



# Lytton Street School

Thursday 20th March

Newsletter: 25/07

**LYTTON**  
STREET SCHOOL

## WELCOME

A warm welcome to Week 7. This newsletter contains lots of information about the school's achievement and also the fantastic new resources that we have been able to gather.

I really appreciate you taking the time to read it and find out more about our awesome school.

Have a wonderful week.

## FOXTON BEACH CAMP

Please enjoy some of the camp memories below by Armani-Shae and Freya.

*Foxton Beach camp was super fun! We got to go on the waterslide, zipline and play table tennis and Nuke 'n' Ball. I wish we could go on this exact camp again but for longer! That's how fun it is! All of us students loved it! We all thank you guys for helping us. It means a lot.*

*This camp was a gift. And a great experience too! It was so cool to see so many happy faces. The night walk was super cool. We got to play night bowling also. You should enrol your children in 2026 to come to Lytton Street School so they can experience these cool camps - and other things for years and years to come.*

## FEILDING INTERMEDIATE UNIFORMS

If you are on your way to Feilding Intermediate next year be sure to check out the information below.

If parents go on to the New Zealand Uniform page and register for the Uniform Club it allows you to place money into an account under your name. Once you have done this you are able to top up the account with whatever amount you like using your card details. The Uniform Club send out a "club" card which you can use online to order uniform pieces or physically go into the shop with the card and use that to purchase any uniform pieces your child requires.

Here's the link to the page that will give all the info and allow them to find the membership form etc

[NZ Uniforms Page](#)



Check out our website - [www.lyttonstreet.school.nz](http://www.lyttonstreet.school.nz)



## TE A O MĀORI @ LSS

'Ko te reo te mauri o te mana Māori - The language is the life force of all things Māori'

In this section we will be sharing what amazing things are happening at LSS around te reo Māori. Each day, classes begin with Te Pae Tapū (a speakers bench) led by our tamariki. This includes a karakia (blessing), a waiata (song), pānui (shared notices) and finally we share the local pepehā (introduction). Tamariki have worked very hard to learn the sequence and each individual role. This is a special part of our day where the tamariki have the mana (prestige) over the Tuning In part of our morning. Not only do the tamariki learn te reo Māori but also the tikanga (customs) and expectations required to be attentive listeners, and active participants.

## LEARNING CONVERSATIONS & ACHIEVEMENT REPORTS

Our school Learning Conversations are an extremely valuable exercise for celebrating student successes, developing focused goals and further promoting student learning. These will take place on Tuesday 25th March 3:15-5.30pm, Wednesday 26th March from 3.15pm-8.00pm and Thursday 27th March from 3:15-5.30pm. Each parent/caregiver/student has the opportunity to meet with their teacher for one 15 minute slot.

We encourage you to bring your child along to the conversation. We are proud that our children know a great deal about their own learning and enjoy the opportunity to share it. At the Learning Conversation you will receive a report which will include current areas of success and the next steps in your child's learning.

Conversation times can be booked online at [www.schoolinterviews.co.nz](http://www.schoolinterviews.co.nz) Enter the code **ffzxq**. If you would prefer us to book the conference time slots, please pop into the school office.

As we transition to the new curriculum, we are deepening our understanding of its expectations and refining our assessment practices. To ensure accuracy and fairness in reporting, we have chosen to use "working towards" rather than "on track" when reporting on student progress for Term One. We acknowledge that both students and teachers are in a period of learning and adjustment. This approach reflects our commitment to growth, allowing us to provide clearer insights into each student's progress as we align with the new curriculum's standards. You will receive an update later in the year on your child's progress against the new curriculum.

## MINISTRY FUNDED MATHS RESOURCES

As part of the Ministry of Education's refresh of the curriculum, schools had the opportunity to select from a range of resources which would be fully funded by the Ministry. These resources will support the teaching of the new curriculum. Here at Lytton Street, we have selected two resources; Numicon for the Years 0-3 students and Mathematics and Statistics for Aotearoa New Zealand for Years 4-6 (we refer to this as Oxford Maths, the publisher of the resource, for short). Students in Year 3-4 classes get exposed to both resources depending on their learning level.

It is important to remember that there is not one individual resource that works for every child and teachers will supplement the teaching of different math topics with a variety of resources and experiences. Teachers bring the understanding and enjoyment of mathematics to the classroom, the resources are a stepping stone to that.

### Numicon

Numicon is a hands-on mathematics resource designed to help children develop a strong foundation in number sense. It uses a system of colourful, structured shapes that represent numbers, making abstract mathematical concepts more tangible and easier to understand. Every class in our school with students in Years 0-3 have been provided with resources by Numicon, funded by the government.

