

# LYTTON STREET SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 2389

**Principal:** Ben Ward-Smith

**School Address:** Lytton Street, Feilding

**School Postal Address:** Lytton Street, Feilding

**School Phone:** 06 323 6687

**School Email:** office@lyttonstreet.school.nz

**Accountant / Service Provider:** Openbook Solutions Limited

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Lanch Burch	Presiding Member	Elected	2025
Ben Ward-Smith	Principal	ex Officio	
Teresa Shanks	Parent Representative	Elected	2025
Richard Howard	Parent Representative	Elected	2025
Laura Chee	Parent Representative	Elected	2025
Amber Dodge	Parent Representative	Elected	2025
Shaun Lewis	Staff Representative	Elected	2025



# LYTTON STREET SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

Page	Statement
------	-----------

	<b>Financial Statements</b>
--	-----------------------------

<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Statement of Comprehensive Revenue and Expense
<a href="#">3</a>	Statement of Changes in Net Assets/Equity
<a href="#">4</a>	Statement of Financial Position
<a href="#">5</a>	Statement of Cash Flows
<a href="#">6 - 18</a>	Notes to the Financial Statements

Independent Auditor's Report

### Other Information

Analysis of Variance (included within the Strategic  
& Annual Plan 2024)

Students' Progress and Achievement

Te Tiriti o Waitangi

Statement of Compliance with Employment Policy

Kiwisport



# Lytton Street School

## Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Lance Alexander Birch

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

03 June 2025

Date:

BEN WARD-SMITH

Full Name of Principal

[Signature]

Signature of Principal

03 June 2025

Date:

# Lytton Street School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	6,488,983	5,520,577	6,309,801
Locally Raised Funds	3	123,449	179,000	174,879
Interest		72,574	45,000	44,308
Gain on Sale of Property, Plant and Equipment		0	0	2,609
<b>Total Revenue</b>		<b>6,685,006</b>	<b>5,744,577</b>	<b>6,531,597</b>
<b>Expense</b>				
Locally Raised Funds	3	117,669	85,500	138,920
Learning Resources	4	4,653,936	4,036,300	4,496,181
Administration	5	907,649	839,600	854,930
Interest		4,325	6,500	5,998
Property	6	988,754	765,368	802,754
Other Expenses	7	2,609	0	0
Loss on Disposal of Property, Plant and Equipment		2,436	0	0
<b>Total Expense</b>		<b>6,677,378</b>	<b>5,733,268</b>	<b>6,298,783</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>7,628</b>	<b>11,309</b>	<b>232,814</b>
Other Comprehensive Revenue and Expense		0	0	0
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>7,628</b>	<b>11,309</b>	<b>232,814</b>

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		1,588,176	1,588,176	1,326,118
Total comprehensive revenue and expense for the year		7,628	11,309	232,814
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		0	0	29,244
Contribution - Te Mana Tuhono		46,466	0	0
<b>Equity at 31 December</b>		1,642,270	1,599,485	1,588,176
Accumulated comprehensive revenue and expense		1,642,270	1,599,485	1,588,176
Reserves		0	0	0
<b>Equity at 31 December</b>		1,642,270	1,599,485	1,588,176

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	169,977	154,393	72,512
Accounts Receivable	9	379,340	290,000	289,917
GST Receivable		33,992	20,000	19,288
Prepayments		26,932	20,000	47,507
Inventories	10	2,352	2,500	2,297
Investments	11	1,286,864	935,000	934,724
Funds Receivable for Capital Works Projects	17	4,133	0	17,020
		1,903,590	1,421,893	1,383,265
<b>Current Liabilities</b>				
Accounts Payable	13	545,079	420,000	459,775
Revenue Received in Advance	14	813	0	0
Provision for Cyclical Maintenance	15	49,585	62,000	62,000
Finance Lease Liability	16	46,582	42,664	56,930
Funds held for Capital Works Projects	17	505,686	0	63,640
Funds for Resource Teachers Literacy Services	18	11,033	9,629	9,629
		1,158,778	534,293	651,974
<b>Working Capital Surplus/(Deficit)</b>		744,812	887,600	731,291
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	1,019,926	829,713	947,713
		1,019,926	829,713	947,713
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	85,487	93,485	66,667
Finance Lease Liability	16	36,981	24,343	24,161
		122,468	117,828	90,828
<b>Net Assets</b>		1,642,270	1,599,485	1,588,176
<b>Equity</b>		1,642,270	1,599,485	1,588,176

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 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,856,212	1,585,977	1,836,528
Locally Raised Funds		124,773	260,109	181,243
Goods and Services Tax (net)		(14,704)	(712)	(12,041)
Payments to Employees		(904,476)	(765,000)	(832,728)
Payments to Suppliers		(884,155)	(873,759)	(779,281)
Interest Paid		(4,325)	(6,500)	(5,998)
Interest Received		65,941	45,000	35,015
Net cash from/(to) Operating Activities		239,266	245,115	422,738
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(208,541)	(97,000)	(242,845)
Purchase of Investments		(352,140)	(276)	(327,264)
Net cash from/(to) Investing Activities		(560,681)	(97,276)	(570,109)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		0	0	29,244
Finance Lease Payments		(66,198)	(65,958)	(53,377)
Funds Administered on Behalf of Other Parties		485,078	0	174,107
Net cash from/(to) Financing Activities		418,880	(65,958)	149,974
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>97,465</b>	<b>81,881</b>	<b>2,603</b>
Cash and cash equivalents at the beginning of the year	8	72,512	72,512	69,909
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>169,977</b>	<b>154,393</b>	<b>72,512</b>

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

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

# **Lytton Street School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2024**

#### **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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

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

###### **Useful lives of property, plant and equipment**

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

###### **Critical Judgements in applying accounting policies**

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

###### **Classification of leases**

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

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





### *Recognition of grants*

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

## **c) Revenue Recognition**

### **Government Grants**

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

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

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

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

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

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

### **Other Grants where conditions exist**

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

## **d) Operating Lease Payments**

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

## **e) Finance Lease Payments**

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

## **f) Cash and Cash Equivalents**

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

## **g) Accounts Receivable**

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

## **h) Inventories**

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

## **i) Investments**

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

## **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	5–50 years
Furniture and Equipment	4–20 years
Information and Communication Technology	3–5 years
Motor Vehicles	8 years
Attendance	Of the \$169,977 Cash and (
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	Of the \$169,977 Cash and (

## **k) Impairment of property, plant, and equipment**

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

### **Non cash generating assets**

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

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

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

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

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

## **l) Accounts Payable**

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

**m) Employee Entitlements***Short-term employee entitlements*

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

*Long-term employee entitlements*

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

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

**n) Revenue Received in Advance**

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

**o) Funds held for Capital works**

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

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

**p) Shared Funds**

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

**q) Provision for Cyclical Maintenance**

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

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

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

**r) Financial Instruments**

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

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

**s) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**t) Budget Figures**

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

**u) Services received in-kind**

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

## 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,792,437	1,610,577	1,873,027
Teachers' Salaries Grants	3,529,803	3,000,000	3,377,659
Use of Land and Buildings Grants	510,953	380,000	464,869
Ka Ora, Ka Ako - Healthy School Lunches Programme	588,609	500,000	564,926
Other Government Grants	67,181	30,000	29,320
	<u>6,488,983</u>	<u>5,520,577</u>	<u>6,309,801</u>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	923	5,000	12,421
Fees for Extra Curricular Activities	24,898	45,000	47,945
Trading	12,238	13,000	12,790
Fundraising and Community Grants	55,293	38,000	51,204
Other Revenue	30,097	78,000	50,519
	<u>123,449</u>	<u>179,000</u>	<u>174,879</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	84,648	56,500	102,226
Trading	21,662	13,500	19,084
Fundraising and Community Grant Costs	11,359	15,500	17,610
	<u>117,669</u>	<u>85,500</u>	<u>138,920</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>5,780</u>	<u>93,500</u>	<u>35,959</u>

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	135,315	127,300	115,434
Information and Communication Technology	13,035	18,000	16,427
Employee Benefits - Salaries	4,128,107	3,555,000	4,044,267
Staff Development	117,907	119,000	102,179
Depreciation	254,330	215,000	217,801
Other Learning Resources	5,242	2,000	73
	<u>4,653,936</u>	<u>4,036,300</u>	<u>4,496,181</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	11,382	6,000	6,022
Board Fees and Expenses	9,316	9,000	7,515
Operating Leases	9,305	25,000	12,558
Other Administration Expenses	96,960	114,600	107,499
Employee Benefits - Salaries	172,530	170,000	139,589
Insurance	13,729	10,000	10,947
Service Providers, Contractors and Consultancy	5,818	5,000	5,874
Ka Ora, Ka Ako - Healthy School Lunches Programme	588,609	500,000	564,926
	<u>907,649</u>	<u>839,600</u>	<u>854,930</u>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	31,678	26,818	(32,385)
Heat, Light and Water	37,252	33,000	32,868
Repairs and Maintenance	174,917	97,500	141,383
Use of Land and Buildings	510,953	380,000	464,869
Employee Benefits - Salaries	98,118	100,000	95,511
Other Property Expenses	135,836	128,050	100,508
	<u>988,754</u>	<u>765,368</u>	<u>802,754</u>

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

## 7. Other Expenses

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Loss on Uncollectable Accounts Receivable	2,609	0	0
	<u>2,609</u>	<u>0</u>	<u>0</u>

## 8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	169,977	154,393	72,512
Cash and cash equivalents for Statement of Cash Flows	<u>169,977</u>	<u>154,393</u>	<u>72,512</u>

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

Of the \$169,977 Cash and Cash Equivalents and investments totalling \$1,286,864, \$505,686 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 and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$169,977 Cash and Cash Equivalents, \$813 of Revenue Received in Advance is held by the School, as disclosed in note 14.

Of the \$169,977 Cash and Cash Equivalents, \$11,033 is held by the Group on behalf of the RTLit Service. See note 18 for details of how the funding received for the service has been spent in the year.

## 9. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	3,023	10,000	13,094
Receivables from the Ministry of Education	5,025	0	0
Interest Receivable	21,228	15,000	14,595
Teacher Salaries Grant Receivable	350,064	265,000	262,228
	<u>379,340</u>	<u>290,000</u>	<u>289,917</u>
Receivables from Exchange Transactions	24,251	25,000	27,689
Receivables from Non-Exchange Transactions	355,089	265,000	262,228
	<u>379,340</u>	<u>290,000</u>	<u>289,917</u>

## 10. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
School Uniforms	2,352	2,500	2,297
	<u>2,352</u>	<u>2,500</u>	<u>2,297</u>

## 11. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,286,864	935,000	934,724
Total Investments	<u>1,286,864</u>	<u>935,000</u>	<u>934,724</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	349,848	0	(2,436)	0	(22,985)	324,427
Furniture and Equipment	422,453	114,176	0	0	(95,226)	441,403
Information and Communication	73,198	107,484	0	0	(49,726)	130,956
Motor Vehicles	24,656	28,771	0	0	(11,957)	41,469
Leased Assets	75,756	78,549	0	0	(74,155)	80,150
Library Resources	1,802	0	0	0	(281)	1,521
	947,713	328,980	(2,436)	0	(254,330)	1,019,926

The net carrying value of equipment held under a finance lease is \$80,150 (2023: \$75,756)

### Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	694,762	(370,335)	324,427	702,070	(352,222)	349,848
Furniture and Equipment	946,109	(504,706)	441,403	869,006	(446,553)	422,453
Information and Communication	356,272	(225,316)	130,956	571,906	(498,708)	73,198
Motor Vehicles	102,868	(61,399)	41,469	74,098	(49,442)	24,656
Leased Assets	279,093	(198,943)	80,150	215,616	(139,860)	75,756
Library Resources	31,985	(30,464)	1,521	31,985	(30,183)	1,802
	2,411,089	(1,391,163)	1,019,926	2,464,681	(1,516,968)	947,713

## 13. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	122,165	100,000	115,475
Accruals	25,561	5,000	8,413
Employee Entitlements - Salaries	355,459	275,000	300,120
Employee Entitlements - Leave Accrual	41,894	40,000	35,767
	545,079	420,000	459,775
Payables for Exchange Transactions	545,079	420,000	459,775
	545,079	420,000	459,775

The carrying value of payables approximates their fair value.

