratives with children	RNolan	**Not Achieved** ▾ This has yet to be completed. Our ASL has undertaken aspects of this role for our kura.

Focus	Possible Term 4 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Mathematics for ākonga through data collection and analysis	Complete PAT assessments and compare with data gathered over the course of the year to ascertain progress and achievement	Teachers, Leadership Team	**Achieved** ▾ This has been completed and analysed by all staff. The Associate Principal has led this initiative.

Annual Goal 2: Enhancing Reading and Mathematical Content Knowledge and Application

Utilising Progressive Achievement Tests (PATs) as a digital tool to raise the achievement of our ākonga.

Annual Targets

As included on the preceding pages.

Outcomes - Data

Reading Comprehension

Year Group	Gender	Ethnicity	2023 Data								
			Average Scale Score (Start)	Average Scale Score (End)	Average Stanine (Start)	Average Stanine (End)	Average National Scale Score (Start)	Average National Scale Score (End)	Difference (National & Local - Start)	Difference (National & Local - End)	Accelerated Growth (Difference)
Year 4 (2023)	All	All	19.3	28.6	3.8	N/A	28.8	35.8	9.5	7.2	2.3
Year 5 (2023)	Male	Māori	26.3	37.4	3.6	N/A	35.8	45	9.5	7.6	1.9
Year 5 (2023)	Female	Māori	30.8	36.6	4.2	N/A	35.8	45	5	8.4	(3.4)

Mathematics

Year Group	Gender	Ethnicity	2023 Data								
			Average Scale Score (Start)	Average Scale Score (End)	Average Stanine (Start)	Average Stanine (End)	Average National Scale Score (Start)	Average National Scale Score (End)	Difference (National & Local - Start)	Difference (National & Local - End)	Accelerated Growth (Difference)
Year 4 (2023)	Female	Māori	18.2	27.4	4.3	N/A	30.6	38.9	12.4	11.5	0.9
Year 5 (2023)	Female	Māori	25.3	42.2	4.2	N/A	38.9	45.1	13.6	2.9	10.7
Year 5 (2023)	Male	Māori	31.9	40.1	3.8	N/A	38.9	45.1	7	5	2

These year groups were selected as they were performing significantly below the national averages according to the PATs. The columns that show the differences specify the gap between the scale score performance of each cohort and the national average. Our aim was to reduce this gap. The Accelerated Growth column shows the reduction in difference. All cohorts, with the exception of our Year 5 Female Māori (Reading) cohort showed pleasing reductions in the gap between their average and the national average.

Conversely, in Mathematics the Year 5 Female Māori (Mathematics) made outstanding progress.

It is our aim to further track the performance of these students through the 2024 PATs.

Annual Goal 3: Enhancing and Extending the Achievement of our New Entrant Students
Utilising 5 and 6 Year Observation Surveys as tools to accelerate the early literacy knowledge and skills of our ākonga.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
Strategic Goal 2: Tūrangawaewae | Place Arotahi Ā Mua | The Future *To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection* **Strategic Goal 3: Te Taiao | Environment** Akō | Ngā Āhuatanga Ako Reciprocal Learning |Ways of Teaching & Leadership *To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership*	**OBJECTIVE 2** **BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner **OBJECTIVE 3** **QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau **OBJECTIVE 4** **FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives	Kāhui Ako: Wellbeing, Relationships

Theory for Improvement
Here at Lytton Street we have designed 5 Year and 6 Year old assessments which encompass a variety of checks including Reading Age, Letter Identification, Phonological Awareness knowledge, Concepts About Print, and Hearing and Recording Sounds in Words. The purpose of this assessment is to clearly see progress in the first year at school, as well as any trends or dips which need to be addressed.

The school has conducted extensive professional learning and development in the use of the Code - a phonics based approach to teaching and learning. This has targeted key knowledge areas for students in a progressive structure that enables them to develop proficient letter sound and blend knowledge prior to applying this to the formal process of reading.

The process of explicitly teaching critical literacy knowledge and skills, including phonemic awareness, is founded on a rich plethora of research evidence that focuses on the development of the brain, and how our tamariki learn best. This approach continues to become entrenched in our school learning programmes, as new staff are appointed.

Nationwide, tamariki enrolling in the New Zealand education system display a vast array of skills, talents and areas that need further development. This current environment makes teaching and learning an extremely complex task. The aim of our approach in 2023 is to continue to build on extensive learning that has taken place with our Structured Literacy approach and target areas that have traditionally and historically benefited and enabled accelerated progress in Reading.

Three core tools, gathered from 5 and 6 year old assessments will be used as beginning and end points - Letter ID, Concepts About Print (CAP) and the Reading Age. These tools will be monitored and assessed regularly in order to gauge progress and achievement.

Aspiration
Our aspiration is to accelerate achievement in the area of early literacy through analysis of data and targeted teaching approaches in the first year of school.

Annual Targets

Using a 61 student pool the historical data from 2022 reflected the following achievement:

- Accelerate the Letter ID progress - name and sound for our 5 year old students Average Phoneme Score 20.1/54. Stanine 3.4
- Accelerate the Concepts About Print (CAP) progress for our 5 year old students. Average CAP Score 8.7/24. Stanine 2.9
- Accelerate the Reading Age progress for our 5 year old students

Our aim is to accelerate the progress and achievement of our 5 year old students. Retesting will take place when these students have their 6th birthday.

Focus	Term 1 Actions	Responsibility	Outcomes
Enhancing learning outcomes for our new entrant ākonga through home-school partnerships	Communicate regularly via a range of forms of communication, such as Seesaw, home learning tasks and notices	Teachers, Team Leaders	**Achieved** ▾ Communication has been strong this year. A range of mediums have been used. Seesaw and Facebook are proving the most successful with over 95% access.
	Provide Seesaw videos for parents demonstrating how to complete home based tasks	Teachers	**In Progress** ▾ This has not been completed to the extent planned. Further development will take place in 2024.
Enhancing learning outcomes for our new entrant ākonga through targeted teaching	Structured Literacy - use whole class teaching or workshop approaches for explicit, systematic teaching	Teachers	**Achieved** ▾ The workshop model continues to build strength as staff expertise and confidence increases.
	Lunchtime workshops run by staff to further develop teachers' understanding of structured literacy	Teachers	**Achieved** ▾ These have been held weekly throughout the year.
	All PCT or teachers new to Lytton Street School have a mentor teacher who guides them through our Literacy and Induction programme	Mentors	**Achieved** ▾ This has been completed for both PCTs and also experienced teachers who are new to our kura.
	Utilise the Reading Recovery Teacher for upskilling and supporting staff and to provide Early Literacy Support in classrooms	Reading Recovery Teacher, Teachers	**Achieved** ▾ This has occurred. The Reading Recovery teacher has been supporting staff within their classrooms.
	Team leaders/expert teachers carry out regular observations providing classroom teachers with feedback/feedforward	Team Leaders, APs, DPs, Principal	**Achieved** ▾ These have been completed and shared with the Senior Leadership Team.
	Expert teachers modelling Structured Literacy lessons in classrooms	Teachers	**In Progress** ▾ These needs to occur with increased regularity in 2024.
Enhancing learning outcomes in Reading for ākonga through engagement with external agencies	Utilise the Resource Teacher of Literacy for upskilling staff and accessing resources	Team Leaders	**Achieved** ▾ The RTLit has supported the development of this programme through staff meetings and individual professional development.

