

LYTTON STREET SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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	2025
Richard Howard	Parent Representative	Elected	2025
Laura Chee	Parent Representative	Elected	2025
Allan McLean	Parent Representative	Elected	2025
Lucy Richie	Parent Representative	Elected	2022
Joshua Baxter	Parent Representative	Selected	2022
Shaun Lewis	Staff Representative	Elected	2025
Ronald Nolan	Staff Representative	Elected	2022

Accountant / Service Provider: Openbook Solutions Limited



LYTTON STREET SCHOOL

Annual Report - For the year ended 31 December 2022

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Lytton Street School

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Lance Burch

Full Name of Presiding Member



Signature of Presiding Member

31 May 2023

Date:

Ben Ward-Smith

Full Name of Principal



Signature of Principal

31 May 2023

Date:



Lytton Street School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	5,407,087	4,528,971	5,093,121
Locally Raised Funds	3	66,943	32,750	98,402
Interest Income		11,456	0	3,759
Gain on Sale of Property, Plant and Equipment		182	0	0
Total Revenue		5,485,668	4,561,721	5,195,282
Expenses				
Locally Raised Funds	3	83,956	81,130	101,509
Learning Resources	4	3,834,353	3,583,826	3,699,501
Administration	5	889,223	325,230	761,354
Finance		6,434	0	7,911
Property	6	640,517	501,045	644,506
Total Expenses		5,454,483	4,491,231	5,214,781
Net Surplus / (Deficit) for the year		31,185	70,490	(19,499)
Other Comprehensive Revenue and Expense		0	0	0
Total Comprehensive Revenue and Expense for the Year		31,185	70,490	(19,499)

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,277,316	1,277,316	1,296,815
Total comprehensive revenue and expense for the year		31,185	70,490	(19,499)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		17,617	0	0
Equity at 31 December		1,326,118	1,347,806	1,277,316
Accumulated comprehensive revenue and expense		1,326,118	1,347,806	1,277,316
Reserves		0	0	0
Equity at 31 December		1,326,118	1,347,806	1,277,316

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	69,909	109,213	147,338
Accounts Receivable	8	302,152	273,000	275,380
GST Receivable		7,247	12,000	12,435
Prepayments		18,459	10,000	11,660
Inventories	9	9,801	3,900	3,935
Investments	10	607,460	700,000	500,735
Funds Receivable for Capital Works Projects	15	102,287	0	71,975
		1,117,315	1,108,113	1,023,458
Current Liabilities				
Accounts Payable	12	356,727	370,000	377,364
Provision for Cyclical Maintenance	13	131,791	145,000	36,600
Finance Lease Liability	14	62,294	54,303	61,481
Funds held for Capital Works Projects	15	19,956	0	0
Funds for Resource Teachers Literacy Services	16	7,614	11,000	11,904
		578,382	580,303	487,349
Working Capital Surplus/(Deficit)		538,933	527,810	536,109
Non-current Assets				
Property, Plant and Equipment	11	909,347	912,819	971,734
		909,347	912,819	971,734
Non-current Liabilities				
Provision for Cyclical Maintenance	13	48,667	36,100	119,500
Finance Lease Liability	14	73,495	56,723	111,027
		122,162	92,823	230,527
Net Assets		1,326,118	1,347,806	1,277,316
Equity		1,326,118	1,347,806	1,277,316

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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,594,278	1,153,100	1,477,783
Locally Raised Funds		64,548	140,530	106,966
Goods and Services Tax (net)		5,188	435	4,672
Payments to Employees		(798,532)	(586,000)	(668,343)
Payments to Suppliers		(642,507)	(475,891)	(635,877)
Interest Paid		(6,434)	0	(7,911)
Interest Received		7,946	0	2,807
Net cash from/(to) Operating Activities		224,487	232,174	280,097
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		2,174	0	0
Purchase of Property Plant & Equipment (and Intangibles)		(145,865)	(91,085)	(157,410)
Purchase of Investments		(106,725)	(199,265)	(179,728)
Net cash from/(to) Investing Activities		(250,416)	(290,350)	(337,138)
Cash flows from Financing Activities				
Furniture and Equipment Grant		17,617	0	0
Finance Lease Payments		(53,004)	(51,020)	(25,631)
Funds Administered on Behalf of Third Parties		(16,112)	71,071	(11,401)
Net cash from/(to) Financing Activities		(51,499)	20,051	(37,032)
Net increase/(decrease) in cash and cash equivalents		(77,428)	(38,125)	(94,073)
Cash and cash equivalents at the beginning of the year	7	147,338	147,338	241,411
Cash and cash equivalents at the end of the year	7	69,910	109,213	147,338

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense 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 2022

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 2022 to 31 December 2022 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 21b.



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 not trivial.



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
Textbooks	3 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 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 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 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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,014,273	1,250,990	1,815,140
Teachers' Salaries Grants	2,969,205	2,930,436	2,930,436
Use of Land and Buildings Grants	378,949	347,545	347,545
Other Government Grants	44,660	0	0
	<u>5,407,087</u>	<u>4,528,971</u>	<u>5,093,121</u>

The school has opted in to the donations scheme for this year. Total amount received was \$83,850.

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	7,040	0	4,044
Fees for Extra Curricular Activities	17,972	5,480	41,714
Trading	12,047	11,270	9,275
Fundraising & Community Grants	14,809	15,000	22,120
Other Revenue	15,075	1,000	21,249
	<u>66,943</u>	<u>32,750</u>	<u>98,402</u>
Expenses			
Extra Curricular Activities Costs	68,193	65,630	87,016
Trading	13,208	14,000	13,843
Fundraising and Community Grant Costs	2,555	1,500	650
	<u>83,956</u>	<u>81,130</u>	<u>101,509</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(17,013)</u>	<u>(48,380)</u>	<u>(3,107)</u>

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	45,977	50,090	47,228
Information and Communication Technology	12,380	15,300	13,247
Library Resources	7,898	6,500	8,145
Employee Benefits - Salaries	3,490,627	3,325,436	3,414,844
Staff Development	73,695	36,500	41,428
Depreciation	203,776	150,000	174,609
	<u>3,834,353</u>	<u>3,583,826</u>	<u>3,699,501</u>