#### 14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Other revenue in Advance	813	0	0
	<u>813</u>	<u>0</u>	<u>0</u>

#### 15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	128,667	128,667	180,458
Increase to the Provision During the Year	21,484	26,818	23,818
Use of the Provision During the Year	(21,000)	0	(19,406)
Other Adjustments	5,921	0	(56,203)
Provision at the End of the Year	<u>135,072</u>	<u>155,485</u>	<u>128,667</u>
Cyclical Maintenance - Current	49,585	62,000	62,000
Cyclical Maintenance - Non current	85,487	93,485	66,667
	<u>135,072</u>	<u>155,485</u>	<u>128,667</u>

The School's 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.

#### 16. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	49,324	44,122	60,527
Later than One Year and no Later than Five Years	38,890	24,584	23,346
Later than Five Years	0	0	0
Future Finance Charges	(4,651)	(1,699)	(2,782)
	<u>83,563</u>	<u>67,007</u>	<u>81,091</u>
<b>Represented by</b>			
Finance lease liability - Current	46,582	42,664	56,930
Finance lease liability - Non current	36,981	24,343	24,161
	<u>83,563</u>	<u>67,007</u>	<u>81,091</u>



## 17. Funds Held for Capital Works Projects

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

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

### Represented by:

Funds Held on Behalf of the Ministry of Education	505,686
Funds Receivable from the Ministry of Education	(4,133)

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

### Represented by:

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

## 18. Funds for RTLit Services

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	9,629	9,629	7,614
Funds Received from MoE	11,226	10,000	10,847
Total funds received	11,226	10,000	10,847
Funds Spent on Behalf of the Cluster	9,822	10,000	8,832
<b>Funds remaining</b>	1,404	0	2,015
Funds Held at Year End	11,033	9,629	9,629

## 19. Related Party Transactions

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

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

## 20. Remuneration

### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,850	5,225
<i>Leadership Team</i>		
Remuneration	828,437	828,570
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	833,287	833,795

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

### Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	190 - 200
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	2024 FTE Number	2023 FTE Number
100 - 110	6	2
110 - 120	2	2
120 - 130	2	3
130 - 140	2	1
	12	8

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

## 21. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	0	0
Number of People	0	0

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

### Holidays Act Compliance – Schools Payroll

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

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

### Pay Equity and Collective Agreement Funding Wash-up

In 2024 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. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 23. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$783,394 (2023: \$908,815) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Block 2 ILE Upgrade - Proj No 241961	675,402
Block 7 LSC Office - Project number 218539	40,316
LSM - Fences & Gates - Project number 244578	36,776
Purchase of 296 Chromebooks	30,900
<b>Total</b>	<b>783,394</b>

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

### (b) Operating Commitments

As at 31 December 2024 the Board has entered into no operating contracts (2023; nil).

## 24. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	169,977	154,393	72,512
Receivables	379,340	290,000	289,917
Investments - Term Deposits	1,286,864	935,000	934,724
	<u>1,836,181</u>	<u>1,379,393</u>	<u>1,297,153</u>

Total Financial assets measured at amortised cost

### Financial liabilities measured at amortised cost

	545,079	420,000	459,775
Borrowings - Loans	83,563	67,007	81,091
Painting Contract Liability			
	<u>628,642</u>	<u>487,007</u>	<u>540,866</u>

Total Financial Liabilities Measured at Amortised Cost

## 25. Events After Balance Date

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

## 26. Comparatives

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF LYTTON STREET SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Lytton Street School (the School). The Auditor-General has appointed me, Talia Anderson-Town 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 2024, 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 2024; 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 03 June 2025. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

### **Responsibilities of the Board for the financial statements**

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1, 23 to 60, but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

Other than the audit, we have no relationship with, or interests in, the School.





**Talia Anderson-Town**  
**Silks Audit Chartered Accountants Limited**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**



# LYTTON STREET SCHOOL

## STRATEGIC & ANNUAL PLANS

2024-2026



### Our Vision Statement

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

### 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 & Community

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

Regular consultation ensures that the voice of our staff, tamariki and community are sought and embedded in the creation of the school direction and our teaching and learning programmes.

Whānau, Māori whānau, and Health & Physical Education consultations are examples of the areas with which voice is sought. In addition, there is regular dialogue with our local iwi, Ngāti Kauwhata, as the development of our school local curriculum takes place.

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

Our 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.

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

### Māramatanga

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

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



### Te Rerenga Kōtare (Lytton Street School Kapa Haka)

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

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

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

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

## Inclusion

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



## Te Kāhui Ako o Kawakawa

Lytton Street School is a member of the Te Kāhui Ako o Kawakawa. Te Kāhui aims to empower and coalesce the collective strengths of our community to further enhance the achievement and engagement for all our ākonga. The Kāhui has built strong relationships and connections between all kura of Kawakawa and the community. These relationships recognise the strengths in others, and build the capacity of all our individuals, organisations and members of the wider community. Whakatōpūtanga is the glue that fuses our relationships and strengths in collective actions that achieve success for all our people. Exploration of the concepts of Self-Efficacy, Teacher Efficacy and Collective Efficacy will bring about positive and effective change.

## National Education & Learning Priorities (NELPs)

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

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



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

## Our Environments

Our kura is committed to creating education environments that are learner-centred and focused on ensuring 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
- 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
<p>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.</p>	<p>Lytton Street School Board of Trustees will:</p> <ul style="list-style-type: none"> <li>• Act as a good employer to teaching and non-teaching staff</li> <li>• Prepare a budget to monitor and control school expenditure</li> <li>• Allocate funds to enhance student achievement</li> <li>• Implement the 5/10 year property plan to ensure that the school's facilities provide a safe and healthy learning environment</li> <li>• Ensure that the school meets all Health &amp; Safety regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Lodge our Charter and Annual Report to the Ministry of Education in accordance with national guidelines.</li> <li>• Consult with our community, including our Māori community, as part of its three-year review cycle.</li> <li>• 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.</li> </ul>

## Strategic Goals - Overview

### Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

*To foster responsive, engaging and reciprocal relationships that promote high expectations and enhance ākonga identity, achievement, engagement and wellbeing*

#### Pou Herenga Tangata | People

Pou Herenga Tangata is designed to foster meaningful and reciprocal relationships that empower students' self-identity, achievement, engagement, and well-being through a deep understanding of our shared heritage and connections over time. This includes embracing whakapapa, strengthening community engagement, and nurturing personal development.

*He aha te mea nui i te ao?*

*He tangata, he tangata, he tangata.*

*What is the most important thing in the world?*

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

#### Primary Strategies for Achieving Goal 1:

- Create and utilise robust strategic planning in line with new regulations
- Provide effective support and extension learning and cultural programmes
- Foster kōtahitanga and whakawhanaungatanga with Ngāti Kauwhata
- Develop our Māori ākonga leaders
- Engage our ākonga in regular and formative consultation
- Utilise a multiple-agency approach to support the learning of our ākonga
- Use digital tools to gather holistic information on the hauora of our ākonga and identify where improvements can be made

### Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Arotahi ā Mua | The Future

*To provide a creative, robust and relevant localised curriculum, reflective of our people, our place and our space; founded on Te Mātaiaho*

#### Whenua | Tūrangawaewae | Place

Pou Herenga Whenua is designed to create a locally relevant curriculum that nurtures future focused learners, connecting them deeply to their environment, passions, cultural identity and the world around them. This involves fostering a strong sense of belonging and purpose, in order to develop student passions, digital fluency, and learning experiences that empower students to find their unique place of standing within the community and beyond.

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

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

#### Primary Strategies for Achieving Goal 2:

- Utilising the main themes of Te Mātaiaho to steer the process of local curriculum development and the establishment and implementation of 'Maramatanga' as our guiding philosophy
- 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 kaimahi and our ākonga
- Conduct thorough and regular self review to ensure that the structures that have been put in place are sound and that all programmes are running smoothly and efficiently

## Strategic Goal 3: Te Taiao | Environment

Ako | Ngā Āhuatanga Ako

Reciprocal Learning | Ways of Teaching & Leadership

*To provide innovative, collaborative and equitable learning opportunities and environments augmented by culturally responsive systems of pedagogy and leadership to develop future orientated global citizens*

### Te Taiao | Environment

Pou Herenga Taiao involves creating innovative and equitable learning environments which promote student achievement through culturally responsive pedagogy and leadership. By drawing on holistic well-being principles and interconnectedness, this goal aims to empower our learners to transcend cultural boundaries, and extend themselves beyond individual culture and context, to succeed as global citizens and leaders.

