



Lyttelton

PRIMARY SCHOOL

Te Kura Tuatahi o Ōhinehou



Our Learning Place

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	686
Principal:	Jenny Felton
School Address:	34 Oxford Street, Lyttelton
School Postal Address:	PO Box 85, Lyttelton, 8841
School Phone:	03 929 0588
School Email:	office@lyttelton.school.nz

LYTTELTON PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 17	Notes to the Financial Statements
	Independent Auditor's Report

Lyttelton Primary School

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the School.

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

Matthias Blattner
Full Name of Presiding Member

M. Blattner
Signature of Presiding Member

31.5.2024
Date:

Jenny Felton
Full Name of Principal

Jenny Felton
Signature of Principal

31.5.2024
Date:

Lyttelton Primary School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Matthias Blattner	Presiding Member	Elected	Dec 2026
Jenny Felton	Principal	ex Officio	
Brendan Wright	Principal	ex Officio	Oct 2023
Michael Field	Parent Representative	Elected	Sep 2025
Kim Hickford	Parent Representative	Elected	Sep 2025
Nathan Halliday	Parent Representative	Elected	Dec 2026
Graeme Withell	Parent Representative	Elected	Dec 2023
Lisette de Plessis	Parent Representative	Elected	Sep 2025
Nina McMillan	Staff Representative	Elected	Dec 2026
Lindon McCormack	Parent Representative	Co-opted	Dec 2023

Lyttelton Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,093,841	1,975,920	2,097,632
Locally Raised Funds	3	70,216	66,000	76,238
Interest		10,187	5,000	7,033
Total Revenue		2,174,244	2,046,920	2,180,903
Expenses				
Locally Raised Funds	3	46,480	-	29,054
Learning Resources	4	1,424,372	1,436,574	1,450,972
Administration	5	128,460	115,044	128,584
Interest		3,594	100	3,685
Property	6	690,927	588,296	587,596
Loss on Disposal of Property, Plant and Equipment		4,486	-	1,693
Total Expense		2,298,319	2,140,014	2,201,584
Net (Deficit) for the year		(124,075)	(93,094)	(20,681)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(124,075)	(93,094)	(20,681)

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



Lyttelton Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		369,407	369,407	457,336
Total comprehensive revenue and expense for the year		(124,075)	(93,094)	(20,681)
Contribution - Te Mana Tuhono		18,987	-	-
(Distributions to) Ministry of Education		-	(67,248)	(67,248)
Equity at 31 December		264,319	209,065	369,407
Accumulated comprehensive revenue and expense		264,319	209,065	369,407
Equity at 31 December		264,319	209,065	369,407

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.



Lyttelton Primary School

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	7	106,110	5,747	-
Accounts Receivable	8	77,261	117,432	117,432
GST Receivable		5,973	2,393	2,393
Prepayments		9,379	7,328	7,328
Investments	9	60,000	120,000	297,698
Funds Receivable for Capital Works Projects	14	-	8,466	8,466
		258,723	261,366	433,317
Current Liabilities				
Cash and Cash Equivalents - Overdraft	7	-	-	36,109
Accounts Payable	11	111,348	122,674	122,674
Revenue Received in Advance	12	3,316	318	318
Finance Lease Liability	13	31,943	25,315	25,315
Funds Held on Behalf of the Aupaki Cluster	15	-	31,224	31,224
		146,607	179,531	215,640
Working Capital Surplus		112,116	81,835	217,677
Non-current Assets				
Property, Plant and Equipment	10	178,184	132,103	169,603
		178,184	132,103	169,603
Non-current Liabilities				
Finance Lease Liability	13	25,981	4,873	17,873
		25,981	4,873	17,873
Net Assets		264,319	209,065	369,407
Equity		264,319	209,065	369,407