	Digital fluency PLD facilitator working with individual teachers to target specific goals	Teachers	**Achieved** ▾ This has proved valuable for some members of the staff. The facilitator did not suit all staff capabilities.
	Provide opportunities for PCTs to attend Structured Literacy PLD with RTLit twice a term	DP, PCTs	**Achieved** ▾ All PCTs have attended Structured Literacy PLD with the RTlit. This has proven invaluable.
Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	Continue with the Structured Literacy approach across the school	Teachers	**Achieved** ▾ This has been continued schoolwide.
	'Reading To' takes place in classrooms at least twice per day	Teachers	**In Progress** ▾ This needs to be consistent across the entire school in 2024.
	Big Books will be utilised across the school to teach concepts about print, expression, fluency and phrasing and other more complex literary features	Teachers	**Achieved** ▾ This has been completed but will remain a focus in 2024.
	Access Literacy Progressions which encompass phonological awareness, code and content at all levels across the school to guide teaching and next learning steps	Teachers	**Achieved** ▾ Literacy Progressions are constantly under review. Alignment is now being sort with the new curriculum,
	Play-based learning - Engage children in Year 0-2 classrooms using a range of play based strategies for authentic 'real world' contexts with specific reading foci across the curriculum	Teachers	**Achieved** ▾ This has been completed. Programmes were enhanced following the professional learning and development trip to Adelaide.
	Include current learning foci in Reporter and Photographer tasks during Investigations	Teachers	**Achieved** ▾ This has been implemented but further consistency will be required in 2024.
	Increase teacher knowledge of Five and Six Year Old Assessments	Teachers	**In Progress** ▾ This will be a focus for 2024.
Enhancing learning outcomes in Reading for ākonga through implementing Early Intervention Literacy programmes	Intervention Programmes with Teacher Aides operate every day across the week	LSCs, TAs, Teachers	**Achieved** ▾ Teacher Aides are a fundamental part of our school environment. Most are extremely experienced and provide a range of support covering all learning needs.
Enhancing learning outcomes in Reading for ākonga through targeted and structured use of resources	Phonological awareness is targeted through the use of Heggerty lessons, multiple times through the day	Teachers	**Achieved** ▾ This has been completed.
	Decodable texts are utilised for early readers to provide opportunities for segmenting, blending and practising fluency	Teachers	**Achieved** ▾ Achieved - the purchase of an extensive range of texts has further supported this process.
	A range of predictable texts are introduced and utilised once reading is underway to	Teachers	**Achieved** ▾ This has occurred. Extensive texts are

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			available for staff to utilise.
	ensure ākonga are exposed to, and have experience with, a variety of text types		
	Post videos from the LSS learning hub to social media platforms (Seesaw/ Facebook) to support whānau with home learning	Teachers	**Not Achieved** ▾ This has not been completed to the extent planned. Further development will take place in 2024.
	Readers, Phonological Awareness games, sound packs and reading logs are sent home daily to promote the relationship between home and school and provide individualised tasks for reading practice	Teachers	**Achieved** ▾ This has been achieved but further focus needs to occur.
	Purchase additional decodable resources for use across the school	DP	**Achieved** ▾ $20,000 worth of decodable texts have been purchased and stored in a purpose-built book room.
Enhancing learning outcomes in Reading for ākonga through an effective and engaged partnership with Ngāti Kauwhata and our school whānau	Continue to foster a robust and mutual Ngāti Kauwhata partnership	RNolan	**In Progress** ▾ As described previously, this is gaining momentum and strength.
	Integrating Te Ao Māori and Mātauranga Māori across our Reading and Mathematics Programmes	RNolan/ Teachers	**Not Achieved** ▾ To be planned for 2024.
	Organise iwi members to come and share Ngāti Kauwhata narratives with children	RNolan	**Not Achieved** ▾ This has yet to be completed. Our ASL has undertaken aspects of this role for our kura.

Focus	Possible Term 2 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading for ākonga through engagement our local community	Hold a 'Book Week'	Teachers	**Achieved** ▾ This was held in Term 3 and was hugely successful.
	Arrange for iwi members to come and share Ngāti Kauwhata narratives with children	RNolan	**Not Achieved** ▾ This has yet to be completed.
Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	Reflect on Little Learners Love Literacy (LLLL) tracking and create a plan going forward	Teachers	**Achieved** ▾ Further development will be completed in 2024.
	Reading moderation meeting to be held to continue to develop standardised practices of reading assessment	Teachers	**Achieved** ▾ These have been held through our Team Meeting process.
	Running Records and Record of Reading are conducted	Teachers	**Achieved** ▾ These have been completed termly.

Focus	Possible Term 3 Actions	Responsibility	Outcomes
Enhancing learning outcomes for our new entrant ākonga through home-school partnerships	Learning Conversations will be held with a 100% parent/caregiver attendance as the expectation	Teachers	**Achieved** ▾ Learning Conversations have an effective success rate with almost 100% of parents contacted or physically attending a conference.

Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	Running Records completed for all ākonga	Teachers	**Achieved** ▾ Completed each term.
	Analysis meeting held to ascertain progress and achievement to date	APs/Team Leaders/ DPs	**Achieved** ▾ Completed. This was an extremely worthwhile discussion.
	Reading assessment meeting to be held to continue to develop standardised practices	APs	**Achieved** ▾ These meetings have been integrated into our meet structures.

Focus	Possible Term 4 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	Running Records and Record of Reading are conducted	Teachers	**Achieved** ▾ These have been completed on a termly basis.

Annual Goal 3: Enhancing and Extending the Achievement of our New Entrant Students
Utilising 5 and 6 Year Observation Surveys as tools to accelerate the early literacy knowledge and skills of our ākonga.

Annual Targets
As included on the preceding pages.

Outcomes - Data
The data below compares students' progress from their 5 year old achievement to that as a 6 year old.