*Toitū te Marae o Tane, Toitū te Marae o Tangaroa, Toitū te Iwi.*

*Protect and strengthen the realms of the Land and Sea, and they will protect and strengthen the People.*


### Primary Strategies for Achieving Goal 3:

- Use online tools to gather, collate and report progress and achievement analysis
- Complete structured professional learning and development to support literacy and numeracy programmes
- Embed coaching, professional learning and development
- Offer innovative professional learning and networking opportunities to promote leadership growth and development
- Leadership structures are responsive to current school educational demands and priorities
- Commence planning for all property modifications as specified through the 10 Year Property Plan and special funding releases
- Use property modifications to accommodate individual needs, and to further market and promote the school in the community

## Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

*To foster responsive, engaging and reciprocal relationships that promote high expectations and enhance ākonga identity, achievement, engagement and wellbeing*


Links	Proposed Strategies for Achieving Goal 1 - 2024
<p>National Education &amp; Learning Priority</p>  <p>Finance, Personnel</p> <p>Kāhui Ako: Wellbeing, Relationships</p>	<p><b>Ākonga (Student)</b></p> <ul style="list-style-type: none"> <li>Operate a school dance programme</li> <li>Develop our Māori ākonga leaders</li> <li>Foster an understanding of sustainability, food and nutrition</li> <li>Complete surveys to gather information regarding ākonga well-being</li> </ul> <p><b>Kaimahi (Staff)</b></p> <ul style="list-style-type: none"> <li>Kaimahi hold current knowledge of Health &amp; Safety practices and regulations</li> <li>Review Health &amp; Safety policy and procedures</li> <li>Refine the school coaching model to enhance the integrity and success of the process</li> <li>Review Skodel as a tool for gauging kaimahi and ākonga well-being</li> <li>Operate a robust whānau reporting process</li> <li>Kaimahi contribute to the wider aspects of school life</li> </ul> <p><b>Te Hāpori (The Community)</b></p> <ul style="list-style-type: none"> <li>Maintain strong reciprocal relationships with iwi &amp; local businesses</li> <li>Consult regularly with all members of our school community</li> </ul>
	Proposed Strategies for Achieving Goal 1 - 2025
	<p><b>Ākonga</b></p> <ul style="list-style-type: none"> <li>Surveys (Inclusive Practices and Wellbeing at School - all stakeholders)</li> </ul> <p><b>Kaimahi</b></p> <ul style="list-style-type: none"> <li>Maintain strong reciprocal relationships with iwi &amp; local businesses</li> <li>Look to extend the school coaching philosophy to include tamariki</li> <li>Review school team structure and investigate POD organisation</li> </ul> <p><b>Te Hāpori</b></p> <ul style="list-style-type: none"> <li>Operate workshops for whānau around food and nutrition</li> </ul>
	Proposed Strategies for Achieving Goal 1 - 2026
	<p><b>Ākonga</b></p> <ul style="list-style-type: none"> <li>Surveys (Inclusive Practices and Wellbeing at School - all stakeholders)</li> </ul> <p><b>Kaimahi</b></p> <ul style="list-style-type: none"> <li>Complete First Aid training</li> <li>Health &amp; Physical Education consultation</li> </ul> <p><b>Te Hāpori</b></p> <ul style="list-style-type: none"> <li>Operate workshops for whānau around neurodiversity</li> </ul>



## Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Arotahi ā Mua | The Future

*To provide a creative, robust and relevant localised curriculum, reflective of our people, our place and our space; founded on Te Mātaiaho*

Links	Annual Strategies for Achieving Goal 2 - 2024
<p>National Education &amp; Learning Priority</p>  <p>Finance</p> <p>Kāhui Ako: Pedagogy</p>	<p><b>Ākonga</b></p> <ul style="list-style-type: none"> <li>Consult with ākonga to define Māramatanga</li> <li>Consult with ākonga over the development of our local curriculum</li> </ul> <p><b>Kaimahi</b></p> <ul style="list-style-type: none"> <li>Continue to develop the Lytton Street School local curriculum</li> <li>Trial and implement Government initiatives for education</li> <li>Review and implement Te Mātaiaho</li> <li>Amend our Charter in line with new regulations</li> <li>Trial the LSS Learning Pathway based on the Kōtare concept</li> </ul> <p><b>Te Hāpori</b></p> <ul style="list-style-type: none"> <li>Review the effectiveness of the Kāhui Ako</li> <li>Continue to collaborate with iwi to create a responsive local curriculum</li> </ul>
	<p><b>Proposed Strategies for Achieving Goal 2 - 2025</b></p>
	<p><b>Ākonga</b></p> <ul style="list-style-type: none"> <li>Investigate ways for ākonga to collaborate with local schools to share curriculum knowledge and understanding</li> </ul> <p><b>Kaimahi</b></p> <ul style="list-style-type: none"> <li>Trial the LSS Local Curriculum based on the Te Mātaiaho</li> <li>Embed the Literacy   Numeracy Common Practice Model</li> <li>Check our school self review procedures</li> <li>Implement the LSS Learning Pathway based on the Kōtare concept</li> </ul> <p><b>Te Hāpori</b></p> <ul style="list-style-type: none"> <li>Implement any changes to the current Kāhui Ako model as prescribed by the MOE</li> </ul>
	<p><b>Proposed Strategies for Achieving Goal 2 - 2026</b></p> <p><b>Ākonga</b></p> <ul style="list-style-type: none"> <li>Hold a local community event to showcase local curriculum understanding</li> </ul> <p><b>Kaimahi</b></p> <ul style="list-style-type: none"> <li>Review the Lytton Street School local curriculum</li> <li>Review the implementation of the Aotearoa   New Zealand Histories Curriculum</li> <li>Review the LSS Learning Pathway based on the Kōtare concept</li> </ul> <p><b>Te Hāpori</b></p> <ul style="list-style-type: none"> <li>Review the structure and goals within our modified Charter</li> <li>Review the effectiveness of the Kāhui Ako revised achievement challenges</li> </ul>





## 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 augmented by culturally responsive systems of pedagogy and leadership to develop future orientated global citizens*

Links	Proposed Strategies for Achieving Goal 1 - 2024
<p>National Education &amp; Learning Priority</p>  	<p><b>Ākonga</b></p> <ul style="list-style-type: none"> <li>• Ākonga engagement with HERO, coaching frameworks and other tools to foster progress and achievement</li> <li>• Ākonga are encouraged to foster their leadership knowledge and awareness</li> </ul> <p><b>Kaimahi</b></p> <ul style="list-style-type: none"> <li>• Employ specialist teachers</li> <li>• Further enhance and develop the data analysis capability of Kaiako</li> <li>• Explore ways and structures for assessment moderation</li> <li>• Begin modernisation of core teaching spaces</li> <li>• Create innovative outdoor learning areas</li> <li>• Create innovative indoor learning areas</li> <li>• Operate a programme of extensive and relevant professional development experiences</li> <li>• Invest in technology hardware to enhance teaching and learning</li> </ul> <p><b>Te Hāpori</b></p> <ul style="list-style-type: none"> <li>• Whānau engagement with HERO as a progress and achievement tool</li> <li>• Whānau actively involved in the life of the school</li> </ul>
<p>Property</p> <p>Kāhui Ako: Pedagogy</p>	<p><b>Proposed Strategies for Achieving Goal 2 - 2025</b></p> <p><b>Ākonga</b></p> <ul style="list-style-type: none"> <li>• Explore the installation of fitness stations around the existing bike track</li> <li>• Implement a coaching framework for ākonga</li> </ul> <p><b>Kaimahi</b></p> <ul style="list-style-type: none"> <li>• Review the use of all online subscription applications</li> <li>• Build a space that provides opportunity for all our ākonga to explore passion-based learning</li> <li>• Complete the upgrade Block 1 (Rooms 5-6)</li> <li>• Investigate the option of a school turf</li> <li>• Investigate the option of a school gymnasium</li> <li>• Create a specific play area for Te Tipu ākonga</li> <li>• Continue safety glass installation</li> <li>• Upgrade Block 3 front decks</li> <li>• Complete additional non-slip deck painting - as required</li> <li>• Some teachers, Team Leaders &amp; Assistant Principals to attend ULearn</li> <li>• Senior Leaders to attend ISTE Conference</li> <li>• Passion PLD for all kaimahi</li> </ul> <p><b>Te Hāpori</b></p> <ul style="list-style-type: none"> <li>• HERO replaces Seesaw as a parent information portal</li> <li>• Explore the purchase of a second school van</li> </ul>
	<p><b>Proposed Strategies for Achieving Goal 1 - 2026</b></p> <p><b>Ākonga</b></p> <ul style="list-style-type: none"> <li>• Explore the creation of a space for utilising digital technologies</li> </ul> <p><b>Kaimahi</b></p> <ul style="list-style-type: none"> <li>• Install a school turf</li> <li>• Install a junior-focused playground</li> <li>• Team Leaders &amp; Assistant Principals to attend ULearn</li> </ul> <p><b>Te Hāpori</b></p> <ul style="list-style-type: none"> <li>• Build partnerships with local community organisations</li> <li>• Develop and promote volunteer programmes that allow community members to contribute their skills and time to support school initiatives</li> </ul>

## Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

*To foster responsive, engaging and reciprocal relationships that promote high expectations and enhance ākonga identity, achievement, engagement and wellbeing*

	<b>National Links</b> National Education & Learning Priority (NELPS)	<b>Local Links</b> Areas of School Focus: Finance, Personnel, Property  Kāhui Ako: Wellbeing, Relationships
Strategies for Achieving Goal 1 -2024	Who?	Outcomes
<b>Term 1 Actions</b>		
Operate a programme of dance for all ākonga that includes regular sessions, extension groups and entry into the Dance NZ Made competition	AV	In Progress ▾
Develop our Māori ākonga leaders to learn and deliver whaikorero, pao and lead Kapa Haka	RN	In Progress ▾
Implement the Plant to Plate initiative, install garden beds and begin a gardening group	NC/AH	In Progress ▾
Organise and complete Restraint Training	JC	Achieved ▾
Compare and align School Doc policies to our current procedures	RD	In Progress ▾
Regularly review all school policy and procedure documents	RD/BOT	Achieved ▾
Continue to operate our school leadership and professional learning coaching initiative. Implement the following modifications: <ul style="list-style-type: none"> <li>• Reduce the number of school wide coaches</li> <li>• Simplify the coaching framework</li> <li>• Include professional goals in all coaching documentation</li> </ul>	BWS/JH	Achieved ▾
Continue to operate Skodel to gauge the well-being of our ākonga. The following procedures will be utilised to capture and report the information: <ul style="list-style-type: none"> <li>• Ākonga to complete daily check ins</li> <li>• Kaimahi to complete termly check ins</li> <li>• Skodel information to be collated and reported to kaimahi and the Board of Trustees</li> </ul>	SL	Achieved ▾
All our kaimahi play an active role in the greater life of the school by: <ul style="list-style-type: none"> <li>• Attending school events that occur outside of school hours</li> <li>• Coaching sports teams</li> <li>• Volunteering in the wider community</li> </ul>	Kaimahi	Achieved ▾
Utilise the Kāhui Ako to further strengthen iwi relationships	BWS/RN	Achieved ▾
Regular communication and collaboration with Te Kura ā Iwi o Ngāti Kauwhata to strengthen local relationships	BWS	Achieved ▾

Regularly consult with iwi regarding school initiatives and directions	BWS/RN	Achieved ▾
Run Te Raukura, our student leadership programme	AS	Achieved ▾
<b>Term 2 Actions</b>		
Source community sponsorship for local and regionally held events and awards such as Tamariki Toa and the Christmas Drop. In return, promote local businesses in our school newsletter	BWS	In Progress ▾
Run Te Raukura, our student leadership programme	AS	Achieved ▾
Run a school Jump Jam programme with an additional competition performance group	AV/SF	Achieved ▾
Organise and complete First Aid training	RD	Achieved ▾
Communicate, accurately, ākonga pathways and next learning steps. Engage ākonga in the construction of learning goals	Kaimahi	Achieved ▾
<b>Term 3 Actions</b>		
Run Te Raukura, our student leadership programme	AS	Achieved ▾
<b>Term 4 Actions</b>		
Compare and align School Doc policies to our current procedures	RD/BOT	In Progress ▾
Regularly review all school policy and procedure documents	RD/BOT	In Progress ▾
Source community sponsorship for local and regionally held events and awards such as Tamariki Toa and the Christmas Drop. In return, promote local businesses in our school newsletter	BWS	Achieved ▾
Complete surveys - Inclusive Practices and Wellbeing at School - for all stakeholders	RD	Achieved ▾
Complete a range of consultations to gather school and community voice: <ul style="list-style-type: none"> <li>• Health &amp; Physical Education</li> <li>• Māori whānau</li> <li>• Whole school community</li> </ul>	BWS/RN/RD	Achieved ▾

## Goal 1: Pou Herenga Tangata | People - Summary

In Term 1 our focus was on enriching student engagement through creative, cultural, and leadership initiatives. Our dance programme was launched for all ākonga (students), which included regular dance sessions, extension groups for those with a particular interest in dance, and participation in the Dance NZ Made competition. This not only fostered creativity but also built teamwork and confidence among our students.