The Numicon shapes are designed with holes that correspond to their numerical value (e.g., a shape with five holes represents the number five). Children can see and feel the differences between numbers, which helps them grasp key mathematical ideas such as:

- Recognising number patterns
- Understanding place value
- Learning addition, subtraction, multiplication, and division
- Developing problem-solving skills

Research shows that children learn best when they can see and physically manipulate objects. Numicon is particularly effective for visual and kinesthetic learners, helping them to build confidence and fluency in maths. It also supports children with learning differences, such as dyscalculia, by providing a structured and engaging way to understand numbers.



### Mathematics and Statistics for NZ (Oxford Maths)

Mathematics and Statistics for Aotearoa New Zealand is a comprehensive, research-based programme designed to support the way mathematics and statistics are taught in New Zealand schools. It aligns with the New Zealand Curriculum and is specifically developed to meet the learning needs of students in Aotearoa. The programme provides a structured approach to teaching maths and statistics while allowing flexibility for different learning styles and abilities. The resource encourages students to see maths in real-life contexts, helping them understand how mathematical concepts apply to their everyday lives. The materials include a mix of activities, problem-solving tasks, and visuals to help children develop a deeper understanding of mathematical and statistical ideas. Students have access to individual workbooks set at their level as well as a website where assessments and tasks can be set by the teacher. Teachers receive instant feedback about the assessments and tasks completed by their students so they can continue to cater their programme to the needs of their learners.

### STUDENT ACHIEVEMENT DATA

With the change to the curriculum we wanted to update our community on how our students were achieving at the end of last year. Some of the expectations for year groups have been increased, however our teaching staff are diligently becoming more familiar with the new curriculum.

Each term we undergo a variety of formal assessments with our learners to identify crucial milestones and areas where we focus our teaching to close gaps and extend our tamariki. Below are the results from the end of last year. They show that our school is performing extremely well and our teachers are catering to our learners' needs.

For our students who are not meeting expected levels, we have support in place such as intervention programmes, specialised and individualised learning plans, behavioural support, Teacher Aides and regular monitoring of students so we know what they need for their learning and are receiving support.

#### Reading

In the national Progress Assessment Test for Reading Comprehension our students exceeded the national average. Across the entire school we have 70% of our students working At or Above the expected level for reading. This includes over three quarters of our female learners and over two thirds of our male learners. Breaking this down even further we can also say that two thirds of our Māori students are also working At or Above the expected level. This indicates an exceptional approach to reading with structured programmes and effective teaching.

#### Maths

In the national Progress Assessment Test for Mathematics all of our year groups who took part were meeting or exceeding the national average by the end of the year. This aligned with our school assessments with over 80% of students working At or Above the expectation. This continued across all gender and ethnic cohorts achieving exceptionally well. We are looking forward to seeing this continued success with the new resources supplied by the Ministry of Education.



## Writing

In the STAR test (a nationwide assessment on a variety of English skills) we are sitting just under the national average by only a few points, however we use a variety of moderation strategies and writing samples from students as one assessment isn't a direct indicator of ability.

Writing has also been more complicated to assess than other curriculum areas because it is more subjective, with multiple ways to be "good" and no single correct answer. Unlike Maths, where grading is objective and follows clear steps, writing involves interpretation, style, and balancing grammar with content. However, we have over two thirds of our school performing At or Above the expected level. Over half of all our Māori students are achieving At or Above expectation in Writing as well. This area is also one that boys tend to struggle with and there are endless research papers about it. We have over half of all boys and over three quarters of girls working At or Above the expected level. Similar to reading, we also have a variety of extension, intervention and individualised plans for students requiring extra support in this area.

## INFO REGARDING YOUR AWESOME KIDS

Each year we have been sending out a survey to gather valuable information about your awesome kids.

Your thoughts and ideas are extremely important to us. Thank you so much.

[Link to the Survey](#)

## FROZEN FRIDAY

Thank you for your support.... Frozen Friday was a huge success and kids enjoyed tasty ice blocks. Please be sure to check out the graffiti art that will be designed and completed using these funds.

## BUBBLE DAY

Two years ago our school mourned the loss of our little ray of sunshine, Te Atarangi. She brought enormous joy, compassion and hope to all whose paths she has crossed.

To remember this amazing child we will once again be holding our Bubble Day. Bubbles were a real passion of Te Atarangi's. With this in mind all our kids will be given a bubble wand to have a blast with at lunchtime.