5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	5,850	7,000	5,678
Board Fees	5,400	5,600	7,025
Board Expenses	6,550	2,000	4,481
Communication	2,826	1,900	1,774
Consumables	13,465	15,000	15,007
Operating Lease	8,138	25,000	9,567
Lunch in Schools	491,954	0	435,145
Legal Fees	6,196	12,000	11,243
Other	85,271	64,730	67,037
Employee Benefits - Salaries	250,816	191,000	192,879
Insurance	8,701	0	7,121
Service Providers, Contractors and Consultancy	4,056	1,000	4,397
	<u>889,223</u>	<u>325,230</u>	<u>761,354</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	74,118	81,000	92,864
Cyclical Maintenance Provision	40,748	25,000	(23,641)
Grounds	20,550	6,000	75,935
Heat, Light and Water	31,855	25,000	26,668
Repairs and Maintenance	91,846	11,500	114,770
Use of Land and Buildings	378,949	347,545	347,545
Security	2,451	5,000	10,365
	<u>640,517</u>	<u>501,045</u>	<u>644,506</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Bank Accounts	69,909	39,213	47,250
Short-term Bank Deposits	0	70,000	100,088
Cash and cash equivalents for Statement of Cash Flows	<u>69,909</u>	<u>109,213</u>	<u>147,338</u>

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

Of the \$69,909 Cash and Cash Equivalents, \$19,956 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 on Crown owned school buildings.

Of the \$69,909 Cash and Cash Equivalents, \$7,614 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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	9,898	20,000	7,503
Receivables from the Ministry of Education	0	0	381
Interest Receivable	5,302	3,000	1,792
Banking Staffing Underuse	27,546	0	50,150
Teacher Salaries Grant Receivable	259,406	250,000	215,554
	<u>302,152</u>	<u>273,000</u>	<u>275,380</u>
Receivables from Exchange Transactions	15,200	23,000	9,295
Receivables from Non-Exchange Transactions	286,952	250,000	266,085
	<u>302,152</u>	<u>273,000</u>	<u>275,380</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	9,801	3,900	3,935
	<u>9,801</u>	<u>3,900</u>	<u>3,935</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	607,460	700,000	500,735
Non-current Asset			
Long-term Bank Deposits	0	0	0
Total Investments	<u>607,460</u>	<u>700,000</u>	<u>500,735</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	384,821	0	0	0	(22,999)	361,823
Furniture and Equipment	281,368	105,455	0	0	(61,541)	325,282
Information and Communication	92,704	8,224	0	0	(44,696)	56,232
Motor Vehicles	42,428	3,696	(1,817)	0	(10,187)	34,120
Leased Assets	168,700	26,005	(175)	0	(63,953)	130,577
Library Resources	1,713	0	0	0	(400)	1,313
Balance at 31 December 2022	971,734	143,380	(1,992)	0	(203,776)	909,347

The net carrying value of equipment held under a finance lease is \$130,577 (2021: \$168,700)

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	690,865	(329,042)	361,823	690,865	(306,044)	384,821
Furniture and Equipment	698,670	(373,388)	325,282	593,215	(311,847)	281,368
Information and Communication	511,948	(455,716)	56,232	522,947	(430,243)	92,704
Motor Vehicles	74,098	(39,978)	34,120	78,663	(36,235)	42,428
Leased Assets	220,542	(89,965)	130,577	219,661	(50,961)	168,700
Library Resources	31,262	(29,949)	1,313	31,262	(29,549)	1,713
Balance at 31 December	2,227,385	(1,318,038)	909,347	2,136,613	(1,164,879)	971,734

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	58,793	90,000	134,222
Accruals	8,280	5,000	(3,358)
Employee Entitlements - Salaries	260,244	250,000	223,018
Employee Entitlements - Leave Accrual	29,410	25,000	23,482
	356,727	370,000	377,364
Payables for Exchange Transactions	356,727	370,000	377,364
	356,727	370,000	377,364

The carrying value of payables approximates their fair value.



13. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	156,100	156,100	189,500
Increase to the Provision During the Year	26,818	25,000	7,800
Use of the Provision During the Year	(16,390)	0	(41,200)
Other Adjustments	13,930	0	0
	<u>180,458</u>	<u>181,100</u>	<u>156,100</u>
Cyclical Maintenance - Current	131,791	145,000	36,600
Cyclical Maintenance - Non current	48,667	36,100	119,500
	<u>180,458</u>	<u>181,100</u>	<u>156,100</u>

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:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	67,976	57,912	67,550
Later than One Year and no Later than Five Years	77,338	58,819	116,731
Later than Five Years	0	0	0
Future Finance Charges	(9,526)	(5,705)	(11,773)
	<u>135,789</u>	<u>111,026</u>	<u>172,508</u>
Represented by			
Finance lease liability - Current	62,294	54,303	61,481
Finance lease liability - Non current	73,495	56,723	111,027
	<u>135,789</u>	<u>111,026</u>	<u>172,508</u>



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.

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)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 3 & 4 Upgrade - Project number 209339	(165,085)	4,212	(13,370)	102,268	(71,975)
Block 2 Upgrade	(9,995)	0	0	9,995	0
Totals	(175,080)	4,212	(13,370)	112,263	(71,975)

Represented by:

Funds Held on Behalf of the Ministry of Education	0
Funds Receivable from the Ministry of Education	(71,975)

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.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held at Beginning of the Year	11,904	11,904	9,487
Funds Received from MoE	10,557	10,000	10,389
Total funds received	10,557	10,000	10,389
Funds Spent on Behalf of the Cluster	14,846	10,904	7,972
Funds remaining	(4,290)	(904)	11,904
Funds Held at Year End	7,614	11,000	11,904



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 condition 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.

Joshua Baxter was a Board Member until September 2022. He is a director of Sparky's On Time Ltd who supplied services of electrical maintenance work at the School totalling \$7,214 (2021; \$33,299). The Ministry of Education has provided approval for this expenditure.