In addition to the dance programme, we continued to develop Māori ākonga leaders. These students were given the opportunity to learn and deliver whaikōrero (oratory), pao (chants), and lead Kapa Haka performances. These empowered them to take on leadership roles within the school.

Our professional learning and leadership coaching programme continued, with modifications to make it more effective. These adjustments included reducing the number of school-wide coaches, simplifying the coaching framework, and incorporating professional goals into all coaching documentation. This helped ensure that our teachers received focused support in their ongoing professional development.

First Aid training for all staff ensured that we are prepared to respond appropriately to any medical emergencies. This will help us provide a safe and supportive environment for all ākonga.

Surveys such as the Inclusive Practices and Wellbeing at School, gathered feedback from all stakeholders to assess how well we have supported our diverse community throughout the year. This feedback helped us refine our practices and ensured that we were meeting the needs of all our ākonga. Additionally, consultations with whānau Māori, the wider school community, and those involved in Health & Physical Education provided valuable feedback in determining the school's direction and future initiatives.


Our overarching goal focused on the well-being of our ākonga, the development of student leadership (through initiatives like Te Raukura), and the fostering of strong community engagement. Tools like Skodel monitored and supported ākonga well-being - giving our staff a unique and useful insight.

In 2025 our school will maintain its focus on building strong relationships with iwi and the wider community, creating a variety of opportunities for collaboration and engagement. Regular review of our policies, procedures, and school practices will ensure that we remain responsive to the needs of our ākonga, families, and staff.

## Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Arotahi ā Mua | The Future

To provide a creative, robust and relevant localised curriculum, reflective of our people, our place and our space; founded on Te Mātaiaho

	<b>National Links</b> National Education & Learning Priority (NELPS)	<b>Local Links</b> Areas of School Focus: Finance  Kāhui Ako: Kāhui Ako: Pedagogy
Strategies for Achieving Goal 2 -2024	Who?	Outcomes
<b>Term 1 Actions</b>		
Investigate the use of māramatanga through the following actions: <ul style="list-style-type: none"> <li>• Ākonga complete a range of tasks and activities to define māramatanga</li> <li>• Iwi representatives collaborate with ākonga to unpack the concept of māramatanga</li> <li>• Activities at our Marae noho focus on māramatanga and local curriculum development</li> </ul>	RN/BWS	Achieved ▾
Trial the LSS Learning Pathway based on the Kōtare concept	RD	Achieved ▾
Continue to develop the Lytton Street School local curriculum in consultation with our community and Ngāti Kauwhata	RD/BWS	In Progress ▾
Consult with kaimahi to define Māramatanga	BWS	Achieved ▾
Continue to develop our school values based around the iwi-supported concept of the Kōtare	BWS/DPs/APs	In Progress ▾
Design a school Kōtare character to engage ākonga	RD	Achieved ▾
Undertake further learning to develop understanding of Te Mātaiaho	Kaimahi	Not Achieved ▾
<b>Term 2 Actions</b>		
Investigate the use of māramatanga through the following actions: <ul style="list-style-type: none"> <li>• Ākonga complete a range of tasks and activities to define māramatanga</li> <li>• Iwi representatives collaborate with ākonga to unpack the concept of māramatanga</li> <li>• Activities at our Marae noho focus on māramatanga and local curriculum development</li> </ul>	RN/BWS	Achieved ▾
Trial the LSS Learning Pathway based on the Kōtare concept	Kaimahi	Achieved ▾
Continue to develop the Lytton Street School local curriculum in consultation with our community and Ngāti Kauwhata	RD/BWS	In Progress ▾
<b>Term 3 Actions</b>		
Investigate the use of māramatanga through the following actions: <ul style="list-style-type: none"> <li>• Ākonga complete a range of tasks and activities to define māramatanga</li> <li>• Iwi representatives collaborate with ākonga to unpack the concept of māramatanga</li> </ul>	RN/BWS	Achieved ▾

<ul style="list-style-type: none"> <li>Review and reflect on activities at our Marae noho</li> </ul>		
Continue to develop the Lytton Street School local curriculum in consultation with our community and Ngāti Kauwhata	RD/BWS	In Progress ▾
Undertake further learning to develop understanding of Te Mātaiaho	Kaimahi	Not Achieved ▾
<b>Term 4 Actions</b>		
Investigate the use of māramatanga through the following actions: <ul style="list-style-type: none"> <li>Ākonga complete a range of tasks and activities to define māramatanga</li> <li>Iwi representatives collaborate with ākonga to unpack the concept of māramatanga</li> <li>Review and reflect on activities at our Marae noho</li> </ul>	RN/BWS	In Progress ▾
Continue to develop the Lytton Street School local curriculum in consultation with our community and Ngāti Kauwhata	RD/BWS	In Progress ▾
Review the effectiveness of our Charter goals and ensure our Charter is responsive to revised Ministry of Education requirements	BWS/DPs	Achieved ▾
Review the effectiveness of the Kāhui Ako revised achievement challenges	BWS	Achieved ▾
Review the structure of Within School Leads and their focuses	BWS	In Progress ▾
<b>Goal 2: Pou Herenga Whenua   Turangawaewae   Place - Summary</b>		
<p>At the start of the year we set the stage for exploring the concept of māramatanga (understanding, enlightenment) through a variety of actions aimed at engaging both students and the wider community. Our ākonga (students) participated in tasks and activities designed to define and unpack māramatanga, supported by iwi representatives who guided us further in understanding this important concept. The Marae noho was a significant highlight, fostering cultural connection and supporting the development of our local curriculum in collaboration with Ngāti Kauwhata. These initiatives reinforced our school values, which were developed around the iwi-supported concept of the Kōtare (kingfisher), and we began the process of designing a school Kōtare character to engage students in a fun, meaningful way. In addition, we undertook a trial of the LSS Learning Pathway based on the Kōtare concept, which provided a new lens for student learning and growth. We also began exploring Te Mātaiaho (The Curriculum) to deepen our understanding and ensure that our educational framework aligns with contemporary needs. Te Mātaiaho was put on hold mid way through the year due to the switch in focus directed by the new Government.</p> <p>As the year concluded a review of the progress made was undertaken. Key actions this term included:</p> <ul style="list-style-type: none"> <li>Reviewing the effectiveness of our Charter goals, ensuring they are responsive to the Ministry of Education's revised requirements and reflecting on how our goals were aligning with both national expectations and the needs of our school community.</li> <li>Reviewing the effectiveness of the Kāhui Ako revised achievement challenges to assess the impact of our collaborative work with other schools and refine our strategies moving forward.</li> <li>Reviewing the structure of Within School Leads and their focus areas to ensure alignment with both school priorities and the needs of our students.</li> </ul> <p>As we reflect on the year, it is clear that we have made significant strides in fostering a deeper understanding of māramatanga, engaging meaningfully with our iwi partners, and strengthening our local curriculum. The trialing of the Kōtare-based LSS Learning Pathway has provided valuable insights into how we can continue to innovate in our teaching and learning approaches.</p>		

## Strategic Goal 3: Te Taiao | Environment

Ako | Ngā Āhutatanga Ako

Reciprocal Learning | Ways of Teaching & Leadership

*To provide innovative, collaborative and equitable learning opportunities and environments augmented by culturally responsive systems of pedagogy and leadership to develop future orientated global citizens*

<div><div><div>OBJECTIVE</div><div>2</div><div>BARRIER FREE ACCESS</div><div>Great education opportunities and outcomes are within reach for every learner</div></div><div><div>OBJECTIVE</div><div>3</div><div>QUALITY TEACHING AND LEADERSHIP</div><div>Quality teaching and leadership make the difference for learners and their whānau</div></div></div>		<b>National Links</b> National Education & Learning Priority (NELPS)	<b>National &amp; Local Links</b> National Education & Learning Priority (NELPS)  Areas of School Focus: Finance  Kāhui Ako: Kāhui Ako: Pedagogy
Strategies for Achieving Goal 3 -2024		Who?	Outcomes
Term 1 Actions			
Trial groups of ākonga utilise HERO as a method to record their learning		SL	Achieved ▾
Kaimahi to: <ul style="list-style-type: none"><li>Use HERO to track ākonga progress across the main curriculum areas</li><li>Use HERO to identify priority ākonga</li></ul>		SL/Kaimahi	Achieved ▾
Further enhance ākonga knowledge, understanding and use of Te Reo Māori through the implementation of our school progressions		RN/SP	In Progress ▾
Ākonga complete the William Pike Challenge		AS	In Progress ▾
Ākonga undertake school wide leadership duties - road patrol, buddy reading and lunchtime clubs		RD	In Progress ▾
Employ a range of specialist teachers to deepen knowledge and understanding of: <ul style="list-style-type: none"><li>Science</li><li>Te Reo Māori</li><li>Physical Education</li><li>Technology</li><li>Music</li></ul>		BWS	Achieved ▾
Enhance the use of technology to engage ākonga through the use of Kaibots and Blue-bots		RD/KL/AH	Achieved ▾
Analyse Progressive Achievement Test information, formatively		KL/Kaimahi	Achieved ▾
Kaimahi explore the concept of moderation through a range of professional learning and networking activities. Ensure: <ul style="list-style-type: none"><li>Moderation is used to ensure consistency across the school through the main learning areas</li><li>Moderation meetings are held regularly throughout the year both as a whole staff and in teams</li></ul>		Team Leaders	Achieved ▾
Begin the Block 2 upgrade		BWS	In Progress ▾
Complete a school repaint		BWS	In Progress ▾
Use innovative designs to promote sport and leisure on school blank spaces utilising a		RD	Achieved ▾