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



Lyttelton Primary School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		442,698	334,490	497,850
Locally Raised Funds		70,302	66,000	75,822
Goods and Services Tax (net)		(3,580)	-	(6,191)
Payments to Employees		(242,401)	(204,026)	(285,215)
Payments to Suppliers		(306,960)	(232,458)	(284,232)
Interest Paid		(3,594)	(100)	-
Interest Received		10,751	5,000	5,763
Net cash (to)/from Operating Activities		(32,784)	(31,094)	3,797
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(10,248)	(4,500)	(22,063)
Proceeds from Sale of Investments		237,698	177,698	15,287
Net cash from/(to) Investing Activities		227,450	173,198	(6,776)
Cash flows from Financing Activities				
(Distributions to) Ministry of Education		-	(67,248)	(67,248)
Finance Lease Payments		(29,689)	(33,000)	(29,241)
Funds Administered on Behalf of Other Parties		(22,758)	-	(106,754)
Net cash (to) Financing Activities		(52,447)	(100,248)	(203,243)
Net increase/(decrease) in cash and cash equivalents		142,219	41,856	(206,222)
Cash and cash equivalents at the beginning of the year	7	(36,109)	(36,109)	170,113
Cash and cash equivalents at the end of the year	7	106,110	5,747	(36,109)

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.



Lyttelton Primary School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

1.1. Reporting Entity

Lyttelton Primary 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.

1.2. Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

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 10.



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 13. Future operating lease commitments are disclosed in note 20b.

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.

1.3. 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 to which they relate. 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 to which they relate. 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. These 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 recognised as 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.

1.4. 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.



1.5. 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.

1.6. 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.

1.7. Accounts Receivable

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

1.8. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.9. Property, Plant and Equipment

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

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

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

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	10–75 years
Furniture and equipment	5–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



1.10. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as 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 assets 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.

1.11. 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.

1.12. 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, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.13. Revenue Received in Advance

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

1.14. 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.

1.15. 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. The School holds sufficient funds to enable the funds to be used for their intended purpose.



1.16. Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, 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.

1.17. 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.

1.18. Budget Figures

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

1.19. Services received in-kind

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



2. Government Grants

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	456,100	334,490	525,548
Teachers' Salaries Grants	1,052,562	1,150,862	1,081,516
Use of Land and Buildings Grants	585,179	490,568	490,568
	<u>2,093,841</u>	<u>1,975,920</u>	<u>2,097,632</u>

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	20,996	52,500	30,058
Fees for Extra Curricular Activities	33,446	-	26,027
Trading	3,861	3,000	3,819
Fundraising & Community Grants	1,806	-	1,230
Other Revenue	10,107	10,500	15,104
	<u>70,216</u>	<u>66,000</u>	<u>76,238</u>
Expenses			
Extra Curricular Activities Costs	44,387	-	27,238
Trading	133	-	505
Fundraising & Community Grant Costs	1,960	-	1,311
	<u>46,480</u>	<u>-</u>	<u>29,054</u>
<i>Surplus for the year Locally raised funds</i>	<u>23,736</u>	<u>66,000</u>	<u>47,184</u>

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	84,608	65,445	86,494
Equipment Repairs	246	-	976
Information and Communication Technology	16,079	16,500	22,053
Library Resources	1,780	2,360	1,350
Employee Benefits - Salaries	1,238,582	1,273,229	1,269,176
Staff Development	18,710	17,040	9,007
Depreciation	64,367	62,000	61,916
	<u>1,424,372</u>	<u>1,436,574</u>	<u>1,450,972</u>

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,408	6,409	6,222
Board Fees	3,870	3,500	3,220
Board Expenses	6,434	5,581	6,968
Communication	3,944	4,500	4,295
Consumables	8,254	9,200	9,006
Other	12,202	9,180	10,840
Employee Benefits - Salaries	76,816	69,159	79,015
Insurance	4,215	1,015	2,902
Service Providers, Contractors and Consultancy	6,317	6,500	6,116
	<u>128,460</u>	<u>115,044</u>	<u>128,584</u>



6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	14,434	12,600	14,753
Consultancy and Contract Services	28,280	25,000	26,667
Grounds	3,843	2,000	2,305
Heat, Light and Water	21,365	21,000	21,649
Rates	13,616	12,300	12,301
Repairs and Maintenance	9,859	10,728	8,444
Use of Land and Buildings	585,179	490,568	490,568
Security	1,520	1,600	1,540
Employee Benefits - Salaries	12,831	12,500	9,369
	<u>690,927</u>	<u>588,296</u>	<u>587,596</u>

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

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	106,110	5,747	-
Bank Overdraft	-	-	(36,109)
Cash and Cash Equivalents for Statement of Cash Flows	<u>106,110</u>	<u>5,747</u>	<u>(36,109)</u>