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	5,400	7,025
<i>Leadership Team</i>		
Remuneration	422,483	471,703
Full-time equivalent members	3.00	4.00
Total key management personnel remuneration	427,883	478,728

There are 6 members of the Board excluding the Principal. The Board had held 7 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	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	2022 FTE Number	2021 FTE Number
100 - 110	3	2
110 - 120	1	2
120 - 130	2	1
	6	5

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:

	2022 Actual	2021 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 2022 (Contingent liabilities and assets at 31 December 2021: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) \$1,024,062 contract for blocks 3 and 4 upgrade which will be fully funded by the Ministry of Education. \$919,061 has been received of which \$1,021,348 has been spent on the project to date; and

(b) A contract for Block 7 LSC office as agent for the Ministry of Education. The project is fully funded by the Ministry and \$16,500 has been received of which \$10,833 has been spent on the project to balance date. This project has been approved by the Ministry; and

(c) A contract for LSM Site Visuals as agent for the Ministry of Education. The project is fully funded by the Ministry and \$14,871 has been received of which \$582 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$36,203)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into no operating contracts (2021; nil).



22. Financial Instruments

The carrying amount of financial

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	69,909	109,213	147,338
Receivables	302,152	273,000	275,380
Investments - Term Deposits	607,460	700,000	500,735
	<u>979,521</u>	<u>1,082,213</u>	<u>923,453</u>

Total Financial assets measured at amortised cost

Financial liabilities measured at amortised cost

Borrowings - Loans	356,727	370,000	377,364
Painting Contract Liability	135,789	111,026	172,508
	<u>492,516</u>	<u>481,026</u>	<u>549,872</u>

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 FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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 2022, 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:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2023. 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.

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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 of Trustees 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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 Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement and Personnel Policy Compliance statement included as appendices, and our auditor's report thereon.

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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* 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 Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

LYTTON STREET SCHOOL

CHARTER, STRATEGIC & ANNUAL PLAN

2022-2024

LYTTON
STREET

Our Mission Statement

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

Our Philosophy

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. 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 Tikanga 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.

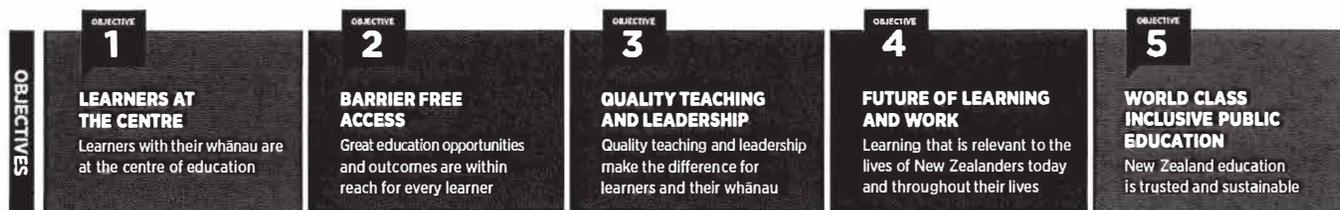
National Education & Learning Priorities (NELP)

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/ākongā 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: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Our school will lodge its Charter and Annual Report to the Ministry of Education in accordance with the guidelines to February. • Our school will consult with its community, including its Māori community, as part of its three-year review cycle. Our Charter was developed in consultation with parents, whānau, staff and the wider school community, including local iwi representatives. • 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.

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.

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.

Strategic Plan (2022-2024)

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	Strategies for Achieving Goal 1 - 2022
<p>National Education & Learning Priority</p> <div data-bbox="162 604 414 804" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p> </div> <p>Finance, Personnel, Property</p> <p>Kāhui Ako: Wellbeing, Relationships</p>	<ul style="list-style-type: none"> • Create and utilise robust strategic planning • Provide effective support and extension learning programmes • Foster kotahitanga and whakawhānaungatanga 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
	<p>Strategies for Achieving Goal 1 -2023</p>
	<ul style="list-style-type: none"> • Extend the coaching philosophy to our tamariki • Establish whakawhānaungatanga with local businesses • Review the glass installation throughout the school
	<p>Strategies for Achieving Goal 1 - 2024</p>
	<ul style="list-style-type: none"> • Review strategic planning formats • Review the use of digital tools throughout the 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

Links	Strategies for Achieving Goal 2 - 2022
<p>National Education & Learning Priority</p> <div data-bbox="134 531 391 730" style="background-color: #333; color: white; padding: 5px;"> <p>OBJECTIVE 4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> </div>	<ul style="list-style-type: none"> 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
<p>Finance</p> <p>Kāhui Ako: Pedagogy</p>	<p>Strategies for Achieving Goal 2 -2023</p> <ul style="list-style-type: none"> Embed our Local Curriculum Tautoko staff in the Implementation of the Aotearoa/New Zealand Histories Curriculum and provide opportunities for further clarification, development and discussion <p>Kāhui Ako</p> <ul style="list-style-type: none"> Review our Kāhui Ako Achievement Challenge engagement and discuss next steps <p>Strategies for Achieving Goal 2 - 2024</p> <ul style="list-style-type: none"> Review our Local Curriculum Review our Charter documentation



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	Strategies for Achieving Goal 3 - 2022
<p>National Education & Learning Priority</p> <div data-bbox="162 562 418 764"> <p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> </div> <div data-bbox="162 793 418 995"> <p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> </div> <p>Property</p> <p>Kāhui Ako: Pedagogy</p>	<div data-bbox="448 445 1476 806"> <p>Strategies for Achieving Goal 3 - 2022</p> <ul style="list-style-type: none"> • 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 </div> <div data-bbox="448 814 1476 961"> <p>Strategies for Achieving Goal 3 - 2023</p> <ul style="list-style-type: none"> • Complete property modifications • Investigate the design and building of a multisensory room </div> <div data-bbox="448 970 1476 1182"> <p>Strategies for Achieving Goal 3 - 2024</p> <ul style="list-style-type: none"> • Investigate HERO as a tool for whānau engagement • Investigate the option of a school turf or gymnasium </div>



Annual Plan (2022-2024)