local artist		
Install shaded outdoor areas between classrooms (sails) 16-20 & 24-25	BWS	Achieved ▾
Complete maintenance on the school playgrounds	BWS	Achieved ▾
Extend the sensory area into a nurture space through the installation of equipment to create a soothing ambience	JH/JC	In Progress ▾
Develop a library space where classes can visit weekly	BWS	In Progress ▾
Refresh Walker Learning resources	JH	In Progress ▾
Continue to refine and develop our school Writing programme with support from the Writers' Toolbox	JH/KL	In Progress ▾
Undertake gifted and talented professional learning and development (external facilitator-led with Ministry of Education hours)	SP	In Progress ▾
Provide further Maths professional learning and development through Cognitive Education	SL	In Progress ▾
Arrange a whole kaimahi visit to the Treaty grounds in Waitangi and Russell to extend knowledge and understanding	BWS/JH	Achieved ▾
Principal to attend overseas school tour in Finland	BWS	Achieved ▾
Walker Learning trip to Brisbane or Adelaide focusing on play-based approaches	JH/Kaimahi	Achieved ▾
School leads to attend Te Akatea Māori Principals conference	BWS/RN	Achieved ▾
Carol Lynch to work with APs, Team Leaders and aspiring leaders to promote leadership development, understanding and knowledge	BWS/JH	Achieved ▾
Complete Reading Recovery inservice training	KWS	Achieved ▾
Purchase a range of technologies to support student learning: <ul style="list-style-type: none"> <li>Chromebooks for 1:1 ākonga ratio in Year 5/6</li> <li>iPads for 1:1 ākonga ratio in Year 3/4</li> <li>A set of 10 iPads for each junior space</li> <li>Interactive television displays for two rooms</li> <li>Ladybugs to support writing development</li> </ul>	RD/BWS	Achieved ▾
Engage whānau support with hāngi preparation and delivery	RN	Achieved ▾
Operate private music lessons for whānau	BWS/KL	Achieved ▾
Whānau encouraged to be a part of all aspects of school life - trips, Plant to Plate, camps and other school events	APs	Achieved ▾
Utilise DigiCoach to identify trends and focus points for teacher practices and classroom environments	All Leaders	Achieved ▾
<b>Term 2 Actions</b>		
Trial groups of ākonga utilise HERO as a method to record their learning	SL	Achieved ▾
Kaimahi to: <ul style="list-style-type: none"> <li>Use HERO to track ākonga progress across the main curriculum areas</li> <li>Use HERO to identify priority ākonga</li> </ul>	SL/Kaimahi	Achieved ▾
Further enhance ākonga knowledge, understanding and use of Te Reo Māori through	RN/SP	In Progress ▾



the implementation of our school progressions		
Ākonga complete the William Pike Challenge	AS	In Progress ▾
Ākonga undertake school wide leadership duties - road patrol, buddy reading and lunchtime clubs	RD	In Progress ▾
Enhance the use of technology to engage ākonga through the use of Kaibots, and Blue-bots	RD/KL/AH	Achieved ▾
Complete a school repaint	BWS	In Progress ▾
Continue to refine and develop our school Writing programme with support from the Writers' Toolbox	JH/KL	In Progress ▾
Undertake gifted and talented professional learning and development (external facilitator-led with Ministry of Education hours)	SP	Achieved ▾
Provide further Maths professional learning and development through Cognitive Education	SL	Achieved ▾
Carol Lynch to work with APs, Team Leaders and aspiring leaders to promote leadership development, understanding and knowledge	BWS/JH	Achieved ▾
Operate private music lessons for whānau	BWS/KL	Achieved ▾
Whānau encouraged to be a part of all aspects of school life - trips, plant to plate, camps and other school events	APs	Achieved ▾
Utilise DigiCoach to identify trends and focus points for teacher practices and classroom environments	All Leaders	Achieved ▾
Upgrade wireless access points (reliant on Ministry of Education contracts and timeframes)	BWS	Not Achieved ▾
<b>Term 3 Actions</b>		
Trial groups of ākonga utilise HERO as a method to record their learning	SL	Achieved ▾
Kaimahi to: <ul style="list-style-type: none"> <li>Use HERO to track ākonga progress across the main curriculum areas</li> <li>Use HERO to identify priority ākonga</li> </ul>	SL/Kaimahi	Achieved ▾
Further enhance ākonga knowledge, understanding and use of Te Reo Māori through the implementation of our school progressions	RN	Achieved ▾
Ākonga complete the William Pike Challenge	AD	In Progress ▾
Ākonga undertake school wide leadership duties - road patrol, buddy reading and lunchtime clubs	RD	Achieved ▾
Enhance the use of technology to engage ākonga through the use of Kaibots, and Blue-bots	RD/KL	Achieved ▾
Complete a school repaint	BWS	In Progress ▾
Install quiet spaces and seating benches	BWS	Not Achieved ▾
Continue to refine and develop our school Writing programme with support from the Writers' Toolbox	JH/KL	Achieved ▾
Undertake gifted and talented professional learning and development (external	SP	Achieved ▾

facilitator-led with Ministry of Education hours)		
Provide further Maths professional learning and development through Cognitive Education	SL	Achieved ▾
School leads to attend Te Akatea Māori Principals conference	BWS/RN	Achieved ▾
Carol Lynch to work with APs, Team Leaders and aspiring leaders to promote leadership development, understanding and knowledge	BWS/JH	Achieved ▾
Operate private music lessons for whānau	BWS/KL	Achieved ▾
Whānau encouraged to be a part of all aspects of school life - trips, plant to plate, camps and other school events	APs	Achieved ▾
Utilise DigiCoach to identify trends and focus points for teacher practices and classroom environments	All Leaders	Achieved ▾
Walker Learning trip to Brisbane or Adelaide focusing on play-based approaches	JH/Kaimahi	Achieved ▾
<b>Term 4 Actions</b>		
Further enhance ākonga knowledge, understanding and use of Te Reo Māori through the implementation of our school progressions	RN	Achieved ▾
Ākonga complete the William Pike Challenge	AD	Achieved ▾
Ākonga undertake school wide leadership duties - road patrol, buddy reading and lunchtime clubs	RD	Achieved ▾
Analyse Progressive Achievement Test information, formatively	KL/Kaimahi	Achieved ▾
Complete a school repaint	BWS	In Progress ▾
Install quiet spaces and seating benches	BWS	Not Achieved ▾
Utilise DigiCoach to identify trends and focus points for teacher practices and classroom environments	All Leaders	Achieved ▾
Upgrade wireless access points (reliant on Ministry of Education contracts and timeframes)	BWS	Not Achieved ▾
<b>Goal 3: Te Taiao   Environment - Summary</b>		
<p>This year, our focus has been on fostering student leadership, deepening knowledge across curriculum areas, engaging with innovative teaching tools, and building strong home-school partnerships.</p> <p>A key innovation this year was the trial of using HERO as a tool for tracking and recording ākonga learning progress. This initiative allowed us to not only monitor individual student achievement across the main curriculum areas but also identify priority ākonga who required additional support. It is hoped that in the future teachers will be able to utilise HERO to provide real-time feedback to students and engage families in their children's learning journeys, fostering a stronger home-school connection.</p> <p>Throughout the year, we have focused on enhancing the delivery of our curriculum, particularly in Te Reo Māori, Writing, and Mathematics. Our ongoing development of our Writing Programme with support from the Writers' Toolbox, has ensured a structured and consistent approach to improving writing skills has been evident across all year groups. In Mathematics, we continued to refine our teaching practices, incorporating insights from Cognitive Education professional learning. The focus on basic facts has seen an incredible spike in student achievement. Evidence of this has occurred in both the PATs and also the weekly testing.</p>		

Our students demonstrated impressive leadership through their roles in road patrol, buddy reading, and various lunchtime clubs, contributing positively to the school environment. One of the highlights was the William Pike Challenge, where ākonga participated in a year-long adventure that combined personal development with community service. This programme encouraged students to push their boundaries, develop resilience, and contribute meaningfully to their community.

To enhance the physical learning environment, we completed several key projects. The school underwent a partial repaint (to be completed in 2025) and we expanded our sensory room which provided a soothing and supportive environment for students who benefit from calm and structured spaces.

Our focus on moderation ensured consistency in assessment practices across the school. We held regular moderation meetings to align teaching and assessment, ensuring that all students were held to the same standards. Professional learning networks provided opportunities for staff to collaborate and share best practices, strengthening our collective expertise. Staff were also supported in their professional growth through a variety of PLD initiatives, including leadership development with Carol Lynch, gifted and talented training, and Maths PLD through Cognitive Education.

We expanded the use of technology in classrooms to engage ākonga in interactive learning experiences. The introduction of Kaibots and Blue-bots helped students develop foundational skills in coding and problem-solving, while devices like Chromebooks and iPads supported the 1:1 digital learning model for students in Years 3-6.


A key feature of this year was the ongoing involvement of whānau (families) in school life. Whānau supported the preparation and delivery of our hāngi, participated in trips, and contributed to Plant to Plate and other community-building activities. We also continued to offer private music lessons for whānau, fostering a stronger connection between school and home.

The foundation we've built this year will allow us to continue growing, learning, and improving as a school community. We look forward to an even more dynamic year ahead as we continue our journey of student-centered learning, community collaboration, and educational excellence in 2025.

# Annual Improvement Plan (2024)

## Annual Goal 1: Enhancing Writing Content Knowledge and Application

Through structured professional development utilising Writer's Toolbox kaimahi will increase their knowledge, skills and understanding of the teaching of Writing.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
<p><b>Strategic Goal 2: Tūrangawaewae   Place</b> 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><b>Strategic Goal 3: Te Taiao   Environment</b> Akō   Ngā Āhuatanga Ako Reciprocal Learning   Ways of Teaching &amp; Leadership</p> <p><i>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</i></p>	 <p><b>OBJECTIVE 2</b> <b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner</p> <p><b>OBJECTIVE 3</b> <b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau</p> <p><b>OBJECTIVE 4</b> <b>FUTURE OF LEARNING AND WORK</b> 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

Writer's Toolbox is an educational writing programme designed to support students to master writing. It provides real-time, individualised feedback for every topic, every student, during critical moments in the writing process. Utilising this resource will build student confidence, and empower teachers to create worthwhile and effective teaching plans. In addition to the online tool, regular staff meetings will expand on ever-growing teaching capability and provide time and space for reflection and creation of writing programmes. A sustained focus on moderation and assessment will add strength to this initiative.

### Aspiration

Our aspiration is to accelerate achievement in the area of writing through analysis of data, targeted teaching, robust professional learning and development and the utilisation of the Writer's Toolbox online tool and train resource.

### Data

The following data was collected at the end of Term 4, 2023. The data records the percentage of students that are achieving At and Above New Zealand Curriculum expectations in Writing.