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

Of the \$106,110 Cash and Cash Equivalents, \$2,507 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	750	345	345
Receivables from the Ministry of Education	-	20,680	20,680
Interest Receivable	1,424	1,988	1,988
Teacher Salaries Grant Receivable	75,087	94,419	94,419
	<u>77,261</u>	<u>117,432</u>	<u>117,432</u>
Receivables from Exchange Transactions	2,174	2,333	2,333
Receivables from Non-Exchange Transactions	75,087	115,099	115,099
	<u>77,261</u>	<u>117,432</u>	<u>117,432</u>

9. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	60,000	120,000	297,698
Total Investments	<u>60,000</u>	<u>120,000</u>	<u>297,698</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	10,118	651	-	-	(1,174)	9,595
Furniture and Equipment	84,042	1,692	-	-	(26,478)	59,256
Information and Communication Technology	10,825	23,208	-	-	(3,579)	30,454
Leased Assets	45,398	48,199	-	-	(30,834)	62,763
Library Resources	19,220	3,684	(4,486)	-	(2,302)	16,116
Balance at 31 December 2023	169,603	77,434	(4,486)	-	(64,367)	178,184

The net carrying value of equipment held under a finance lease is \$62,763 (2022: \$45,398)

Restrictions

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

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	17,758	(8,163)	9,595	17,107	(6,989)	10,118
Furniture and Equipment	314,117	(254,861)	59,256	312,426	(228,384)	84,042
Information and Communication Technology	179,074	(148,620)	30,454	155,866	(145,041)	10,825
Leased Assets	111,463	(48,700)	62,763	82,771	(37,373)	45,398
Library Resources	28,696	(12,580)	16,116	32,627	(13,407)	19,220
Balance at 31 December	651,108	(472,924)	178,184	600,797	(431,194)	169,603

11. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	28,185	23,927	23,927
Accruals	6,409	3,112	3,112
Employee Entitlements - Salaries	75,811	95,436	95,436
Employee Entitlements - Leave Accrual	943	199	199
	111,348	122,674	122,674
Payables for Exchange Transactions	111,348	122,674	122,674
	111,348	122,674	122,674

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	2,507	-	-
Other Revenue in Advance	809	318	318
	3,316	318	318

13. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	34,888	27,452	27,452
Later than One Year and no Later than Five Years	27,513	5,573	18,573
Future Finance Charges	(4,477)	(2,837)	(2,837)
	57,924	30,188	43,188
Represented by:			
Finance lease liability - Current	31,943	25,315	25,315
Finance lease liability - Non current	25,981	4,873	17,873
	57,924	30,188	43,188



14. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Landscaping -222795		(8,466)	17,781	(9,315)	-	-
Totals		(8,466)	17,781	(9,315)	-	-

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Landscaping		85,957	-	(161,671)	67,248	(8,466)
Resurface Netball Courts		(74,233)	74,233	-	-	-
Totals		11,724	74,233	(161,671)	67,248	(8,466)

Represented by:

Funds Receivable from the Ministry of Education (8,466)

15. Funds Held on Behalf of the Aupaki Cluster

Lyttelton Primary School was the lead school and held funds on behalf of the Aupaki cluster, a group of schools funded by the Ministry of Education to share professional support.

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held at Beginning of the Year	31,224	31,224	29,319
Funds Received from Cluster Members	32,058	-	25,038
Funds Spent on Behalf of the Cluster	(63,282)	-	(23,133)
Funds Held at Year End	-	31,224	31,224

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
Board Members		
Remuneration	3,870	3,220
Leadership Team		
Remuneration	239,903	257,973
Full-time equivalent members	1.75	2.00
Total key management personnel remuneration	243,773	261,193

There are seven members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has Finance (2 member), Property (1 member), Health & Safety (2 members) and School Doc Policies (1 member) that meet monthly and quarterly respectively. 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 complete the Strategic Review and to appoint a new Principal.



Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	150-160
Benefits and Other Emoluments	2 - 3	3 - 4
Termination Benefits	0 - 0	0 - 0

Principal 2

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	40 - 50	0 - 0
Benefits and Other Emoluments	1 - 2	0 - 0
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 -110	2.00	1.00
	<u>2.00</u>	<u>1.00</u>

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

18. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	\$ -	\$ -
Number of People	-	-

19. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – schools payroll

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

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

Cyclical Maintenance

Lytelton Primary School has been a part of the Christchurch Schools Rebuild Programme which has resulted in the School's buildings being rebuilt. At the present time there is significant uncertainty over how the programme will affect the maintenance requirements of the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain any buildings.