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	Strategies for Achieving Goal 1 -2022	Time Frames	Outcomes
<p>National Education & Learning Priority</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> </div> <p>Finance, Personnel, Property</p> <p>Kāhui Ako: Wellbeing, Relationships</p>	Complete the Wellbeing in Schools survey	Term 2	Completed and reviewed in Term 3. Reported to the BOT in Term 4.
	Run the KiVa Anti-Bullying programme	Term 1-4	Completed.
	Use Skodel to monitor and support student wellbeing	Term 1-4	Completed. Report to the BOT in Term 2, 3 & 4.
	Complete a Health & Physical Education consultation	Term 3	Completed in Term 4 and reported to the BOT.
	Complete First Aid training	Term 2	Completed in Term 3.
	Review and further enhance our Māori Development plan	Term 1-4	Completed Term 4. Will need further review and focus in 2023.
	Further enhance and develop our relationship with Ngāti Kauwhata	Term 1-4	Continued to be strengthened. Close staff contacts are in place.
	Staff to undertake Te Ahu o Te Reo Māori development	Term 1-4	3 staff have completed Te Ahu o Te Reo Māori, 3 have completed Everyday Māori and a number have completed other te reo courses. Staff have already enrolled for Te Ahu o Te Reo Māori in 2023. Scotty Morrison's Māori Made Easy has been shared and worked through with staff.
	Investigate suitable professional learning opportunities for Teacher Aides	Term 2 & 3	School Teacher Only Days have been used to provide valuable PLD for Teacher Aides - this has included both literacy and behaviour support opportunities.
	Run a range of extension programmes	Term 2 & 3	Extension programmes (enrichment programmes) have been run for Mathematics, Writing, Reading, Physical Education, Visual Arts and Kapa Haka.
	Continue implementing public relations guidelines	Term 1-4	This has not been completed.
	Purchase additional security cameras	Term 3	Additional security cameras have been purchased and installed.
	Begin planning for the beautification of	Term 2-4	Planning has begun. The crossing

	the main entrance with the addition of a waharoa and mural		has been installed, with further work to be completed in 2023. A quote has been obtained from the local artist to repaint the mural on the end of Room 15. Further quotes are being obtained to remove the bike shed and rebuild a covered facility by the hall tennis wall.
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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	Strategies for Achieving Goal 2 -2022	Time Frames	Outcomes
National Education & Learning Priority  Finance Kāhui Ako: Pedagogy	Continue with our Local Curriculum development	Term 1-4	Part draft completed Term 4 with support from our MOE facilitator. Further work and development required in 2023.
	Review and assess the effectiveness of Te Manawanui ki te Reo: <ul style="list-style-type: none"> PAT Whānau consultation Teacher feedback 	Term 1-4	Completed in Term 4, but further work scheduled for 2023.
	Engage with Ngāti Kauwhata to support our Local Curriculum development	Term 1-4	Incomplete. Initial conversations have taken place, focusing on the main themes.
	Link our Local Curriculum with our STEAM plan	Term 1-4	Ongoing MOE support in 2023 feeding into design and development.
	Fully engage with our Healthy Active Schools professional learning and development	Term 1-4	Healthy Active Schools has begun. The success of this initiative has been hard to assess due to the impact of Covid-19.
	Complete Google training Level 1 for all staff	Term 1	Completed in Term 1.
	Team leaders to attend U-Learning digital conference	Term 3 & 4	Attended online.
	Fully engage with our Digital Fluencies professional learning and development	Term 1-4	Ongoing. Facilitator is working across the school.
	Run focus groups across Literacy and Numeracy to monitor the effectiveness of teaching and learning programmes	Term 2-4	Not completed.
	Evaluate the effectiveness of our Kāhui Ako	Term 3 & 4	Not completed.

Strategic Goal 3: Te Taiao | Environment

Kāhūi 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	Strategies for Achieving Goal 2 -2022	Time Frames	Outcomes
<p>National Education & Learning Priority</p> <p>OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> <p>Property</p> <p>Kāhūi Ako: Pedagogy</p>	Implement accelerated tracking through HERO	Term 1-4	Completed. Accelerated tracking graphs are no longer required. We are able to utilise HERO to provide this information as well as other in depth data-analysis.
	Implement our learning dispositions schoolwide	Term 1-4	Completed. Implemented into report documents.
	Collect and analyse PAT data	Term 1 & 4	Completed in Terms 1, 3 & 4. Results reported to the BOT and staff.
	Embed Rich Maths Tasks (RMT) across the school	Term 1-4	Completed.
	Embed coaching as the main form of professional learning	Term 1 & 2	Completed. External consultation has supported this process.
	Complete Structured Literacy (Orton-Gillingham) professional development for 2 staff	Term 2	Completed.
	Undertake professional learning and development on the mechanisms of writing, focusing on a culture of feedback	Term 1-4	Underway but not completed. Extensive PLD planned for 2023.
	Explore research on effective practises to promote student-directed learning	Term 2-4	Completed. Staff leaders attended PLD in this area and have shared a number of strategies.
	Utilise DigiCoach to monitor and support staff pedagogical needs and strengths	Term 1-4	Completed. A substantial log of information has now been collected and has enabled schoolwide conclusions to be drawn.
	Complete our Learning Support build	Term 3 & 4	Tender documents are currently on GETS. This project will be completed in 2023.
Complete our 10 Year Property Plan	Term 2	Completed.	
Finalise drawings for our Block 2 renovations	Term 2 & 3	Underway but not completed.	
Install shaded outdoor sail areas	Term 3	Not completed.	

	Room 16-20		
	Upgrade school signage	Term 3 & 4	Not completed.
	Upgrade wireless access points	Term 3 & 4	MOE have not completed this project. Still ongoing.
	Install storage containers with concrete surrounds	Term 4	Not completed although quotes are currently being obtained.

Annual Improvement Plan (2022-2024)

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 ākongā.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
<p>Strategic Goal 1: He Tangata People Whanaungatanga me te Kotahitanga Relationships & Collaboration</p> <p><i>To develop responsive, engaging and reciprocal relationships that foster high expectations and enhance student self identification, efficacy, achievement, engagement and wellbeing</i></p>		<p>Kāhui Ako: Wellbeing, Relationships</p>

Theory for Improvement

Over the last two years we have been working through an ever changing environment due to the COVID-19 pandemic. Kaiako and tamariki have been required to adjust to changing expectations, regulations, and teaching approaches. Due to the unpredictable nature of the pandemic, there is an increase in anxiety, disruption to learning, and an impact on well being, and how people are socialising.

The long term impact of Covid-19 is yet unknown, therefore, it is important for our school to be especially vigilant and unrelenting in our focus on student well being.

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.

Students learn and work best when they feel welcome and understood in their kura and it is essential that our kaiako have the tools and skills to effectively build this whanaungatanga. Through the use of Skodel, kaiako are able to get real data, daily, from the tamariki they interact with. This informs them of how they are feeling and the reasons behind it. Since beginning Skodel last year, we have been able to track our tamariki and their well being with positive results where we have been able to communicate with whanau where necessary, and look back to identify where trends began. This information is also able to be broken down into year groups, gender, and ethnicity to identify the most vulnerable tamariki in our kura.