	Letter ID		Concepts About Print	
	Score (54)	Staine	Score (24)	Stanine
5 Year Olds (2022)	20.1	3.4	8.7	2.9
6 Year Olds (2023)	45.9	4	25.6	4
Improvement	24.8	0.6	16.9	1.1

The improvements in both Letter ID and Concepts About Print are extremely pleasing. It is well documented that students coming in as 5 year olds, on average, have limited understanding of both Letter ID and Concepts About Print. With schools having very l;ittle impact on preschool education the improvement over the course of a child's first year at school is critical and enables us to assess the impact of our influence.

Our 6 year olds have made staggering improvements with both Letter ID and Concepts About Print. The impact on the stanines is most impressive with Letter ID increasing by 0.6 and Concepts About Print, 1.1. Improvements such as this are a credit to our new entrant teaching team and the programmes they have established.

Reading Age
Our Annual Plan also had the goal to 'Accelerate the Reading Age progress for our 5 year old students'. At the commencement of their schooling (aged 5 years) the literacy stage average was 0.2. After 12 months at school (aged 6 years) their stage is now an average of 4. This is less progress than expected and could be attributed to the low level of phonological awareness knowledge at age 5. These early literacy skills are directly related to the skills of reading and although we have seen solid progress in the area of phonological awareness, many of these skills would traditionally be expected to be mastered in preschool years. Considering the improvement in phonological awareness has taken almost a year at school this would have directly impacted the progress of reading for a significant number of students. It is expected that when the outstanding improvement in Letter ID and Concepts About Print have the time to be embedded the impact will be seen through further development of their Reading Ages.

Annual Goal 1: Developing an Understanding of Personal Wellbeing, Positivity, and the Impact on our Tamariki

Utilising Skodel as a digital tool to provide a window into the hearts and minds of our ākonga.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
Strategic Goal 1: He Tangata | People Whanaungatanga me te Kotahitanga | Relationships & Collaboration *To develop responsive, engaging and reciprocal relationships that foster high expectations and enhance student self identification, efficacy, achievement, engagement and wellbeing*	**OBJECTIVE 1** **LEARNERS AT THE CENTRE** Learners with their whānau are at the centre of education	Kāhui Ako: Wellbeing, Relationships

Theory for Improvement

Skodel has been successfully running at LSS for the past 3 years. It has supported teachers in navigating student's wellbeing and identifying reasons for their behaviour. Student wellbeing is at the forefront across schools in Aotearoa and through the use of Skodel, we are able to source real time, student voice data about individual's wellbeing.

In addition to this a number of our students come to school unprepared and not in a state for learning. It is important that our teaching staff are aware and have unfettered access to support mechanisms and programmes that positively engage and care for our tamariki. Incorporating the work we do with our Zones of Regulation and KiVA programmes students are able to make effective connections to their emotions and the driving forces behind them.

As updates have occurred on the platform we have expanded our tracking of wellbeing into teaching staff, teacher aides, and our Learning Support Coordinators to monitor the wellbeing of our staff and the satisfaction they gain in their vocations. It also allows staff to present ideas for areas of improvement.

With the ability to break data down into gender, year group, ethnicity, and class, all levels of staff are able to have an impact and see the impact of student wellbeing.

Aspiration

Our aspiration is to monitor and enhance the wellbeing of all our students. Through this approach it is hoped suitable interventions can take place to support the student to overcome challenges and situations that may adversely affect their wellbeing. Our LSCs and head of ORS has been added to the Skodel platform with the ability to monitor the wellbeing of the students they work with closely. For the LSCs this will allow them to gather a bigger insight into what is happening in the lives of the students they are focusing on. For our head of ORS, some of the students are unable to communicate verbally, so having access to an image/data based system to check their wellbeing eliminates a barrier to building effective connections.

Our aim is to increase the combined well being score of all our students in Years 4-6. A combined well being score is made up by adding the positive mood selections together (motivated, grateful, and happy). The data below reflects the information that was gathered in 2022.

The three cohorts that will form our focus groups are the Year 4, 5, and Year 6 in 2023. The historical data that is displayed below is from December 2022 when these year groups were Year 3, 4 and 5 respectively.

Data

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2022)
Year 3 (2022)	Boys	All	72.7%
Year 3 (2022)	Girls	All	67.7%
Year 3 (2022)	All	Māori	73.9%
Year 3 (2022)	All	All	70.3%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2022)
Year 4 (2022)	Boys	All	70%
Year 4 (2022)	Girls	All	70.1%
Year 4 (2022)	All	Māori	63%
Year 4 (2022)	All	All	70.1%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2022)
Year 5 (2022)	Boys	All	71.8%
Year 5 (2022)	Girls	All	74.7%
Year 5 (2022)	All	Māori	74.8%
Year 5 (2022)	All	All	73.3%

Annual Targets

1. To maintain a combined well being score to greater than 70% for the following cohorts at our school in comparison to their 2021 data:
   a. The Year 4 (2023) - All, Boys, Girls & Māori
   b. The Year 5 (2023) - All, Boys, Girls & Māori
   c. The Year 6 (2023) - All, Boys, Girls & Māori

Focus	Term 1 Actions	Responsibility	Outcomes
Fostering strong ākonga-whānau-school relationships	Scheduled times for whānau to meet the teacher and see the classroom at the start of the year	Teachers	Achieved ▾ This occurred at the start of the year.
	Learning Conversations to celebrate the achievements of our ākonga are held	Teachers	Achieved ▾ These were held twice throughout the year.
	Online communication tools utilised to share school events and individual achievements (Facebook, Seesaw)	Teachers	Achieved ▾ A range of information has been shared online. Parent engagement has been high.