## ATHLETICS FINALS

Our athletics programme consists of multiple events as we will be having an athletics finals day and also an athletics carnival day. The finals day will be a competition based format for those Year 3-6 students who have been selected as one of the top in their class for a particular event. The carnival day will be more of a fun event for every student to display their athletics skills with a few extra activities included to add to the enjoyment. Each year group will finish their carnival event with a sausage sizzle. In preparation for these events, all classes have been spending time learning the correct technique for long jump, high jump, shot put, discus, and sprints. Students from Year 3-6 will know by this Thursday 27th March if they have been selected for an event on the finals day and a letter will be sent home with more details. Below are the dates for each event and as always at LSS, parents are more than welcome to come along and support.

- Year 3/4 Athletics Finals Day: Monday 31st March
- Year 5/6 Athletics Finals Day: Tuesday 1st April
- LSS Athletics Carnival Day: Thursday 3rd April
  - Yr 0-2 (9:30am - 11:00am)
  - Yr 3/4 (11:15am - 12:45pm)
  - Yr 5/6 (1:00pm - 2:30pm)

## PENHEY CUP

Best wishes to our swimmers who are taking part in the Penhey Cup on Monday night.

## BOARD OF TRUSTEES MEETING

Our next Board of Trustees meeting will be held on Wednesday 2nd April 2025 at 5.30pm in the staff room.

## CHARTER, STRATEGIC & ANNUAL PLAN

On the next page is our 2025 school information. Be sure to have a read.

KIA ORA KIA TAHI, KIA TAHI KIA ORA  
TOGETHER, WE LIVE TO LEARN AND LEARN TO LIVE

LYTTON  
STREET

Section 1 of 2

### YOUR CHILD, AN INTRODUCTION - 2025

B I U ↻ ✕

This form has been created to gather awesome information about your child that will assist their classroom teacher this year. It was our decision to delay this until into the first term so that your child has had a chance to settle in. We look forward to hearing your thoughts, ideas and aspirations for your child.

**Email \***

Valid email address

This form is collecting email addresses. [Change settings](#)

## ATTENDANCE RATE

Congratulations to you all, our attendance rate for last week was a cracking... Well done to you all - keep it up!

92%



**LYTTON**  
STREET SCHOOL

# CHARTER, STRATEGIC & ANNUAL PLAN 2025 - 2026

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

## Our Vision

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

## Our Fundamental Aim

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

## Our Values for Learning

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

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

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

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

## Strategic Goals - Overview

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

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

Responsive, engaging and reciprocal relationships

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

### Strategies for Achieving Goal 1

#### Ākonga

- Purchase Interactive whiteboards - CommBox
- Complete the Well-being @ Schools survey
- Implement the LSS Learning Pathway
- Conduct regular consultation
- Further develop and refine the Walker Learning approach
- Implement Māramatanga as a key school focus
- Operate Te Puna Reo to strengthen and extend Māori language and tikanga
- Extend student leadership through Te Raukura
- Run events to promote student collaboration and engagement
- Operate an alternative space for teaching and learning - Te Manahua

#### Kaimahi

- Continue frequent visits and connections with Ngāti Kauwhata and local marae to strengthen understanding of tūrangawaewae
- Utilise Skodel to understand and strengthen well-being
- Operate a range of engagement & attendance programmes
- Use online tools such as PATs, BURT and Writer's Toolbox
- Provide professional development and learning, to support teaching and learning

#### Te Hāpori

- Work alongside community agencies to foster engagement and achievement - Attendance service, New Zealand Police, Youthline Mentors
- Reinvigorate our Parents Association of Lytton Street School
- Operate a sustainability programme to connect with the community and foster understanding of a circular economy
- Engage with the Schools Onsite Teacher Training Programme (SOTP)

### Strategic Goal 2: Pou Herenga Whenua |

### Tūrangawaewae | Place

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

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

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

### Strategies for Achieving Goal 2

#### Ākonga

- Trial the LSS Local Curriculum
- Employ specialist teachers - PE, high performance, kapa haka, drama, Māori language
- Engage Ngāti Kauwhata in co-creating the development and completion of our Local Curriculum

#### Kaimahi

- Employ Literacy & Technology Leaders to support curriculum implementation
- Undertake safety building modifications
- Complete building modernisation projects
- Purchase furniture to support teaching and learning
- Complete school repaint through cyclical maintenance programme
- Undertake English professional learning and development
- Implement Phonics Checks as per Ministry of Education guidelines
- Walker Learning professional learning, development & resource acquisition
- Undertake Mathematics professional learning and development
- Team Leaders complete a New Zealand leadership tour
- Team Leaders complete a Coaching & development plan with the Principal
- Target resourcing to benefit the learning of our students

#### Te Hāpori

- Engage in Te Kāhui Ako ō Kawakawa for the benefit of our tamariki, staff and community (Employ WSLs/ASLs)
- Investigate the installation of a waharoa at the school entranceway
- Utilise the HERO Student Management System