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 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 2021. Example: 41.7% of entries into Skodel by our Year 5 Boys cohort were positive, as defined by the combined well being score.

The two cohorts that will form our focus groups are the Year 5 in 2022 and Year 6 in 2022. The historical data that is displayed below is from December 2021 when these year groups were Year 4 and 5 respectively.

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2021)
Year 5 (2022)	Boys	All	41.7%
Year 5 (2022)	Girls	All	43%
Year 5 (2022)	All	Māori	47.8%
Year 5 (2022)	All	All	45.5%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2021)
Year 6 (2022)	Boys	All	31.1%
Year 6 (2022)	Girls	All	41.9%
Year 6 (2022)	All	Māori	44.7%
Year 6 (2022)	All	All	40.1%

Annual Targets

1. To enhance the combined well being score to greater than 60% for the following cohorts at our school in comparison to their 2021 data:
 - a. The Year 5 (2022) - All, Boys, Girls & Māori
 - b. The Year 6 (2022) - All, Boys, Girls & Māori

Focus	Actions	Outcomes
Fostering strong ākongā-whānau-school relationships	<ol style="list-style-type: none"> 1. Scheduled times for whānau to meet the teacher and see the classroom at the start of the year 2. Parents play a collaborative role in classroom composition 3. Two sets of Learning Conversations to celebrate the learning of our ākongā 4. Online communication tools utilised to share school events and individual achievements (Facebook, Seesaw) 5. Principal interaction and communication to highlight achievements 	<ol style="list-style-type: none"> 1. Completed in Term 1. 2. Parents have been given the opportunity to request classrooms based on knowledge they possess of their child. 3. Learning Conversations have taken place in Term 1 & 3. 4. Facebook and Seesaw have been used extensively to share learning and promote school events. 5. Principal has used a range of tools to highlight achievements - newspapers and online media.
Monitoring and enhancing well being of ākongā through Skodel	<ul style="list-style-type: none"> • Lead teacher providing Skodel PLD to staff • Skodel check ins used to monitor and gauge ākongā well being • Regular scheduling of Skodel data analysis in whanake and staff meeting agendas • Termly data checks in leadership meetings to identify areas of need 	<ol style="list-style-type: none"> 1. Teachers utilised Skodel throughout the year to identify areas of support. 2. Daily check-ins have been completed with interactions from staff and Senior Leadership. 3. Staff have looked over data and given insight, reasons, and strategies to support students and each other. 4. Senior Leadership have been made aware of trends, major support

	<ul style="list-style-type: none"> Using resources available on Skodel to support teachers' approach to students Communicating with whanau when necessary to address concerning check ins 	<p>requirements and progress throughout the year.</p> <ol style="list-style-type: none"> Teachers are becoming more confident in using the language on Skodel as well as incorporating supporting resources, such as ZOR. Whanau have been kept in the loop when areas of concern are raised. Out of school areas, such as social media issues, have been identified and communicated. Issues surrounding food, clothing, or safety at home have also been able to be addressed.
Monitoring and enhancing well being of ākonga through Zones of Regulation (ZoR)	<ul style="list-style-type: none"> Implement ZoR school-wide Ākonga learn to develop their own regulation system, gain knowledge of different emotions, learn calming techniques and thinking strategies 	<ol style="list-style-type: none"> Students and staff are familiar with language and meaning when having conversations. Tamariki are able to better communicate their emotions, or if unable to speak in the moment, the teachers can use familiar language to be able to help them regulate their emotions.
Monitoring and enhancing well being of ākonga through extra curricular activities	<ul style="list-style-type: none"> Education Outside the Classroom (EOTC) provide rich and collaborative experiences - camps, trips School bikes used to promote health and well being Healthy Active PLD used to support teacher extra curricular activity development A range of school sports are run School promotes and supports external sporting activities (local rugby teams) 	<ol style="list-style-type: none"> Completed in Terms 1 and 4. A Covid catch up camp was run in term 2. Booked by staff and used by students throughout the year. Joel has supported teachers with running effective PE sessions and developing a resource to support. Hockey, netball, t ball, soccer, and touch have been run. Students have been taken to other opportunities to compete, such as inter school athletics and cross countries.
Monitoring and enhancing well being of ākonga through KIVA	<ul style="list-style-type: none"> Teachers complete the KIVA screening form when suspected bullying occurs KIVA team immediately address the issues Use the Kiva resource to teach social skills 	<ol style="list-style-type: none"> Completed throughout the year as necessary. KIVA team continues to respond immediately with effective follow up discussions. Often used in conjunction with the ZOR resource to support social interaction.
Monitoring and enhancing well being of ākonga through Lego Therapy	<ul style="list-style-type: none"> Lego is utilised to teach social skills and support ākonga relinquish control and develop robust communication skills 	Teacher Aides have implemented Lego Therapy following PLD in Wellington.
Monitoring and enhancing well being of ākonga through the connection with external support agencies	<ul style="list-style-type: none"> Social Work in Schools is engaged frequently Strong and working relationships are established with Manchester House, the New Zealand Police, Strengthening Families and others 	Extensive contact with support agencies.
Monitoring and enhancing well being of ākonga through curriculum design and teaching practices	<ul style="list-style-type: none"> Te Pae Tapu is run at the start of each day to promote a sense of belonging, cultural awareness and connection Focus Child process is used throughout the school to strengthen 	<ol style="list-style-type: none"> All classes begin their day using this tikanga. Teachers continue to use the Focus Child process to build connections and create goals. Fortnightly dispositions are set by