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	Principal interaction and communication to highlight achievements	BWS	Achieved ▾ This has been done through newsletters and letters of acknowledgement to whānau.
	Panui covering learning for the term	Team Leaders	Not Achieved ▾ Team Leaders will be making this a termly action in 2024.
	Seeking whānau voice and insight into their tamariki - through regular surveys, whānau evenings	Teachers	In Progress ▾ Our focus in 2023 has been on capturing our Māori whānau voice. This has been successful.
Provide strategies for ākonga to self-regulate and build positive relationships	Collating data from Term 1 Skodel entries and graphed ready for start of Term 2 reflection.	Leadership Team	Achieved ▾ Data has been regularly collated and reported to staff and the Board of Trustees.
	Run the KIVA programme - regular classroom lessons in combination with senior leadership intervention	DPs, Teachers	Achieved ▾ This has proven extremely successful and ensured that issues between students have been solved swiftly and efficiently.
	Utilising Zones of regulation to develop knowledge and understanding emotions and communicating using appropriate language.	Teachers	Achieved ▾ Zones of regulation have become a prominent part of our school language.
Focus	**Possible Term 2 Actions**	**Responsibility**	**Outcomes**
Fostering strong ākonga-whānau-school relationships	Panui to update learning in Term 2.	Team Leaders	Not Achieved ▾ A panui was sent out. In 2024 it will contain increased details of student achievement.
	Support whānau with home learning using a collection of 'how to' videos. Shared through seesaw.	APs	Not Achieved ▾ This will be developed in 2024.
	Online communication tools utilised to share school events and individual achievements (Facebook, Seesaw)	Teachers	Achieved ▾ A range of information has been shared online. Parent engagement has been high.
	Principal interaction and communication to highlight achievements	Principal	Achieved ▾ This has been done through newsletters and letters of acknowledgement to whānau.
Provide strategies for ākonga to self-regulate and build positive relationships	Reviewing Skodel data gained from Term 1 by the second week of Term 2	Leadership Team	Achieved ▾ This has been extremely beneficial and highlighted areas to support student achievement and well-being.
	Run the KIVA programme - regular classroom lessons in combination with senior leadership intervention	DPs, Teachers	Achieved ▾ This has proven extremely successful and ensured that issues between students have been solved swiftly and efficiently.

	Utilising Zones of regulation to develop knowledge and understanding emotions and communicating using appropriate language.	Teachers	Achieved ▾ Zones of regulation have become a prominent part of our school language.
	Social skills sessions being run by Michelle & Shelley (LSC) for classes in need of these skills.	LSCs, APs	Achieved ▾ The LSCs have run successful social skills programmes across all levels of the school.

Focus	Possible Term 3 Actions	Responsibility	Outcomes
Fostering strong ākonga-whānau-school relationships	Learning Conversations to celebrate the achievements of our ākonga are held	Teachers	Achieved ▾ These have been held twice throughout the school year.
Provide strategies for ākonga to self-regulate and build positive relationships	Reviewing Skodel data gained from Term 2 by the second week of Term 3	Leadership Team, Teachers	Achieved ▾ This has been extremely beneficial and highlighted areas to support student achievement and well-being.

Focus	Possible Term 4 Actions	Responsibility	Outcomes
Fostering strong ākonga-whānau-school relationships	Parents play a collaborative role in classroom composition	DPs	Achieved ▾ Parents have been asked to provide information on student placement for 2024. Regular consultation has then taken place.
Provide strategies for ākonga to self-regulate and build positive relationships	Reviewing Skodel data gained from Term 3 by the second week of Term 4	Leadership Team, Teachers	Achieved ▾ This data has been reviewed and will be incorporated into our 2024 planning.

Annual Goal 1: Developing an Understanding of Personal Wellbeing, Positivity, and the Impact on our Tamariki

Utilising Skodel as a digital tool to provide a window into the hearts and minds of our ākonga.

Annual Targets

As included on the preceding pages.

Outcomes - Data

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2023)
Year 3 (2022)	Boys	All	68.8%
Year 3 (2022)	Girls	All	73%
Year 3 (2022)	All	Māori	80.2%
Year 3 (2022)	All	All	70.7%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2023)
Year 4 (2022)	Boys	All	73.3%
Year 4 (2022)	Girls	All	71.9%
Year 4 (2022)	All	Māori	67.2%
Year 4 (2022)	All	All	72.8%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2023)
Year 5 (2022)	Boys	All	73.6%
Year 5 (2022)	Girls	All	74%
Year 5 (2022)	All	Māori	73.9%
Year 5 (2022)	All	All	73%

All targets have been achieved, except for Year 5 2023 group Māori sitting at 67.2% and Year 4 Boys sitting at 68.8%. These are only slightly below our targets which is still a positive result.

The year 6 cohort, in all sub-categories (Boys, Girls, Māori, and Whole) are meeting our strategic plan target of exceeding the 70% target for 2023. All subgroups have a 3% or more increase from the initial target of 70%.

Overall, our Year 5 cohort has 3 sub-groups that have met or exceeded our target of 70% for 2023. This is our Year 5 Girls, Boys, and Whole. Year 5 Māori subgroup saw an average of 2.8% below our target.

Overall, most of our Year 4 cohort have met or exceeded the Strategic Plan target of 70%. It is important to acknowledge our Year 4 Māori cohort have exceeded this by 10% (80.2% overall). Year 4 Boys did not achieve our target, however this was only by 1% (69%). This could be attributed to the analysis completed in Term 1 and 4 where they did not achieve their target.

Annual Goal 2: Enhancing Reading and Mathematical Content Knowledge and Application

Utilising Progressive Achievement Tests (PATs) as a digital tool to raise the achievement of our ākonga.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
Strategic Goal 2: Tūrangawaewae | Place Arotahi Ā Mua | The Future *To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection* **Strategic Goal 3: Te Taiao | Environment** Akō | Ngā Āhuatanga Ako Reciprocal Learning | Ways of Teaching & Leadership *To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership*	**OBJECTIVE 2** **BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner **OBJECTIVE 3** **QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau **OBJECTIVE 4** **FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives	Kāhui Ako: Wellbeing, Relationships

Theory for Improvement

Progressive Achievement Tests (PATs) are one of the main sets of tests schools use. PATs are multiple-choice tests designed to help teachers determine achievement levels of students in Mathematics, Reading Comprehension and Vocabulary, and Listening Comprehension. The test results help teachers decide what kinds of teaching materials are needed and which methods or programmes are most suitable for their students. PATs are also important because they identify the progress a student is making from year to year. This year our school is utilising two PATs. Information regarding these is included below.

PAT:Reading Comprehension assesses how well our students understand the text they are reading. Each test is organised around several extended pieces of writing which include stories, poems, reports and explanations.

PAT:Mathematics covers number knowledge, number strategies, algebra, geometry and measurement, and statistics.

Our staff have engaged in professional learning and development to utilise the aspects of the online PAT site to further delve into the learning requirements for our students.

Through the use of PATs our teachers ascertained where our students sit nationally. This has been extremely beneficial as the majority of our cohorts are achieving well. Collaborative analysis of the data, by all staff, has enabled us to identify key cohorts with which to focus. Further analysis, on a student by student basis, will provide areas of development that are required to be integrated into classroom teaching and learning programmes.

Both Reading and Mathematics assessments reflect the growing strength of our tamariki to achieve pleasing results. The focus of our school is to continue to build on these solid foundations and ensure all groups perform well.