Pay Equity Settlement Wash Up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash up payments or receipts for the year ended 31 December 2023 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.



20. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had no capital commitments(2022:\$9,315).:

(b) Operating Commitments

As at 31 December 2023 the Board has entered into the following contracts.

As at 31 December 2023 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2022:\$nil)

21. 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	106,110	5,747	(36,109)
Receivables	77,261	117,432	117,432
Investments - Term Deposits	60,000	120,000	297,698
Total Financial assets measured at amortised cost	243,371	243,179	379,021

Financial liabilities measured at amortised cost

Payables	111,348	122,674	122,674
Finance Leases	57,924	30,188	43,188
Total Financial liabilities measured at amortised Cost	169,272	152,862	165,862

22. Events After Balance Date

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

23. 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 LYTTELTON PRIMARY SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Lyttelton Primary School (the School).
The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Qualified opinion

We have audited the financial statements of the School on pages 3 to 17, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, except for the matter described in the *Basis for our Qualified opinion* section of our report, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; 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 Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

The basis for our qualified 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 Qualified opinion – provision for cyclical maintenance

The School has an obligation to the Ministry of Education to keep the land and buildings in good order and repair. However, the Board has not recorded a provision for cyclical maintenance. This is a departure from PBE IPSAS 19: Provisions, contingent assets and contingent liabilities, which requires a provision to be recorded where there is a present obligation that will need to be settled and this can be reliably estimated. The board has not calculated the financial effect of this departure from PBE IPSAS 19.

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 qualified opinion.

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Student Achievement Target End of Year Analysis Report, Good Employer Statement, Te Tiriti o Waitangi Statement, and Kiwisport Statement, 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.

**Sam Naylor**

Nexia Audit Christchurch

On behalf of the Auditor-General

Christchurch, New Zealand

Student Achievement Target

End of Year Analysis



Lyttelton PRIMARY SCHOOL

Te Kura Tuatahi o Ōhinehou

.....

Our Learning Place

Literacy (Writing) 2023

Community of Learning / Kāhui Ako strategic aim

Boys Writing

Lift the achievement of our boys in writing; 83% of our boys will be 'at or above' the national standard in writing; this includes achieving equitable outcomes for Māori.

Māori Students

Lift the achievement of year 1-8 Māori students; 88% of Māori students will be 'at or above' the National Standard in reading, 84% will be 'at or above' for writing and 84% will be 'at or above' for maths.

(Specific groups and progress indicators detailed and tabled in the Aupaki Kāhui Ako Achievement Challenge Report)

Strategic aim (LPS):

All students leave the school in Year 8 achieving at Curriculum Level 4 and are able to confidently use their knowledge, skills and attitudes to meet the writing demands of the curriculum.

Annual objective (LPS):

54 children (29.3%) across years 1 to 8 have been identified as being below (23.4%) or well below (6%) in writing. These children will make more than 1 year's progress so that they are on track to meet curriculum expectations. A further, 10 children (5.4%) in Years 2, 4 & 5 have been identified as being at in writing, but are 'at risk' of falling behind if not targeted so that they remain at (or above) curriculum expectations. Therefore, 64 children (34.7%) make up our total target group.

Targets (LPS):

- **Year One**

The 6 year one students who are below expectations will make enough accelerated progress to be achieving at - within level one.

- **Year Two**

The 2 year two students who are well below expectations will make enough accelerated progress to be achieving at - within level one.

The 4 year two students who are below expectations will make enough accelerated progress to be achieving at - within level one.

The 3 year two students who are at expectations will make enough accelerated progress to ensure they remain achieving at (or above) - within level one. (At risk of falling behind, if not targeted)

- **Year three**

The 1 year three student who is well below expectations will make enough accelerated progress to be achieving at - beginning level two.

The 4 year three students who are below expectations will make enough accelerated progress to be achieving at - beginning level two.

- **Year four**

The 3 year four students who are well below expectations will make enough accelerated progress to be achieving at - within level two.

The 4 year four students who are below expectations will make enough accelerated progress to be achieving at - within level two.

The 1 year four student who is at expectations will make enough accelerated progress to ensure they remain achieving at (or above) - within level two. (At risk of falling behind, if not targeted)

- **Year five**

The 2 year five students who are well below expectations will make enough accelerated progress to be achieving at - within level two.

The 6 year five students who are below expectations will make enough accelerated progress to be achieving at - beginning level three.