	<p>student/teacher relationships. Focus child works closely with the teacher identifying interests and goals</p> <ul style="list-style-type: none"> Unpacking and implementing school dispositions. Teachers to highlight the characteristics or attitudes to learning through the Cognitive, Social and Emotional developmental domains. Disposition progressions are used to identify and target areas of need throughout the year. 	<p>class teachers, with a school wide disposition focus with supporting materials added onto the weekly notices.</p>
<p>Monitoring and enhancing well being of ākongā through ensuring frontline teaching staff are cared for and appreciated</p>	<ul style="list-style-type: none"> Teacher Only Day team events to bolster and foster relationships Regularly use staff Skodel check ins to monitor well being Utilise a range of organisational strategies to support staff well being - social club, mentor teachers, release time, strengthening professional relationships through coaching, morning tea shouts, coffee carts, holding meetings off site, meal trains, generally a culture of willingness to support each other 	<ol style="list-style-type: none"> Fun quizzes about the school community create discussion and closeness among staff. Staff give insight about their current attitude towards the vocation. SMT offers support where needed. Completed throughout the year and organised by a variety of different staff allowing the impact and leadership of this to come from all areas of the school.
<p>Monitoring and leading through the Covid-19 pandemic</p>	<ul style="list-style-type: none"> Clear and timely communication to staff and the school community as phases and requirements change throughout the pandemic Personal phone calls and communication from teachers to those tamariki who are isolating Provide hybrid learning so classes can still operate and maintain routines so the transition from home to school is seamless 	<ol style="list-style-type: none"> Completed as necessary with changes appropriate to pandemic climate. Completed by staff and monitored using a shared document so all are aware of current situations.. Completed by classroom teachers as necessary for the learning needs of children.

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 ākongā.

Annual Targets

1. To enhance the combined well being score to greater than 60% for the following cohorts at our school in comparison to their 2021 data:
 - a. The Year 5 (2022) - All, Boys, Girls & Māori
 - b. The Year 6 (2022) - All, Boys, Girls & Māori

Outcomes

Through the use of regular Skodel check-ins we have been able to track highs and lows for student well being and general disposition. Teachers have become more knowledgeable about the events happening outside of school which has allowed the teacher or the school to offer support to students and whānau as required. Connections between whānau, school, and tamariki have increased hugely, this has been evident through the conversations with staff about how connected they feel as well as the knowledge they have about their students. We are also finding that students have greater understanding of their emotions and by selecting, or explaining reasons.

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2021)	Combined Well Being Score (End 2022)
Year 5 (2022)	Boys	All	41.7%	50.5%
Year 5 (2022)	Girls	All	43%	53.5%
Year 5 (2022)	All	Māori	47.8%	55.2%
Year 5 (2022)	All	All	45.5%	52%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2021)	Combined Well Being Score (End 2022)
Year 6 (2022)	Boys	All	31.1%	47.4%
Year 6 (2022)	Girls	All	41.9%	36.9%
Year 6 (2022)	All	Māori	44.7%	39.6%
Year 6 (2022)	All	All	40.1%	42.9%

Comments

With this being the first dataset we have followed for a full year, it will be another year before we can start to identify trends across year groups. However, through discussion with staff it is quite clear that for our year six girls, puberty and social media starts to play a larger role in the level of their positivity and happiness. Impacting the way they view their well being. It would be beneficial to review data regularly throughout the year to adjust plans to support students.

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
<p>Strategic Goal 2: Tūrangawaewae Place Arotahi Ā Mua The Future</p> <p><i>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</i></p> <p>Strategic Goal 3: Te Taiao Environment Akō Ngā Āhuatanga Ako Reciprocal Learning Ways of Teaching & Leadership</p> <p><i>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</i></p>	 <p>OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> <p>OBJECTIVE 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>Kāhui Ako: Wellbeing, Relationships</p>

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 our Māori Boys in Reading, and achievement levels for our Māori girls in Mathematics. 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	2021 Data		
			Average Scale Score	Average National Scale Score	Difference (National & Local)
Year 4 (2022)	Boys	Māori	9.6	28.8	19.2
Year 5 (2022)	Boys	Māori	29.1	35.8	6.7
Year 6 (2022)	Boys	Māori	32.4	45	12.6

Mathematics

Year Group	Gender	Ethnicity	2021 Data		
			Average Scale Score	Average National Scale Score	Difference (National & Local)
Year 3 (2022)	Girls	Māori	12.1	21.4	9.3
Year 4 (2022)	Girls	Māori	25.4	30.6	5.2

Focus	Actions	Outcomes
Enhancing learning outcomes in Reading for ākonga through data collection and analysis	<ul style="list-style-type: none"> Use STAR assessment data to target specific gaps in reading vocabulary and comprehension Use Reading Comprehension PAT assessment data to target specific gaps in reading comprehension 	<p>Completed.</p> <p>Completed. Spreadsheets have been created.</p>
Enhancing learning outcomes in Reading for ākonga through targeted teaching professional development	<ul style="list-style-type: none"> Identify and isolate the comprehension strategies that need further development Develop targeted and robust learning programmes to expand student skill knowledge of comprehension strategies Develop learning programmes to further enhance understanding of sentence structures, paying specific attention to meaning 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 Classrooms programmes to contain a range of independent activities to target identified gaps in reading strategies Project-based learning opportunities to be used to foster reading development and extension Utilise a range of classroom teaching techniques to develop vocabulary understanding 	<p>Analysis has been completed using NZCER Online.</p> <p>In progress.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p>

	<ul style="list-style-type: none"> Develop students' question understanding and generation skills through the use of Bloom's Taxonomy 	In progress and continuing on in 2023.
Enhancing learning outcomes in Reading for ākonga engagement with external agencies	<ul style="list-style-type: none"> Run a 'Buddy Reading' programme to provide reading mileage for our ākonga Invite members of the community in to school to provide reading mileage opportunities for our ākonga 	Completed. Completed.
Enhancing learning outcomes in Mathematics for ākonga through data collection and analysis	<ul style="list-style-type: none"> Use Mathematics Comprehension PAT assessment data to target specific gaps in mathematics achievement Analyse Knowledge and Strategy assessments to identify strengths and areas for focus/development Compare PAT and Knowledge and Strategy assessments to ensure alignment Develop action plans to address the identified needs based on assessment data 	Analysis has been completed using NZCER Online. Completed. Completed. Completed.
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching professional development	<ul style="list-style-type: none"> Utilise the expertise of staff who have a strength in the teaching of Mathematics to provide support and guidance for teaching staff Further upskill support staff and teaching staff in the use of the Numicon resource 	Completed. Completed.
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching practices	<ul style="list-style-type: none"> Provide real world Rich Maths Tasks to ensure ākonga have the opportunity to solve maths problems using authentic contexts Provide real world Rich Maths Tasks to ensure ākonga have the opportunity to develop mathematical language understanding Embed daily 'number talk' activities in class routines (discussing weather, calendar etc) 	Completed. Completed. Completed.
Enhancing learning outcomes in Reading and Mathematics for ākonga through an effective and engaged partnership with Ngāti Kauwhata and our school whānau	<ul style="list-style-type: none"> Continue to foster a robust and mutual Ngāti Kauwhata partnership which provides advice and guidance around culturally appropriate practices 	This is ongoing and the partnership is developing.
Localised Curriculum Development	Develop a localised curriculum that is responsive to the needs, identity, language, culture, interests, and strengths of our learners and their families. It will have a clear focus on what supports the progress of all learners and will integrate Te Tiriti o Waitangi into classroom learning	This is underway. An MOE facilitator is supporting this process.
Interruption to mainstream learning	<ul style="list-style-type: none"> Create a formal home learning website to ensure learning from both home and school is seamless Plan weekly, when the pandemic demands it, in order to provide a variety of learning activities to be completed at home Ensure all students can operate across the home learning platform regardless of location 	Completed. Completed. Completed. This was well received by our parent community.