Aspiration

Our aspiration is to raise the achievement and progress of our tamariki through the use of an intensive approach which delves deeply into the learning maps, highlighting areas for improvement and areas of strength.

Annual Targets

Raising the achievement of the following year groups below. We will be using PAT tests as a tool to identify areas of development that are required to be integrated into classroom teaching and learning programmes.

Reading Comprehension

Year Group	Gender	Ethnicity	2023 Data								
			Average Scale Score (Start)	Average Scale Score (End)	Average Stanine (Start)	Average Stanine (End)	Average National Scale Score (Start)	Average National Scale Score (End)	Difference (National & Local - Start)	Difference (National & Local - End)	Accelerated Growth (Difference)
Year 4 (2023)	All	All	19.3	N/A	3.8	N/A	28.8	N/A	9.5	N/A	N/A
Year 5 (2023)	Male	Māori	26.3	N/A	3.6	N/A	35.8	N/A	9.5	N/A	N/A
Year 5 (2023)	Female	Māori	30.8	N/A	4.2	N/A	35.8	N/A	5	N/A	N/A

Mathematics

Year Group	Gender	Ethnicity	2023 Data								
			Average Scale Score (Start)	Average Scale Score (End)	Average Stanine (Start)	Average Stanine (End)	Average National Scale Score (Start)	Average National Scale Score (End)	Difference (National & Local - Start)	Difference (National & Local - End)	Accelerated Growth (Difference)
Year 4 (2023)	Female	Māori	18.2	N/A	4.3	N/A	30.6	N/A	12.4	N/A	N/A
Year 5 (2023)	Female	Māori	25.3	N/A	4.2	N/A	38.9	N/A	13.6	N/A	N/A
Year 5 (2023)	Male	Māori	31.9	N/A	3.8	N/A	38.9	N/A	7	N/A	N/A

Focus	Term 1 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading for ākonga through data collection and analysis	Upskilling staff in the use of the data gathered through PAT assessments and incorporating ARBs/foci into classroom planning	APs, Team Leaders	In Progress ▾ This has been ongoing. Staff are now familiar with PATs and can manipulate and analyse the data.
	Use STAR assessment data to target specific gaps in reading vocabulary and comprehension	Teachers	Achieved ▾ Aspects of this assessment have proven useful in providing next steps for our students.
	Use Reading Comprehension PAT assessment data to target specific gaps in reading comprehension	Teachers	Achieved ▾ Aspects of this assessment have proven useful in providing next steps for our students.
Enhancing learning outcomes in Reading for ākonga through	Identify and isolate the comprehension strategies that need further development	Teachers	Not Achieved ▾ This has not been completed but has been assigned to a Team

targeted teaching professional development	Develop targeted and robust learning programmes to expand student skill knowledge of comprehension strategies	Teachers	**Not Achieved ▾** This has not been completed schoolwide but has occurred in individual classrooms. A Team Leader to focus on in 2024.
			Leader to focus on in 2024.
	Develop learning programmes to further enhance understanding of sentence structures, paying specific attention to meaning	Teachers	**Achieved ▾** This has formed part of our writing professional learning and development.
	Utilise the Structured Literacy approach to provide explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels	Teachers	**Achieved ▾** Structured Literacy is the fundamental approach used during our workshop programmes.
	Classrooms programmes to contain a range of independent activities to target identified gaps in reading strategies	Teachers	**Achieved ▾** Independent activities are in operation throughout the school. These are being regularly reviewed for their value and originality.
	Utilise a range of classroom teaching techniques to develop vocabulary understanding	Teachers	**In Progress ▾** Further development needs to be undertaken here in 2024.
	Develop students' question understanding and generation skills through the use of Bloom's Taxonomy	Teachers	**In Progress ▾** Further development needs to be undertaken here in 2024.
Enhancing learning outcomes in Reading for ākonga engagement with external agencies	Run a 'Buddy Reading' programme, school wide, to provide reading mileage for our ākonga	Teachers	**Achieved ▾** This has been extremely successful. A community programme has also been implemented.
	Invite members of the community into school to provide reading mileage opportunities for our ākonga	APs	**Achieved ▾** This has proven extremely valuable and successful.
	Use Fluency Buddies to develop reading mileage (process supported by our RTLit)	Teachers	**Achieved ▾** The RTLit has supported the development of this programme through staff meetings and individual professional development.
Enhancing learning outcomes in Mathematics for ākonga through data collection and analysis	Upskilling staff in the use of the data gathered through PAT Mathematics assessments and incorporating ARBs/foci into classroom planning	APs	**Achieved ▾** This has been ongoing. Staff are now familiar with PATs and can manipulate and analyse the data.
	Use Mathematics Comprehension PAT assessment data to target specific gaps in mathematics achievement	Teachers	**Achieved ▾** Aspects of this assessment have proven useful in providing next steps for our students.
	Lunchtime strategy workshops run by experts in year groups to upskill teachers on	APs	**Achieved ▾** These have been held weekly

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Focus		Responsibility	Outcomes
	strategies		throughout the year.
	Analyse Knowledge and Strategy assessments to identify strengths and areas for focus/development	Teachers	**Achieved ▾** Assessments have been analysed termly and reported to staff and the Board of Trustees.
	Compare PAT and Knowledge and Strategy assessments to ensure alignment with progressions	Teachers	**Achieved ▾** This comparison has been completed and shows alignment.
	Develop and reflect on action plans to address the identified needs based on assessment data	Teachers, APs, Team Leaders	**In Progress ▾** Action plans need further analysis and input from staff in 2024.
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching professional development	Utilise the expertise of staff who have a strength in the teaching of Mathematics to provide support and guidance for teaching staff	APs	**In Progress ▾** This has begun. Further development required in 2024.
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching practices	Provide real world Rich Maths Tasks to ensure ākonga have the opportunity to solve maths problems using authentic contexts and develop mathematical language understanding	Teachers	**Achieved ▾** Rich Maths Tasks are a fundamental aspect of all classroom programmes.

Focus	Possible Term 2 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Mathematics for ākonga through data collection and analysis	Ensure utilisation of ARBS as targeted follow on tasks during independent learning time. This needs to be done consistently and meaningfully	Team Leaders, Teachers	**In Progress ▾** Further development required in 2024.
	Management reviews the use of assessment data and analysis procedures to ensure there are systems in place in each classroom to teach according to what the data is showing us	Team Leaders, Teachers	**In Progress ▾** Teachers' knowledge and understanding of assessment data is progressing efficiently.
Enhancing learning outcomes in Reading for ākonga engagement with external agencies	Hold a school book week at the start of every term to promote reading encourage and showcase resources that are available	APs	**Achieved ▾** This was held in Term 3 and was hugely successful.
	Classes to visit local library and view the variety of resources available to engage readers	APs	**Not Achieved ▾** Planned for 2024.
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching professional development	Further upskill support staff and teaching staff in the use of the Numicon resource	APs, Team Leaders	**In Progress ▾** Teacher Aides and the LSCs have undertaken professional learning and development with regard to Numicon.
	Targeted PLD provided to staff to upskill in Rich Maths Tasks and Workshops	APs, Team Leaders	**Not Achieved ▾** This will be planned for 2024.