The 6 year five students who are at expectations will make enough accelerated progress to ensure they remain achieving at (or above) - beginning level three. (At risk of falling behind, if not targeted)

- Year six**

The 1 year six student who is well below expectations will make enough accelerated progress to be achieving at - within level three.

The 6 year six students who are below expectations will make enough accelerated progress to be achieving at - within level three.

- Year seven**

The 11 year seven students who are below expectation will make enough accelerated progress to be achieving at - beginning level 4.

- Year eight**

The 2 year eight students who are well below expectations will make enough accelerated progress to be achieving at - within level four.

The 2 year eight students who are below expectation will make enough accelerated progress to be achieving at - within level four.

Year 1 students (total: 6)	Year 2 students (total: 9)
Boys: 3 Girls: 3 Māori: 1	Boys: 8 Girls: 1 Māori: 3
Year 3 students (total: 5)	Year 4 students (total: 8)
Boys: 3 Girls: 2 Māori: 1	Boys: 5 Girls: 3 Māori: 2
Year 5 students (total: 14)	Year 6 students (total: 7)
Boys: 9 Girls: 5 Māori: 5	Boys: 3 Girls: 4 Māori: 1
Year 7 students (total: 11)	Year 8 students (total: 4)
Boys: 8 Girls: 3 Māori: 1	Boys: 1 Girls: 3 Māori: 3

Mid Year & End-of-Year Progress Towards target - WRITING

Year 1 students

(total: 6) 3 boys 3 girls (Māori 1)

Targets:

The 6 year one students who are below expectations will make enough accelerated progress to be achieving at - within level one.

Mid Year Progress:

WB	B	At	Ab
1	2	3	

	Unlikely to reach	On track	Well on track
# students	1	3	2

Year 2 students

(total: 9) 8 boys 1 girl (Māori 3)

Targets:

The 2 year two students who are well below expectations will make enough accelerated progress to be achieving at - within level one.

The 4 year two students who are below expectations will make enough accelerated progress to be achieving at - within level one.

The 3 year two students who are at expectations will make enough accelerated progress to ensure they remain achieving at (or above) - within level one. (At risk of falling behind, if not targeted)

Mid Year Progress:

WB	B	At	Ab
----	---	----	----

%	17%	50%	33%
---	-----	-----	-----

End of Year:

WB	B	At	Ab
1	2	3	
17%	33%	50%	

Challenges with:

- Readiness for learning

Interventions in place:

- MOE support
- Learning assessments ie; ASD, ADHD diagnosed
- Reading Intervention Programme
- Direct teacher instruction
- 1:1 additional support
- Teacher Aide Support
- Whiteboard work
- Phonics Programme
- Better Start Literacy Approach
- Daily writing
- Structured word work

Successes:

- Students have responded particularly well to the BSLA approach
- One student is more confident to take risks with the knowledge he has gained
- Two students while still below, their progress is accelerating at a very encouraging rate so will likely reach AT by the end of the year.
- One student has only just become ready for learning and interventions via RTLB were put into place to support learning progress.
- Two students are now closer to being At as a result of an 8 week intervention for literacy acceleration. Reading has made the most significant progress through this intervention (Child1 At and Child B Above) but writing is still developing. Direct teacher instruction and additional structured word work was provided to progress their writing.

Year 3 students

(total: 5) 3 boys 2 girls (Māori 1)

Targets:

The 1 year three student who is well below

3	3	2	
---	---	---	--

	Unlikely to reach	On track	Well on track
# students	2	4	2
%	25%	50%	25%

End of Year:

WB	B	At	Ab
2	2	2	1
28.5%	28.5%	28.5%	14%

** 2 students have left

** 1 new student has arrived and is below expectation

Challenges with:

- Readiness for learning
- ESOL
- Neurodiversity - possible learning differences
- Fine motor and letter formation challenges
- Maintaining focus

Interventions in place:

- BSLA structured Literacy
- Teacher Aide support for some students
- MOE support
- Direct teacher instruction
- 1:1 additional support
- Whiteboard work
- Phonics Programme
- Daily writing
- Structured word work

Successes:

- A student (boy) is now writing independently.
- One student (boy) accelerated and remains very motivated.
- One student (boy) is enjoying writing and it is more surface feature issues and forming letters correctly
- Allowing students to write made up stories has been a real motivator and their story ideas are excellent.
- Most students are able to write different genres, not just recounts, they have success writing fiction which reduces the issue of having to think of a recount and allows for creativity.
- Despite being below most students engaged and enjoying writing and making progress.
- One student is learning to ask for support with writing
- One student has enjoyed a different form of writing, Poetry (links to love of music)
- Two students can now write independently

Year 4 students

(total: 8) 5 boys, 3 girls (Māori 2)

Targets:

The 3 year four students who are well below expectations will

expectations will make enough accelerated progress to be achieving at - beginning level two.