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

Raising the achievement of our Māori Boys in Reading, and achievement levels for our Māori girls in Mathematics. 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.

Outcomes

The following data below shows the achievement of our students at the end of 2021 and again at the end of 2022. The analysis for this data comparison has been completed under each table.

Reading Comprehension

2021 & 2022 Data Comparison								
Year Group	Gender	Ethnicity	Average Scale Score (2021)	Average Scale Score (2022)	Average National Scale Score (2021)	Average National Scale Score (2022)	Difference (National & Local - 2021)	Difference (National & Local - 2022)
Year 4 (2022)	Boys	Māori	9.6	20.3	28.8	35.8	19.2	15.5
Year 5 (2022)	Boys	Māori	29.1	31.9	35.8	45	6.7	13.1
Year 6 (2022)	Boys	Māori	32.4	44.0	45	53.2	12.6	9.2

The target for our Year 4 and 6 Boys was MET. This showed students had made accelerated progress in comparison to national norms. This is particularly pleasing given the disrupted year that our students experienced. Further analysis and focus will be placed on the Year 5 Boys as they have NOT MET the target for 2022.

Mathematics

2021 & 2022 Data Comparison								
Year Group	Gender	Ethnicity	Average Scale Score (2021)	Average Scale Score (2022)	Average National Scale Score (2021)	Average National Scale Score (2022)	Difference (National & Local - 2021)	Difference (National & Local - 2022)
Year 3 (2022)	Girls	Māori	12.1	27.7	21.4	30.6	9.3	2.9
Year 4 (2022)	Girls	Māori	25.4	35.8	30.6	38.9	5.2	3.1

Both targets for Year 3 and Year 4 Girls were MET. This is extremely pleasing and shows the extensive effort that went into identifying the gaps in achievement and designing programmes to meet these areas. It is our aim to maintain a similar focus into 2023 to ensure that these focus students achieve similarly to national norms.

Comments

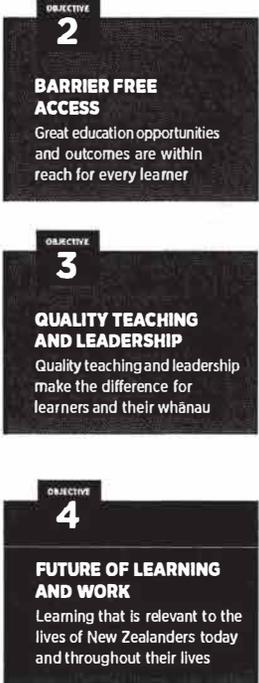
Although Progressive Achievement Tests (PATs) are only a snapshot they have provided us with a wealth of information that has been used to not only support current judgments but also highlight areas of strength and areas for further development. NZCER have continued to invest heavily in the online aspect which gives in depth analysis at the click of a button. All teachers have undergone extensive PLD in order to familiarise themselves with this tool and the data it provides.

The progress made through PATs has given us valuable information. The assessments have taken place three times over the course of the year. This has ensured our students have become more familiar with the testing process and also allowed us to target key areas showing deficiency.

The same processes will once again be used to accelerate the progress of our students in 2023.

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
<p>Strategic Goal 2: Tūrangawaewae Place Arotahi Ā Mua The Future</p> <p><i>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</i></p> <p>Strategic Goal 3: Te Talao Environment Akō Ngā Āhuatanga Ako Reciprocal Learning Ways of Teaching & Leadership</p> <p><i>To provide innovative, collaborative and suitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership</i></p>		<p>Kāhui Ako: Wellbeing, Relationships</p>

Theory for Improvement

We have established 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. This enables us 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, are 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.

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 2022 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 observation surveys 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 50 student pool the historical data from 2021 reflected the following achievement:

- Accelerate the Letter ID progress - name and sound for our 5 year old students Average Phoneme Score 35/54. Stanine 4.7
- Accelerate the Concepts About Print (CAP) progress for our 5 year old students. Average CAP Score 12.6/24. Stanine 4.7
- 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	Actions	Outcomes
Enhancing learning outcomes for our new entrant ākonga through home-school partnerships	<ul style="list-style-type: none"> • Readers, Phonological Awareness games, sound packs and reading logs are sent home daily to promote the relationship between home and school and provide opportunities for reading practice and mileage 	Completed.
Enhancing learning outcomes for our new entrant ākonga through targeted teaching professional development	<ul style="list-style-type: none"> • Structured Literacy - explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels • Lunchtime workshops run by staff for further develop structured literacy • All PCT or teachers new to Lytton Street have a mentor teacher who guides them through our Literacy programme and Induction programme • Utilise the Reading Recovery Teacher for upskilling and supporting staff and to provide Early Literacy Support in classrooms • Team leaders/expert teachers carry out regular observations providing classroom teachers with feedback/feedforward • Expert teachers modelling Structured Literacy lessons in classrooms 	<p>In place. A teacher was utilised to model effective practice to others. Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p>
Enhancing learning outcomes in Reading for ākonga through engagement with external agencies	<ul style="list-style-type: none"> • Utilise the Resource Teacher of Literacy for upskilling staff and accessing resources • Digital fluency PLD facilitator working with individual teachers. Explore apps to reinforce Letter ID and reading skills. 	Completed. Staff meetings were also run by RTLit. Completed.
Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	<ul style="list-style-type: none"> • Structured Literacy teaching approach across the school • Literacy Progressions which encompass phonological awareness, code and content at all levels across the school to guide teaching and next learning steps • 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 	<p>Completed.</p> <p>Completed.</p> <p>Completed.</p>
Enhancing learning outcomes in Reading for ākonga through implementing Early Intervention Literacy programmes	<ul style="list-style-type: none"> • Intervention Programmes with Teacher Aides operate every day across the week, with targeted teaching steps based on pre and post data with a focus on Letter ID and Reading strategies • Intervention Programmes support the teaching focus in the classroom to ensure intensive coverage is in place 	<p>Completed.</p> <p>Completed.</p>