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Focus	Possible Term 2 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading and Mathematics for ākonga through targeted teaching practices	Post videos from the LSS learning hub to social media platforms (Seesaw/ Facebook) to support whānau with home learning	Leadership Team	**Not Achieved** ▾ This has not been completed to the extent planned. Further development will take place in 2024.
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching practices	Embed daily 'Number Talk' activities in class routines (discussing weather, calendar etc) In junior classes, incorporating Day of the week charts	Teachers	**Achieved** ▾ This has occurred and will be implemented further throughout the school in 2024.
Enhancing learning outcomes in Reading and Mathematics for ākonga through targeted community engagement	Make reading tips, prompts, useful questions for whānau to support home reading more visible. Incorporate into reading log	Teachers	**Not Achieved** ▾ Further development needs to occur in 2024.
	Kickstart - Parents could attend a 'Parent session' where they are shown how to support their child's learning at home. This could be during kickstart or a separate parent meeting	DPs, Teachers	**Not Achieved** ▾ Further development needs to occur in 2024.
Enhancing learning outcomes in Reading and Mathematics for ākonga through an effective and engaged partnership with Ngāti Kauwhata and our school whānau	Continue to foster a robust and mutual Ngāti Kauwhata partnership which provides advice and guidance around culturally appropriate practices	RNolan, APs	**In Progress** ▾ Our relationship with Ngāti Kauwhata has been developing over time. The iwi are supporting our kura to develop our local curriculum document. Further engagement will take place in 2024.

Focus	Possible Term 3 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading and Mathematics for ākonga through an effective and engaged partnership with Ngāti Kauwhata and our school whānau	Integrating Te Ao Māori and Mātauranga Māori throughout our Reading and Mathematics Programmes throughout the year - Ko Wai Au, Ko Tātou Tēnei, Matariki, Waitangi.	RNolan, Teachers	**In Progress** ▾ This has been completed. Further development will take place in 2024.
	Organise iwi members to come and share Ngāti Kauwhata narratives with children	RNolan	**Not Achieved** ▾ This has yet to be completed. Our ASL has undertaken aspects of this role for our kura.

Focus	Possible Term 4 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Mathematics for ākonga through data collection and analysis	Complete PAT assessments and compare with data gathered over the course of the year to ascertain progress and achievement	Teachers, Leadership Team	**Achieved** ▾ This has been completed and analysed by all staff. The Associate Principal has led this initiative.

Annual Goal 2: Enhancing Reading and Mathematical Content Knowledge and Application

Utilising Progressive Achievement Tests (PATs) as a digital tool to raise the achievement of our ākonga.

Annual Targets

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As included on the preceding pages.

Outcomes - Data

Reading Comprehension

Year Group	Gender	Ethnicity	2023 Data								
			Average Scale Score (Start)	Average Scale Score (End)	Average Stanine (Start)	Average Stanine (End)	Average National Scale Score (Start)	Average National Scale Score (End)	Difference (National & Local - Start)	Difference (National & Local - End)	Accelerated Growth (Difference)
Year 4 (2023)	All	All	19.3	28.6	3.8	N/A	28.8	35.8	9.5	7.2	2.3
Year 5 (2023)	Male	Māori	26.3	37.4	3.6	N/A	35.8	45	9.5	7.6	1.9
Year 5 (2023)	Female	Māori	30.8	36.6	4.2	N/A	35.8	45	5	8.4	(3.4)

Mathematics

Year Group	Gender	Ethnicity	2023 Data								
			Average Scale Score (Start)	Average Scale Score (End)	Average Stanine (Start)	Average Stanine (End)	Average National Scale Score (Start)	Average National Scale Score (End)	Difference (National & Local - Start)	Difference (National & Local - End)	Accelerated Growth (Difference)
Year 4 (2023)	Female	Māori	18.2	27.4	4.3	N/A	30.6	38.9	12.4	11.5	0.9
Year 5 (2023)	Female	Māori	25.3	42.2	4.2	N/A	38.9	45.1	13.6	2.9	10.7
Year 5 (2023)	Male	Māori	31.9	40.1	3.8	N/A	38.9	45.1	7	5	2

These year groups were selected as they were performing significantly below the national averages according to the PATs. The columns that show the differences specify the gap between the scale score performance of each cohort and the national average. Our aim was to reduce this gap. The Accelerated Growth column shows the reduction in difference. All cohorts, with the exception of our Year 5 Female Māori (Reading) cohort showed pleasing reductions in the gap between their average and the national average.

Conversely, in Mathematics the Year 5 Female Māori (Mathematics) made outstanding progress.

It is our aim to further track the performance of these students through the 2024 PATs.

Annual Goal 3: Enhancing and Extending the Achievement of our New Entrant Students
Utilising 5 and 6 Year Observation Surveys as tools to accelerate the early literacy knowledge and skills of our ākonga.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
Strategic Goal 2: Tūrangawaewae | Place Arotahi Ā Mua | The Future *To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection* **Strategic Goal 3: Te Taiao | Environment** Akō | Ngā Āhuatanga Ako Reciprocal Learning | Ways of Teaching & Leadership *To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership*	**OBJECTIVE 2** **BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner **OBJECTIVE 3** **QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau **OBJECTIVE 4** **FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives	Kāhui Ako: Wellbeing, Relationships

Theory for Improvement
Here at Lytton Street we have designed 5 Year and 6 Year old assessments which encompass a variety of checks including Reading Age, Letter Identification, Phonological Awareness knowledge, Concepts About Print, and Hearing and Recording Sounds in Words. The purpose of this assessment is to clearly see progress in the first year at school, as well as any trends or dips which need to be addressed.

The school has conducted extensive professional learning and development in the use of the Code - a phonics based approach to teaching and learning. This has targeted key knowledge areas for students in a progressive structure that enables them to develop proficient letter sound and blend knowledge prior to applying this to the formal process of reading.

The process of explicitly teaching critical literacy knowledge and skills, including phonemic awareness, is founded on a rich plethora of research evidence that focuses on the development of the brain, and how our tamariki learn best. This approach continues to become entrenched in our school learning programmes, as new staff are appointed.