The 4 year three students who are below expectations will make enough accelerated progress to be achieving at - beginning level two.

WB	B	At	Ab
	4	1	

	Unlikely to reach	On track	Well on track
# students	4	1	
%	80%	20%	

End of Year:

WB	B	At	Ab
	2	3	
	40%	60%	

Challenges with:

- Phonological knowledge
- Neurodiversity: ADHD diagnosis
- Maintaining focus
- Motivation & Engagement

Interventions in place:

- Digital Technology integration eg speech to text
- Teacher Aide support
- Writing lessons have a deeper feature goal
- Daily writing
- Specific goals - writing targets like a learning pathway for each student
- 2 for 10 technique (link to Teacher Inquiry)
- BSLA structured literacy
- Explicit spelling / word word teaching
- Scaffolding & modeling
- High interest topics
- Handwriting lessons
- Learning apps - Lexia & Reading Eggs

Successes:

- Noticeable progress for three students.
- Three students are more independent, adding more detail in the content and language of their writing.
- Goals Bookmarks - kids are eager to get stickers to mark off what they are achieving.
- One student (girl) has rocketed forward in their attitude to writing, writing more and vocabulary choices have expanded, ideas are more complex.
- Introduction of digital device use has added writing output, greater motivation and great

make enough accelerated progress to be achieving at - within level two.

The 5 year four students who are below expectations will make enough accelerated progress to be achieving at - within level two.

The 1 year four student who is at expectations will make enough accelerated progress to ensure they remain achieving at (or above) - within level two. (At risk of falling behind, if not targeted)

WB	B	At	Ab
2	4	1	

	Unlikely to reach	On track	Well on track
# students	7	1	
%	87%	13%	

End of Year:

WB	B	At	Ab
2	4	3	
22%	44%	33%	

Challenges with:

- Complex learning needs eg ORs
- ESOL
- Motivation & engagement
- Neurodiversity: eg dyslexic diagnosis
- Phonological knowledge
- Muscle and fine motor challenges
- Attendance
- Maintaining focus
- Work avoidance / emotional regulation

Interventions in place:

- Individualised Learning Plan (IEP)
- Digital Technology integration eg speech to text
- Teacher Aide support
- 1:1 conferencing with teacher
- Writing lessons have a deeper feature goal
- Daily writing
- Specific goals - writing targets like a learning pathway for each student
- 2 for 10 technique (link to Teacher Inquiry)
- BSLA structured literacy
- Explicit spelling / word word teaching
- Scaffolding & modeling
- High interest topics
- Handwriting lessons
- Learning apps - Lexia & Reading Eggs

Successes:

- Goals Bookmark - kids are eager to get stickers to

use of complex language.

- Own choice writing proves popular with creative writing produced.
- Students showing greater confidence in writing on a more consistent basis.

mark off what they are achieving.

- Motivated to write when using devices.
- Students knowing their writing goals and working to achieve these in their daily work
- One student (girl) is happy to sit and write, and has increased the amount of work produced independently, and has greater confidence in expressing her ideas.
- Students showing greater confidence in writing on a more consistent basis.
- Great success on the computer using voice dictation.
- Motivated to write and see themselves as writers.
- Participation in Young Writers extremely motivating.

Year 5 students

(total: 14) 9 boy, 5 girl (Māori 5)

Year 6 students

(total: 7) 3 boy, 4 girls (Māori 1)

Target:

The 2 year five students who are well below expectations will make enough accelerated progress to be achieving at - within level two.

The 6 year five students who are below expectations will make enough accelerated progress to be achieving at - beginning level three.