- All Students (students throughout the school): 62% At/Above in Term 4, 2023
- All Boys (students throughout the school): 50% At/Above in Term 4, 2023

### Sub Target

- Māori Males (students throughout the school): 28% At/Above in Term 4, 2023

### Annual Targets

Following review of the student achievement data the following targets have been set:

### Annual Target

- 70% of All Students (students throughout the school) achieving At/Above in Term 4, 2024

Sub Target

- 60% of All Boys (students throughout the school) achieving At/Above in Term 4, 2024
- 35% of All Māori Males (students throughout the school) achieving At/Above in Term 4, 2024

Focus	Term 1 Actions	Responsibility	Outcomes
Home-school partnerships	Use Seesaw as a communication tool for ākonga to demonstrate their learning progress	Teachers	Achieved ▾
Targeted teaching programmes	Explicit teaching of sentence styles as per Writing Progressions	Teachers	Achieved ▾
	Writing Extension programmes running to accelerate progress	KL	Achieved ▾
	Structured Literacy - use whole class teaching and workshop approaches for explicit, systematic teaching of writing	Teachers	Achieved ▾
	Lunchtime workshops run by staff to further develop teachers' understanding of the writing aspects of Structured Literacy	PR	Achieved ▾
	All PCT or teachers new to Lytton Street School have a mentor teacher who guides them through our Literacy and Induction programme	Teachers/ Mentors	Achieved ▾
	Team leaders/expert teachers carry out regular observations, providing classroom teachers with feedback/feedforward to enhance teaching and learning programmes	TLs	Achieved ▾
	Expert teachers modelling Structured Literacy lessons in classrooms	Kaimahi/ TLs/APs/DP	Achieved ▾
	Utilise play-based learning to engage children in Year 0-2 classrooms in a range of authentic, 'real world' contexts with specific writing foci across the curriculum	Teachers	Achieved ▾
	Include current learning foci in Reporter and Photographer tasks during Investigations	Teachers	Achieved ▾
	Staff Meeting PLD undertaken to continue building teacher capability in Writing	JH/KL	Achieved ▾
	Increase teacher knowledge of five and six year old assessments, and provide suggestions for target areas	KWS	Achieved ▾
Engagement with external agencies	Utilise the Resource Teacher of Literacy for upskilling staff and accessing resources	JH	Achieved ▾
	Provide opportunities for teachers to attend Structured Literacy PLD with RTLit twice a term	Teachers	Achieved ▾
Implementing Early Intervention writing programmes	Intervention Programmes with Teacher Aides operate every day across the week	LSC/DP	Achieved ▾
Targeted and structured use of	Phonological awareness is targeted through the use of Heggerty lessons, multiple times through the day	Teachers	Achieved ▾

resources	Purchase additional decodable resources for use across the school	DP	Achieved ▾
	Utilise Writer's Toolbox online tool and trains across the school	Teachers	Achieved ▾
Effective and engaged partnership with Ngāti Kauwhata and our school whānau	Continue to foster a robust and mutual Ngāti Kauwhata partnership	Principal/ Teachers	Achieved ▾
	Integrating Te Ao Māori and Mātauranga Māori across our Writing Programmes	Teachers	Achieved ▾
Focus	Possible Term 2 Actions	Responsibility	Outcomes
Targeted teaching practices	Writing moderation meeting to be held to continue to develop standardised practices of writing assessment and analysis	Teachers/ TLs	Achieved ▾
	Writing Samples are completed for ongoing monitoring and setting goals/next steps	Teachers	Achieved ▾
	Staff Meeting PLD undertaken to continue building teacher capability in Writing	JH/KL	Achieved ▾
Focus	Possible Term 3 Actions	Responsibility	Outcomes
Home-school partnerships	Learning Conversations will be held with a 100% parent/caregiver attendance as the expectation	Teachers	Achieved ▾
Targeted teaching practices	Staff Meeting PLD undertaken to continue building teacher capability in Writing	DP/TLs	Achieved ▾
	Analysis meeting held to ascertain progress and achievement to date	TLs/ Kaimahi	Achieved ▾
Focus	Possible Term 4 Actions	Responsibility	Outcomes
Targeted teaching practices	Writing Samples are completed for ongoing monitoring and setting goals/next steps	Teachers	Achieved ▾
	Staff Meeting PLD undertaken to continue building teacher capability in Writing	JH/KL	Not Achieved ▾

## Annual Goal 1: Enhancing Writing Content Knowledge and Application

Through structured professional development utilising Writer's Toolbox kaimahi will increase their knowledge, skills and understanding of the teaching of Writing.

**Annual Targets** - Results from the end of 2024 are in blue. Whilst progress was made in relation to each target only our Māori Males surpassed their intended outcome. A further focus on Writing will take place in 2025, especially when consideration is given to the implementation of the new curriculum.

- 70% of All Students (students throughout the school) achieving At/Above in Term 4, 2024
- 62% of ALL Students (students throughout the school) achieved At/Above in Term 4, 2024**

### Sub Target

- 60% of All Boys (students throughout the school) achieving At/Above in Term 4, 2024
- 51% of All Boys (students throughout the school) achieved At/Above in Term 4, 2024**
- 35% of All Māori Males (students throughout the school) achieving At/Above in Term 4, 2024
- 40% of All Māori Males (students throughout the school) achieved At/Above in Term 4, 2024**

## Outcomes

This year our school provided a range of activities, experiences, intentional actions and professional development initiatives to enhance literacy and writing skills across all year levels.

Utilising Seesaw as a key communication tool for ākonga to track and demonstrate their learning progress, ensured that students were actively involved in reflecting on and sharing their development. Explicit teaching of sentence styles based on our Writing Progressions was designed to accelerate progress for students who need additional support. Our Structured Literacy approach is central to this effort, incorporating whole-class teaching and workshop formats to provide systematic, explicit instruction in writing. To further deepen teachers' understanding, we ran lunchtime workshops which focused on the writing components of Structured Literacy and offered mentorship for all new or Provisionally Registered Teachers (PRTs).


To ensure ongoing professional growth, team leaders and teachers conducted regular observations and provided feedback/feedforward to strengthen teaching practices. Additionally, experienced teachers modeled lessons in Structured Literacy to support classroom teachers. Writing focuses were also embedded within Investigation tasks, where students engaged in Reporter and Photographer roles, linking literacy with hands-on exploration.

Staff professional learning was prioritized, with professional development sessions focused on building teacher capability, including increased knowledge of assessments for five- and six-year-olds. Teachers were encouraged to target specific areas for development, supported by the Resource Teacher of Literacy (RTLit), who provided resources and upskilling opportunities. Teachers also attended Structured Literacy PLD with the RTLit twice each term. Intervention programmes, led by Teacher Aides, operated daily to support students' progress. We also prioritised phonological awareness through regular Heggerty lessons, and the purchase of additional decodable resources. To facilitate writing development across the school, we also implemented the Writer's Toolbox online tool, with training provided to staff.

In line with our commitment to Te Ao Māori, we continued to integrate Māori perspectives and Mātauranga Māori into our writing programmes.

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

To foster mastery of basic facts knowledge with necessary scaffolding to create a foundation for higher order problem solving and mathematical reasoning. Regular repetition of basic facts allows for growth in recall and processing speed as well as proficiency in assessments. Teachers will be able to create targeted maths programmes catering to the needs of their learners.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
<p><b>Strategic Goal 2: Tūrangawaewae   Place</b> 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><b>Strategic Goal 3: Te Taiao   Environment</b> Akō   Ngā Āhuatanga Ako Reciprocal Learning   Ways of Teaching &amp; Leadership</p> <p><i>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</i></p>	 <p><b>OBJECTIVE 2</b> <b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner</p> <p><b>OBJECTIVE 3</b> <b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau</p> <p><b>OBJECTIVE 4</b> <b>FUTURE OF LEARNING AND WORK</b> 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



By strengthening basic facts knowledge children have the opportunity to comprehend other mathematical concepts more effectively. This will then support the learning occurring in different mathematical strands. Currently our maths data is pulled from knowledge and strategy tests focused on stages. This is useful for informing teacher programmes, but there is no way to identify, monitor, and compare basic facts knowledge. Through regular maths maintenance and basic facts exposure, as well as regular assessments, we will be able to track the achievement of students in their basic facts as well as identify cohorts requiring extra support.

### Aspiration

All students from Year 1 and above will be exposed to basic facts testing once per week with a set number of mixed questions and a timeframe in which to complete it. Teachers will enter totals achieved by students into a tracking document which will allow us to identify averages, highs, and lows. We aim to analyse the data to identify trends and areas of focus for different cohorts.

### Data

All data is calculated by finding the average of each year group and cohort.

Year 1 Average	7/100	Year 4	32/100	81
Year 2 Average	13/100	Year 4 Boys	39/100	44
Year 3 Average	17/100	Year 4 Girls	35/100	37
Year 4 Average	37/100	Year 4 Māori	32/100	28
Year 5 Average	35/100	Year 4 NZE	37/100	53
Year 6 Average	41/100	Year 4 Māori Boys	38/100	14
		Year 4 NZE Boys	36/100	30
		Year 4 Māori Girls	34/100	14
		Year 4 NZE Girls	36/100	23

### Annual Targets

Based on each Year Group's average scores being below, or well below 50, the main aim to increase basic facts knowledge across all year groups is the ideal target. This start of year data will be compared with the end of each term, as well as an end of year comparison to see the impact made. To clarify the goals further, the Year 1/2 tests had addition and subtraction only. The Year 3/4 tests have addition, subtraction, and multiplication for the 0,1, 2, 5,10 timetables. The Year 5/6 tests have all four operations and include times table and division across all 0-12 times tables.

Focus	Term 1 Actions	Who?	Outcomes
Home-school partnerships	Share Seesaw posts with evidence of developing maths knowledge and maths games which can be played at home.	Teachers	Achieved ▾
	Supporting materials sent home to allow basic facts practise for target students	Teachers	Achieved ▾
	Newsletter write up about the importance of basic facts and suggestions for activities at home	SL	Achieved ▾
	Share Mathletics passwords for ākonga to use at home	Teachers	Achieved ▾
Targeted teaching development	Run professional development sessions for teachers in the running, administration and analysis of tests	SL	Achieved ▾



	Run professional development sessions for teachers around the basic facts activities that can be incorporated into classroom programmes	SL	Achieved ▾
	Kaiako to share best and most beneficial practice in shifting student basic fact progress and achievement	Teachers	Achieved ▾
	Run Mathletics professional learning and development to ensure all teaching staff have an awareness of the breadth of the programme and its potential	KL	Not Achiev... ▾
Engagement and feedback from stakeholders of the kura	Gather teacher feedback about progress and implementation	SL	Achieved ▾
	Gather student voice about basic facts activities that have been incorporated into the classroom	SL	Achieved ▾
Targeted and structured use of teaching practices and resources	Students to be informed of progress and to set goals for future progress and achievement	Teachers	In Progress ▾
	Complete term analysis of data to compare to start of year benchmark and check on progress and achievement	SL	Achieved ▾
	Connect basic facts to real-world scenarios and everyday situations to demonstrate their relevance and importance	Teachers	In Progress ▾
	Engage students through multisensory activities	Teachers	Achieved ▾
	Offer ample opportunities for students to practise basic facts through drills, worksheets, and interactive activities	Teachers	Achieved ▾
	Organise timed challenges or competitions to encourage students to improve their speed and accuracy in recalling basic facts	Teachers	Not Achiev... ▾
	Encourage peer collaboration and peer tutoring, where students can work together to practise basic facts and support each other's learning	Teachers	In Progress ▾
Targeted and structured use of technologies to support student progress and achievement	Use of Numbots and Times Tables Rockstars to boost student progress and achievement	Teachers	Achieved ▾
	Incorporate games and activities that make learning basic facts enjoyable and engaging	Teachers	Achieved ▾
	Link basic facts to Maths week and promote this event schoolwide	Teachers	In Progress ▾
	Utilise all Mathletics functions to enhance basic facts recall and understanding	Teachers	Achieved ▾
Focus	Term 2 Actions	Who?	Outcomes
Home-school partnerships	Share Seesaw posts with evidence of developing maths knowledge and maths games which can be played at home.	Teachers	Achieved ▾
	Supporting materials sent home to allow basic facts practise for target students	Teachers	Achieved ▾
	Newsletter write up about the importance of basic facts and suggestions for activities at home	SL	Achieved ▾