Nationwide, tamariki enrolling in the New Zealand education system display a vast array of skills, talents and areas that need further development. This current environment makes teaching and learning an extremely complex task. The aim of our approach in 2023 is to continue to build on extensive learning that has taken place with our Structured Literacy approach and target areas that have traditionally and historically benefited and enabled accelerated progress in Reading.

Three core tools, gathered from 5 and 6 year old assessments will be used as beginning and end points - Letter ID, Concepts About Print (CAP) and the Reading Age. These tools will be monitored and assessed regularly in order to gauge progress and achievement.

Aspiration
Our aspiration is to accelerate achievement in the area of early literacy through analysis of data and targeted teaching approaches in the first year of school.

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Annual Targets

Using a 61 student pool the historical data from 2022 reflected the following achievement:

- Accelerate the Letter ID progress - name and sound for our 5 year old students Average Phoneme Score 20.1/54. Stanine 3.4
- Accelerate the Concepts About Print (CAP) progress for our 5 year old students. Average CAP Score 8.7/24. Stanine 2.9
- Accelerate the Reading Age progress for our 5 year old students

Our aim is to accelerate the progress and achievement of our 5 year old students. Retesting will take place when these students have their 6th birthday.

Focus	Term 1 Actions	Responsibility	Outcomes
Enhancing learning outcomes for our new entrant ākonga through home-school partnerships	Communicate regularly via a range of forms of communication, such as Seesaw, home learning tasks and notices	Teachers, Team Leaders	Achieved ▾ Communication has been strong this year. A range of mediums have been used. Seesaw and Facebook are proving the most successful with over 95% access.
	Provide Seesaw videos for parents demonstrating how to complete home based tasks	Teachers	In Progress ▾ This has not been completed to the extent planned. Further development will take place in 2024.
Enhancing learning outcomes for our new entrant ākonga through targeted teaching	Structured Literacy - use whole class teaching or workshop approaches for explicit, systematic teaching	Teachers	Achieved ▾ The workshop model continues to build strength as staff expertise and confidence increases.
	Lunchtime workshops run by staff to further develop teachers' understanding of structured literacy	Teachers	Achieved ▾ These have been held weekly throughout the year.
	All PCT or teachers new to Lytton Street School have a mentor teacher who guides them through our Literacy and Induction programme	Mentors	Achieved ▾ This has been completed for both PCTs and also experienced teachers who are new to our kura.
	Utilise the Reading Recovery Teacher for upskilling and supporting staff and to provide Early Literacy Support in classrooms	Reading Recovery Teacher, Teachers	Achieved ▾ This has occurred. The Reading Recovery teacher has been supporting staff within their classrooms.
	Team leaders/expert teachers carry out regular observations providing classroom teachers with feedback/feedforward	Team Leaders, APs, DPs, Principal	Achieved ▾ These have been completed and shared with the Senior Leadership Team.
	Expert teachers modelling Structured Literacy lessons in classrooms	Teachers	In Progress ▾ These needs to occur with increased regularity in 2024.
Enhancing learning outcomes in Reading for ākonga through engagement with external agencies	Utilise the Resource Teacher of Literacy for upskilling staff and accessing resources	Team Leaders	Achieved ▾ The RTLit has supported the development of this programme through staff meetings and individual professional development.

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	Digital fluency PLD facilitator working with individual teachers to target specific goals	Teachers	**Achieved ▾** This has proved valuable for some members of the staff. The facilitator did not suit all staff capabilities.
	Provide opportunities for PCTs to attend Structured Literacy PLD with RTLit twice a term	DP, PCTs	**Achieved ▾** All PCTs have attended Structured Literacy PLD with the RTlit. This has proven invaluable.
Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	Continue with the Structured Literacy approach across the school	Teachers	**Achieved ▾** This has been continued schoolwide.
	'Reading To' takes place in classrooms at least twice per day	Teachers	**In Progress ▾** This needs to be consistent across the entire school in 2024.
	Big Books will be utilised across the school to teach concepts about print, expression, fluency and phrasing and other more complex literary features	Teachers	**Achieved ▾** This has been completed but will remain a focus in 2024.
	Access Literacy Progressions which encompass phonological awareness, code and content at all levels across the school to guide teaching and next learning steps	Teachers	**Achieved ▾** Literacy Progressions are constantly under review. Alignment is now being sort with the new curriculum.
	Play-based learning - Engage children in Year 0-2 classrooms using a range of play based strategies for authentic 'real world' contexts with specific reading foci across the curriculum	Teachers	**Achieved ▾** This has been completed. Programmes were enhanced following the professional learning and development trip to Adelaide.
	Include current learning foci in Reporter and Photographer tasks during Investigations	Teachers	**Achieved ▾** This has been implemented but further consistency will be required in 2024.
	Increase teacher knowledge of Five and Six Year Old Assessments	Teachers	**In Progress ▾** This will be a focus for 2024.
Enhancing learning outcomes in Reading for ākonga through implementing Early Intervention Literacy programmes	Intervention Programmes with Teacher Aides operate every day across the week	LSCs, TAs, Teachers	**Achieved ▾** Teacher Aides are a fundamental part of our school environment. Most are extremely experienced and provide a range of support covering all learning needs.
Enhancing learning outcomes in Reading for ākonga through targeted and structured use of resources	Phonological awareness is targeted through the use of Heggerty lessons, multiple times through the day	Teachers	**Achieved ▾** This has been completed.
	Decodable texts are utilised for early readers to provide opportunities for segmenting, blending and practising fluency	Teachers	**Achieved ▾** Achieved - the purchase of an extensive range of texts has further supported this process.
	A range of predictable texts are introduced and utilised once reading is underway to	Teachers	**Achieved ▾** This has occurred. Extensive texts are