<p>Enhancing learning outcomes in Reading for ākonga through targeted and structured use of resources</p>	<ul style="list-style-type: none"> • Phonological awareness is targeted through the use of Heggerty lessons, multiple times through the day • Decodable texts are utilised for early readers to provide opportunities for segmenting, blending and practising fluency • A range of predictable texts are introduced and utilised once reading is underway to ensure ākonga are exposed to, and have experience with, a variety of text types 	<p>Completed.</p> <p>Completed.</p> <p>Completed.</p>
<p>Enhancing learning outcomes in Reading for ākonga through an effective and engaged partnership with Ngāti Kauwhata and our school whānau</p>	<ul style="list-style-type: none"> • 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 and mileage • Continue to foster a robust and mutual Ngāti Kauwhata partnership which provides advice and guidance around culturally appropriate practices 	<p>Completed.</p> <p>This is ongoing.</p>
<p>Localised Curriculum Development</p>	<p>Develop a localised curriculum that is responsive to the needs, identity, language, culture, interests, and strengths of our learners and their families. It will have a clear focus on what supports the progress of all learners and will integrate Te Tiriti o Waitangi into classroom learning</p>	<p>This is underway. An MOE facilitator is supporting this process.</p>
<p>Interruption to mainstream learning</p>	<ul style="list-style-type: none"> • Create a formal home learning website to ensure learning from both home and school is seamless • Plan weekly, when the pandemic demands it, in order to provide a variety of learning activities to be completed at home • Ensure all students can operate across the home learning platform regardless of location 	<p>Completed.</p> <p>Completed.</p> <p>Completed. This was well received by our parent community.</p>

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

The following targets were set at the commencement of the 2022 school year. The targets were created to measure the impact on learning and achievement for our students in their 1st year of school.

- Accelerate the Letter ID progress - name and sound for our 5 year old students. Average Phoneme Score 35/54. Stanine 4.7
- Accelerate the Concepts About Print (CAP) progress for our 5 year old students. Average CAP Score 12.6/24. Stanine 4.7
- Accelerate the Reading Age progress for our 5 year old students

Outcomes

The following data shows the progress and achievement that our cohort of 50 students made during their 1st year of school.

COHORT	ALL 6 YEAR OLDS		NZ MĀORI 6 YEAR OLDS		NZ EUROPEAN 6 YEAR OLDS	
	5 YEAR NET	6 YEAR NET	5 YEAR NET	6 YEAR NET	5 YEAR NET	6 YEAR NET
LETTER ID (SCORE)	35.1	48.6	33	45.5	36.6	49.5
LETTER ID (STANINE)	4.7	4.2	4.7	3.9	4.9	4.3
CAP (SCORE)	12.6	16.8	13.4	14.9	12.7	17.3
CAP (STANINE)	4.7	4.5	4.5	3.8	4.8	4.6
READING AGE	5	5.9	5	5.7	5.1	5.9

Comments

The data gathered from our students who have turned 6 this year shows that there has been progress made in Letter ID, Concepts About Print and Reading Age, but not at an accelerated rate as hoped. This has meant raw scores have increased but some stanines are lower than what they were at 5 years old, such as Letter ID and Concepts About Print for all 6 Year olds. Reading Age has increased but on a whole students have not made a year's progress. There are some potential explanations for this anomaly, with Term 1 and 2, 2022, being significantly affected by Covid-19. We had an unprecedented 279 teacher sick days across the first 2 terms, which doesn't include Support Staff/Teacher Aide sick leave. This prevented our most at risk learners from receiving regular and systematic teaching and support. Illness a: required isolation had a significant impact on the continuity of learning across all classes. Another major factor was student absence and sickness. Face-to-face teaching was very limited during this time, sometimes for long periods of time.

FOR YEAR ENDED 31 DECEMBER 2022

KIWISPORT

In 2022, our school received a total Kiwisport funding of \$7,643.83 (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

This 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.

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

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>Our Health and Safety committee works to minimise and eliminate hazards. This committee meets monthly. A sitting Board member is also a member of this committee.</i></p> <p><i>We record all incidents, including near misses.</i></p> <p><i>We have an emergency management procedure that is practised.</i></p> <p><i>Consider staff hauora and good work life balance. Regularly social functions are held as well as well-being surveys.</i></p> <p><i>Use the Professional Growth Cycle model to support staff development, wellbeing, and stress through a coaching lens.</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Principal is the EEO officer.</i></p> <p><i>Our policy:</i></p> <ul style="list-style-type: none"> • <i>Shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</i> • <i>Selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude</i> • <i>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</i> • <i>Ensures that employment and personnel practices are fair and free of any bias.</i>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>Appointments follow 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. All points of views are obtained and respected.</i></p>

<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p><i>Our school has a strong commitment to Te Tiriti o Waitangi that is embedded through our processes.</i></p> <p><i>All meetings begin and end with karakia.</i></p> <p><i>We have Māori personnel on our staff who guide and support any appointment process or the offering of staff support.</i></p> <p><i>Our school has a strong working relationship with iwi.</i></p> <p><i>Māori representation, from our local iwi, Ngāti Kauwhata sit on the school board.</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>Professional development and learning is a major aspect of the way our school operates. Ensuring staff experience a range of opportunities to expand and develop their knowledge and understanding. Our school aims to build their teaching practice as well as their aspirations for personal development and future leadership.</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>Pay equity is evident across our male and female colleagues.</i></p> <p><i>Our female staff also hold leadership positions in a range of areas and management units are shared based on responsibilities.</i></p> <p><i>Almost 80% of our total staff are women employees.</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>To maintain, and comply with our school's Equal Employment Opportunities policy. To ensure staff have knowledge and understanding of any employees with disabilities and their specific needs and requirements.</i></p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	YES	
Has this policy or programme been made available to staff?	YES	

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Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?		NO

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