Targeted teaching development	Teachers to share best and most beneficial practice in shifting student basic fact progress and achievement	Teachers	Achieved ▾
	Run Mathletics professional learning and development to ensure all teaching staff have an awareness of the breadth of the programme and its potential	KL	Not Achiev... ▾
Targeted and structured use of teaching practices and resources	Complete term analysis of data to compare to start of year benchmark and check on progress and achievement	SL	Achieved ▾
	Connect basic facts to real-world scenarios and everyday situations to demonstrate their relevance and importance	Teachers	Achieved ▾
Targeted and structured use of technologies to support student progress and achievement	Use of Numbots and Times Tables Rockstars to boost student progress and achievement	Teachers	Achieved ▾
	Incorporate games and activities that make learning basic facts enjoyable and engaging	Teachers	Achieved ▾
	Link basic facts to Maths week and promote this event schoolwide	Teachers	Achieved ▾
	Utilise all Mathletics functions to enhance basic facts recall and understanding	Teachers	Achieved ▾
Focus	Term 3 Actions	Who?	Outcomes
Home-school partnerships	Newsletter write up about the importance of basic facts and suggestions for activities at home	SL	Achieved ▾
Targeted teaching development	Kaiako to share best and most beneficial practice in shifting student basic fact progress and achievement	Teachers	Achieved ▾
	Run Mathletics professional learning and development to ensure all teaching staff have an awareness of the breadth of the programme and its potential	KL	Not Achiev... ▾
Engagement and feedback from stakeholders of the kura	Gather teacher feedback about progress and implementation	SL	Achieved ▾
	Gather student voice about basic facts activities that have been incorporated into the classroom	SL	Achieved ▾
Targeted and structured use of technologies to support student progress and achievement	Use of Numbots and Times Tables Rockstars to boost student progress and achievement	Teachers	Achieved ▾
	Incorporate games and activities that make learning basic facts enjoyable and engaging	Teachers	Achieved ▾
	Link basic facts to Maths week and promote this event schoolwide	Teachers	Achieved ▾
	Utilise all Mathletics functions to enhance basic facts recall and understanding	Teachers	Achieved ▾
Targeted and structured use of teaching practices and resources	Complete term analysis of data to compare to start of year benchmark and check on progress and achievement	SL	Achieved ▾
Focus	Term 4 Actions	Who?	Outcomes

Targeted and structured use of teaching practices and resources	Complete term analysis of data to compare to start of year benchmark and check on progress and achievement	SL	Achieved ▾
---	--	----	------------

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

To foster mastery of basic facts knowledge with necessary scaffolding to create a foundation for higher order problem solving and mathematical reasoning. Regular repetition of basic facts allows for growth in recall and processing speed as well as proficiency in assessments. Teachers will be able to create targeted maths programmes catering to the needs of their learners.

### Annual Targets

Our original target was to increase the basic facts knowledge of our students. Based on the data collected we have increased this knowledge significantly across all year groups.

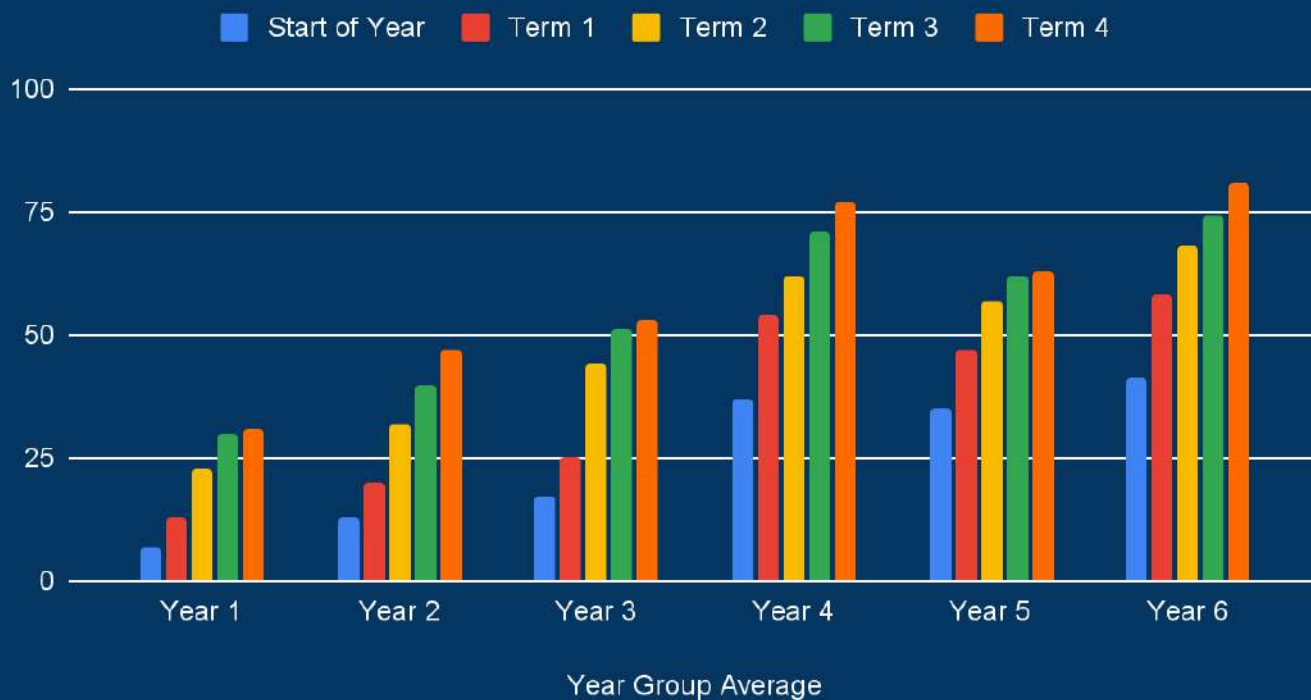
Data was analysed by taking the scores achieved and finding the average for each year group. The year 4 cohort was selected to break down further. Below is the baseline data collected at the start of 2024:

When considering the amount of knowledge required to increase entire group averages, the growth shown by all groups is highly impressive. To see that every year and cohort has either almost doubled, or more than doubled their original average shows how much growth has occurred.

To continue further growth and to keep this initiative aligned with the curriculum tests will be updated to have appropriate timetables and division questions included. Students who consistently achieve high scores will be moved up to the next test and will have the harder test tracked separately.

Year Group Average		
	Start of Year	End of Year
Year 1 Average	7/100	31/100
Year 2 Average	13/100	47/100
Year 3 Average	17/100	53/100
Year 4 Average	37/100	77/100
Year 5 Average	35/100	63/100
Year 6 Average	41/100	81/100

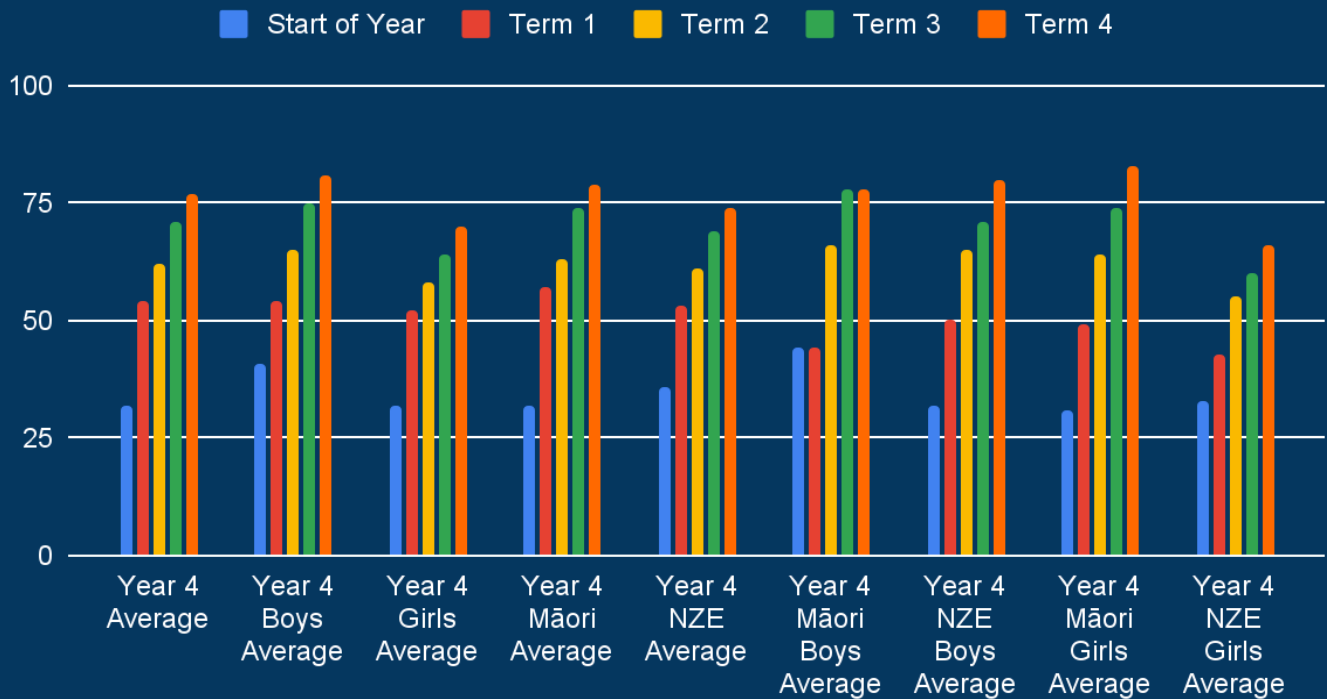
## Basic Facts Average Per Year Group /100



Year 4 Cohort Breakdown of Averages

	Start of Year	End of Year
Year 4	32/100	77/100
Year 4 Boys	39/100	81/100
Year 4 Girls	35/100	70/100
Year 4 Māori	32/100	79/100
Year 4 NZE	37/100	74/100
Year 4 Māori Boys	38/100	78/100
Year 4 NZE Boys	36/100	80/100
Year 4 Māori Girls	34/100	83/100
Year 4 NZE Girls	36/100	66/100

## Year 4 Basic Facts Average /100



### Outcomes

Our focus on developing students' mathematical fluency, particularly in basic facts, has yielded significant progress. Our approach has been driven by a commitment to targeted teaching practices, home-school partnerships, and the strategic use of technology to support student learning.

Regular Seesaw posts shared evidence of students' developing Maths knowledge, including fun, interactive maths games that could be played at home. This consistent communication helped keep families engaged and informed about their children's learning. Supporting materials were also sent home, particularly for target students, to facilitate basic facts practice. Our newsletter updates emphasized the importance of basic facts and provided families with additional activity suggestions for reinforcing learning at home.


A variety of targeted teaching practices and resources were introduced to maximise student progress. Each term, students were informed of their progress and encouraged to set goals for future achievement. Timed challenges and competitions were held to foster a sense of excitement and competition around mastering basic facts. These challenges, combined with multisensory activities, helped engage students and make learning more interactive and enjoyable. Digital tools like Numbots and Times Tables Rockstars also proved to be highly effective in boosting student progress in recalling basic facts. We also worked hard to connect basic facts to real-world scenarios, demonstrating their relevance in everyday life.

At the end of each term, we conducted data analysis to track student progress and compare results to the initial benchmarks set at the start of the year. This data-driven approach enabled us to adjust strategies as needed and ensure that students remained on track to achieve their goals. The results showed notable improvement across the school, particularly in the recall and accuracy of basic facts.