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	ensure ākonga are exposed to, and have experience with, a variety of text types		available for staff to utilise.
	Post videos from the LSS learning hub to social media platforms (Seesaw/ Facebook) to support whānau with home learning	Teachers	**Not Achieved ▾** This has not been completed to the extent planned. Further development will take place in 2024.
	Readers, Phonological Awareness games, sound packs and reading logs are sent home daily to promote the relationship between home and school and provide individualised tasks for reading practice	Teachers	**Achieved ▾** This has been achieved but further focus needs to occur.
	Purchase additional decodable resources for use across the school	DP	**Achieved ▾** $20,000 worth of decodable texts have been purchased and stored in a purpose-built book room.
Enhancing learning outcomes in Reading for ākonga through an effective and engaged partnership with Ngāti Kauwhata and our school whānau	Continue to foster a robust and mutual Ngāti Kauwhata partnership	RNolan	**In Progress ▾** As described previously, this is gaining momentum and strength.
	Integrating Te Ao Māori and Mātauranga Māori across our Reading and Mathematics Programmes	RNolan/ Teachers	**Not Achieved ▾** To be planned for 2024.
	Organise iwi members to come and share Ngāti Kauwhata narratives with children	RNolan	**Not Achieved ▾** This has yet to be completed. Our ASL has undertaken aspects of this role for our kura.
Focus	**Possible Term 2 Actions**	**Responsibility**	**Outcomes**
Enhancing learning outcomes in Reading for ākonga through engagement our local community	Hold a 'Book Week'	Teachers	**Achieved ▾** This was held in Term 3 and was hugely successful.
	Arrange for iwi members to come and share Ngāti Kauwhata narratives with children	RNolan	**Not Achieved ▾** This has yet to be completed.
Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	Reflect on Little Learners Love Literacy (LLLL) tracking and create a plan going forward	Teachers	**Achieved ▾** Further development will be completed in 2024.
	Reading moderation meeting to be held to continue to develop standardised practices of reading assessment	Teachers	**Achieved ▾** These have been held through our Team Meeting process.
	Running Records and Record of Reading are conducted	Teachers	**Achieved ▾** These have been completed termly.
Focus	**Possible Term 3 Actions**	**Responsibility**	**Outcomes**
Enhancing learning outcomes for our new entrant ākonga through home-school partnerships	Learning Conversations will be held with a 100% parent/caregiver attendance as the expectation	Teachers	**Achieved ▾** Learning Conversations have an effective success rate with almost 100% of parents contacted or physically attending a conference.

Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	Running Records completed for all ākonga	Teachers	Achieved ▾ Completed each term.
	Analysis meeting held to ascertain progress and achievement to date	APs/Team Leaders/ DPs	Achieved ▾ Completed. This was an extremely worthwhile discussion.
	Reading assessment meeting to be held to continue to develop standardised practices	APs	Achieved ▾ These meetings have been integrated into our meet structures.

Focus	Possible Term 4 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	Running Records and Record of Reading are conducted	Teachers	Achieved ▾ These have been completed on a termly basis.

Annual Goal 3: Enhancing and Extending the Achievement of our New Entrant Students
Utilising 5 and 6 Year Observation Surveys as tools to accelerate the early literacy knowledge and skills of our ākonga.

Annual Targets
As included on the preceding pages.

Outcomes - Data
The data below compares students' progress from their 5 year old achievement to that as a 6 year old.

	Letter ID		Concepts About Print	
	Score (54)	Staine	Score (24)	Stanine
5 Year Olds (2022)	20.1	3.4	8.7	2.9
6 Year Olds (2023)	45.9	4	25.6	4
Improvement	24.8	0.6	16.9	1.1

The improvements in both Letter ID and Concepts About Print are extremely pleasing. It is well documented that students coming in as 5 year olds, on average, have limited understanding of both Letter ID and Concepts About Print. With schools having very l;ittle impact on preschool education the improvement over the course of a child's first year at school is critical and enables us to assess the impact of our influence.

Our 6 year olds have made staggering improvements with both Letter ID and Concepts About Print. The impact on the stanines is most impressive with Letter ID increasing by 0.6 and Concepts About Print, 1.1. Improvements such as this are a credit to our new entrant teaching team and the programmes they have established.

Reading Age
Our Annual Plan also had the goal to 'Accelerate the Reading Age progress for our 5 year old students'. At the commencement of their schooling (aged 5 years) the literacy stage average was 0.2. After 12 months at school (aged 6 years) their stage is now an average of 4. This is less progress than expected and could be attributed to the low level of phonological awareness knowledge at age 5. These early literacy skills are directly related to the skills of reading and although we have seen solid progress in the area of phonological awareness, many of these skills would traditionally be expected to be mastered in preschool years. Considering the improvement in phonological awareness has taken almost a year at school this would have directly impacted the progress of reading for a significant number of students. It is expected that when the outstanding improvement in Letter ID and Concepts About Print have the time to be embedded the impact will be seen through further development of their Reading Ages.

Giving Effect to Te Tiriti o Waitangi

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.

Te Tiriti o Waitangi Principles:

Partnership	Protection	Participation
• engaging with Māori, finding out about our local iwi, Māori representatives on our Board, equity for Māori, power sharing	• valuing, validating and protecting local knowledge, normalising Te Reo, learning and including tikanga school wide, equity for Māori	• 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 have worked very hard to form partnerships with local iwi and hapū as part of engaging with their Māori community. In 2024 we will be taking the whole school to Kauwhata marae over the week where tamariki will have the opportunity to spend the day on the marae and our senior classes will be staying 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.

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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).

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 programs such as William Pike and Te Raukura.

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LYTTON
STREET SCHOOL

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?	We have an Health and Safety group that works to minimise and eliminate hazards. We record all incidents, including near misses. We have an emergency management procedure that is practised. Consider staff hauora and good work life balance Use the Professional Growth Cycle model to support staff development, wellbeing, and stress through a coaching lens.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	The principal has the role of EEO officer Shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development Selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude Recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups Ensures that employment and personnel practices are fair and free of any bias.
How do you practise impartial selection of suitably qualified persons for appointment?	We conduct appointments by following our school policy, which includes using a mixture of members with varying beliefs, skill sets, and cultures to ultimately appoint the best person for the job.
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service?	We have a commitment to Te Tiriti o Waitangi that is embedded through our processes, including asking questions in the interview that reflect aspirations of Māori. We have Māori members on our staff Working alongside iwi. Māori representation on the school board. We have completed Māori whānau consultation and met regularly with groups of Māori whānau.

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How have you enhanced the abilities of individual employees?

We offer our staff a range of opportunities for staff to develop professionally. We aim to build their capacity in school directed professional development as well as their own personal direction. This includes supporting those who have leadership aspirations. We have also created roles within our kura to support leadership within Te Reo and Te Ao Māori.

How are you recognising the employment requirements of women?

We have pay equity across our male and female colleagues.

Our female staff also hold leadership positions in a range of areas and management units are shared based on responsibilities.

80% of our total staff are women employees.

How are you recognising the employment requirements of persons with disabilities?

To maintain, and comply with their school's Equal Employment Opportunities policy, and

To achieve this, the board:

Appoints a member to be the EEO officer – this role may be taken by the principal

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

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KiwiSport Report

<u>FOR YEAR ENDED 31 DECEMBER 2023</u>

In 2023, our school received a total Kiwisport funding of $8980.64 (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
- Manawatu Cricket Programme
- Tee Ball & Softball
- Football

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

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