The focus on basic facts has proved valuable and supported our students to achieve outstanding Mathematics results. Further focus, and the implementation of the new Mathematics curriculum will add additional value to our programmes in 2025.

## 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><b>Strategic Goal 2: Tūrangawaewae   Place</b> 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><b>Strategic Goal 3: Te Taiao   Environment</b> Akō   Ngā Āhuatanga Ako Reciprocal Learning   Ways of Teaching &amp; Leadership</p> <p><i>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</i></p>	 <p><b>OBJECTIVE 2</b> <b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner</p> <p><b>OBJECTIVE 3</b> <b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau</p> <p><b>OBJECTIVE 4</b> <b>FUTURE OF LEARNING AND WORK</b> 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

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

The school has conducted extensive professional learning and development in the area of Structured Literacy. This has targeted key knowledge areas for students in a progressive structure that enables them to develop proficient letter sound and blend knowledge prior to applying this to the formal process of reading.

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

Nationwide, tamariki enrolling in the New Zealand education system display a vast array of skills, talents and areas that need further development. This current environment makes teaching and learning an extremely complex task. The aim of our approach in 2024 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 enabled accelerated progress in Reading.

### 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.

### Current Data

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

### Annual Targets

Using a 107 student pool the historical data from 2023 reflected the following achievement:

- Accelerate the Letter ID progress - name and sound for our 5 year old students Average Phoneme Score 19 | Stanine 2.9
- Accelerate the Concepts About Print (CAP) progress for our 5 year old students. Average CAP Score 7.8 | Stanine 2.3
- Accelerate the Hearing & Recording Sounds progress for our 5 year old students. Average Score 2.7 | Stanine 2.4
- Average Phonological Awareness Screening Tool. 20
- Accelerate the Reading Age progress for our 5 year old students

### Summary Data

Age (5)	Phoneme Score (0-54)	Phoneme Stanine (0-9)	CAP Score (0-24)	CAP Stanine (0-9)	Hearing and Recording Sounds Score (0-50)	Hearing and Recording Sounds Stanine (0-9)	PAST Score (0-50)
5.0	19.0	2.9	7.8	2.3	2.7	2.4	20.0

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

Focus	Term 1 Actions	Who?	Outcomes
Home-school partnerships	Readers, Phonological Awareness games, sound packs and reading logs are sent home daily to promote the relationship between home and school and provide individualised tasks for reading practice	Teachers	<a href="#">Achieved</a>
	Provide Seesaw videos for parents demonstrating how to complete home based tasks - in Te Tipu	Teachers	<a href="#">Achieved</a>
Targeted teaching programmes	Structured Literacy - use whole class teaching and workshop approaches for explicit, systematic teaching	Teachers	<a href="#">Achieved</a>
	Lunchtime workshops run by staff to further develop teachers' understanding of Structured Literacy	PR	<a href="#">Achieved</a>
	All PCT or teachers new to Lytton Street School have a mentor teacher who guides them through our Literacy and Induction programme	Teachers/ Mentors	<a href="#">Achieved</a>
	Utilise the Reading Recovery Teacher for upskilling and supporting staff and to provide Early Literacy Support in classrooms	KWS	<a href="#">Achieved</a>
	Team leaders/expert teachers carry out regular observations, providing classroom teachers with feedback/feedforward to enhance teaching and learning programmes	TLs	<a href="#">Achieved</a>
	Expert teachers modelling Structured Literacy lessons in classrooms	Kaimahi/ TLs/APs/DP	<a href="#">Achieved</a>
	Utilise play-based learning to engage children in Year 0-2 classrooms in a range of authentic, 'real world' contexts with specific reading foci across the curriculum	Teachers	<a href="#">Achieved</a>
	Include current learning foci in Reporter and Photographer tasks during Investigations	Teachers	<a href="#">Achieved</a>
	Increase teacher knowledge of five and six year old assessments, and provide suggestions for target areas	KWS	<a href="#">Achieved</a>
Engagement with	Utilise the Resource Teacher of Literacy for upskilling staff and	JH	<a href="#">Achieved</a>

external agencies	accessing resources		
	Provide opportunities for teachers to attend Structured Literacy PLD with RTLit twice a term	Teachers	Achieved ▾
Implementing Early Intervention Literacy programmes	Intervention Programmes with Teacher Aides operate every day across the week	LSC/DP	Achieved ▾
Targeted and structured use of resources	Phonological awareness is targeted through the use of Heggerty lessons, multiple times through the day	Teachers	Achieved ▾
	Decodable texts are utilised for early readers to provide opportunities for segmenting, blending and practising fluency	Teachers	Achieved ▾
	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	Teachers	Achieved ▾
	Purchase additional decodable resources for use across the school	DP	Achieved ▾
Effective and engaged partnership with Ngāti Kauwhata and our school whānau	Continue to foster a robust and mutual Ngāti Kauwhata partnership	Principal/ Teachers	In Progress ▾
	Integrating Te Ao Māori and Mātauranga Māori across our Reading and Programmes	Teachers	In Progress ▾
	Organise iwi members to come and share Ngāti Kauwhata narratives with children	RN/ Principal	In Progress ▾
Focus	Possible Term 2 Actions	Who?	Outcomes
Engagement with our local community	Hold a 'Book Week'	TLs / AL	Achieved ▾
	Arrange for iwi members to come and share Ngāti Kauwhata narratives with children	RN/ Principal	In Progress ▾
Targeted teaching practices	Reading moderation meeting to be held to continue to develop standardised practices of reading assessment and analysis	Teachers/ TLs	Achieved ▾
	Running Records and Record of Reading are conducted for monitoring	Teachers	Achieved ▾
Focus	Possible Term 3 Actions	Who?	Outcomes
Home-school partnerships	Learning Conversations will be held with a 100% parent/caregiver attendance as the expectation	Teachers	Achieved ▾
Targeted teaching practices	Reading assessment meeting to be held to continue to develop standardised practices	DP/TLs	Achieved ▾
	Analysis meeting held to ascertain progress and achievement to date	TLs/ Kaimahi	Achieved ▾
Focus	Possible Term 4 Actions	Who?	Outcomes
Targeted teaching practices	Running Records and Record of Reading are conducted	Teachers	Achieved ▾



## 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 data was collected over the course of the year on a child's sixth birthday.

#### Summary Data - February 2024

Age (5)	Phoneme Score (0-54)	Phoneme Stanine (0-9)	CAP Score (0-24)	CAP Stanine (0-9)	Hearing and Recording Sounds Score (0-50)	Hearing and Recording Sounds Stanine (0-9)	PAST Score (0-50)
5.0	19.0	2.9	7.8	2.3	2.7	2.4	20.0

#### Summary Data - December 2024

Age (6)	Phoneme Score (0-54)	Phoneme Stanine (0-9)	CAP Score (0-24)	CAP Stanine (0-9)	Hearing and Recording Sounds Score (0-50)	Hearing and Recording Sounds Stanine (0-9)	PAST Score (0-50)
6.0	47.5	3.8	16.3	4.1	32.2	4.4	42.0

### Observations

Phoneme Score (0-54):

- February 2024: 19.0
- December 2024: 45.6

The phoneme score shows a significant improvement, with an increase of 26.6 points. This suggests considerable progress in the students' ability to recognize and produce phonemes, indicating stronger foundational skills in language development.

Phoneme Stanine (0-9):

- February 2024: 2.9 (Stanine 3)
- December 2024: 3.7 (Stanine 4)

The students' phoneme stanine score has risen, moving from a below-average performance (Stanine 3) to an average level (Stanine 4). This aligns with the improvement in the raw phoneme score.

CAP (Cognitive Assessment Profile) Score (0-24):

- February 2024: 7.8
- December 2024: 15.6

The CAP score has more than doubled, increasing by 7.8 points. This suggests significant development in cognitive processing and memory, as the CAP test measures the ability to recall and apply language patterns and rules.

CAP Stanine (0-9):

- February 2024: 2.3 (Stanine 2)
- December 2024: 4.0 (Stanine 5)

The CAP stanine score has also improved markedly, moving from a low performance (Stanine 2) to an average level (Stanine 5), which correlates with the raw score increase.

Hearing and Recording Sounds Score (0-50):

- February 2024: 2.7
- December 2024: 30.2

There is a dramatic improvement in this area, with a score increase of 27.5 points. This indicates a significant advancement in the students' ability to distinguish and record sounds accurately, suggesting a boost in auditory processing and phonemic awareness.

Hearing and Recording Sounds Stanine (0-9):

- February 2024: 2.4 (Stanine 2)

- December 2024: 4.2 (Stanine 5)  
Similar to the raw score, the stanine score also reflects improvement, with a shift from well below average (Stanine 2) to an average range (Stanine 5), indicating strong growth in this domain.

PAST (Phonological Awareness Screening Test) Score (0-50):

- February 2024: 20.0
- December 2024: 40.2

The PAST score has increased by 20.2 points, showing remarkable growth in the students' phonological awareness skills, which is essential for reading and spelling development.

### Outcomes

Over the course of 2024, the students have shown remarkable progress across several key areas related to language development and cognitive processing. Comparing the data from February to December, there is significant growth in phoneme recognition, cognitive abilities, auditory processing, and phonological awareness. In particular, the students' phoneme score increased by 28.5 points, with corresponding improvements in the phoneme stanine score, reflecting a stronger grasp of phonemic concepts. Similarly, the Concepts About Print (CAP) score more than doubled, indicating significant gains in recall and application of reading conventions. The most striking improvement was in the "Hearing and Recording Sounds" category, where the students' score surged by 29.5 points, highlighting a sharp increase in auditory processing and sound differentiation skills. Additionally, the Phonological Awareness Screening Test (PAST) score rose by 22 points, demonstrating substantial development in phonological awareness—an essential skill for reading and writing. Overall, the data shows that the students have made significant strides in foundational literacy skills, laying a strong foundation for continued academic success in the future.

## Giving Effect to Te Tiriti o Waitangi

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

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

### Te Tiriti O Waitangi Principles

#### Partnership

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

#### Protection

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

#### Participation

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

#### Partnership

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

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

#### Protection

The principle of protection is about actively protecting Māori knowledge, interests, values, and other taonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. Ka Hikitia (Ministry of Education, 2007) emphasises that "culture counts" and describes a commitment to

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



"knowing, respecting and valuing where students are, where they come from and building on what they bring with them" (page 20).

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

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

### **Participation**

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

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

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

---

(06) 323 6687 | [office@lyttonstreet.school.nz](mailto:office@lyttonstreet.school.nz) | [www.lyttonstreet.school.nz](http://www.lyttonstreet.school.nz)

Cnr Lytton Street & Monmouth Street, Feilding 4702

## Statement of Compliance with Employment Policy



For the year ended 31st December 2024 the Lytton Street School Board of Trustees:

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

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

# KiwiSport Report

**FOR YEAR ENDED 31 DECEMBER 2024**



In 2023, our school received a total Kiwisport funding of \$8647 (ex. GST). As the purpose of KiwiSport funding is to increase the number of children in sport, we utilised the funding for subsidising a range of sports teams:

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

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

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

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

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

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