The 6 year five students who are at expectations will make enough accelerated progress to ensure they remain achieving at (or above) - beginning level three. (At risk of falling behind, if not targeted)

Mid Year Progress:

WB	B	At	Ab
2	6	6	

	Unlikely to reach	On track	Well on track
# students	4	4	6
%	28.5%	28.5%	43%

End of Year:

WB	B	At	Ab
2	9	3	
14%	64%	21%	

Challenges with:

- Attendance
- Physical act of writing
- Time to complete tasks
- Motivation & engagement
- Neurodiversity: eg dyslexic diagnosis
- Work avoidance / emotional regulation

Interventions in place:

- Small group teaching funded through an extra

Targets:

The 1 year six student who is well below expectations will make enough accelerated progress to be achieving at - within level three.

The 6 year six students who are below expectations will make enough accelerated progress to be achieving at - within level three.

Mid Year Progress:

WB	B	At	Ab
1	4	2	

	Unlikely to reach	On track	Well on track
# students	3	2	2
%	43%	28.5%	28.5%

End of Year:

WB	B	At	Ab
1	5	1	
14%	71%	14%	

Challenges with:

- Two students unlikely to meet the writing target are struggling to engage in all learning areas due to behaviour challenges.
- Physical act of writing
- Time to complete tasks
- Neurodiversity: eg dyslexic diagnosis

Interventions in place:

- Small group teaching funded through an extra teacher
- Smart words, Reading Plus
- Story starters
- Targeted teaching of language features/surface features

- teacher
- Smart words, Reading Plus
- Story starters
- Targeted teaching of language features/surface features
- Goal setting
- Digital tool integration
- Explicit workshops in line with student needs
- More time for producing written work
- Individualised Learning Plan (IEP)

Successes:

- Increase in engagement and mana in completing written work
- Visible progress for all students
- Progress has been made by all students, particular around the structure of writing.
- High engagement by all students.

- Goal setting
- Digital tool integration
- Explicit workshops in line with student needs
- More time for producing written work
- Individualised Learning Plan (IEP)

Successes:

- Students who are engaged in the programme have made positive progress
- Increase in engagement and mana in completing written work
- Visible progress for all students
- Enjoying writing independently on a more regular basis and beginning to use more interesting language in their writing.

Year 7 students

(total: 11) **8 boys, 3 girls (Māori 1)**

Targets:

The 11 year seven students who are below expectation will make enough accelerated progress to be achieving at - beginning level 4.

Mid Year Progress:

WB	B	At	Ab
	7	4	

	Unlikely to reach	On track	Well on track
# students	6	2	3
%	55%	18%	27%

End of Year:

WB	B	At	Ab
3	7		
30%	70%		

** 1 student left

Challenges with:

- Neurodiversity: eg dyslexic diagnosis
- General absences for one student
- Reluctance to write about class given topics
- Emotional Regulation / Behaviour challenges

Interventions in place:

- Writing workshops with teachers
- Smart words, Reading Plus
- Targeted teaching of language features/surface features
- Goal setting
- Digital tool integration
- Explicit workshops in line with student needs

Year 8 students

(total: 4) **1 boys, 3 girl (Māori 3)**

Target:

The 5 year eight students who are well below expectations will make enough accelerated progress to be achieving at - beginning level 4.

The 9 year eight students who are below expectation will make enough accelerated progress to be achieving at - within level four.

Mid Year Progress:

WB	B	At	Ab
1	3		

	Unlikely to reach	On track	Well on track
# students	4		
%	100%		

End of Year:

WB	B	At	Ab
4			
100%			

Challenges with:

- Neurodiversity: eg dyslexic diagnosis
- Lack of confidence
- Reluctance towards 1-1 support
- Physical act of writing

Interventions in place:

- Writing workshops with teachers
- Smart words, Reading Plus
- Targeted teaching of language features/surface features

<ul style="list-style-type: none"> Individualised Learning Plan (IEP) <p><u>Successes:</u></p> <ul style="list-style-type: none"> Digital publishing removes barriers and increases engagement Story starter videos give visual inspiration for ideas Ideas are developing well Mileage improving Enjoy collaboration Devices a useful tool and encourage engagement All maintaining progress - at least one sub-level shift despite still achieving below. 	<ul style="list-style-type: none"> Goal setting Digital tool integration Explicit workshops in line with student needs Individualised Learning Plan (IEP) <p><u>Successes:</u></p> <ul style="list-style-type: none"> Goal setting works well as they are prompted to include their focus feature before finishing Digital publishing removes some barriers Story starter videos give visual inspiration All maintaining progress - at least one sub-level shift despite still achieving below.
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Start of Year Baseline (64 total - roll 190)			
<i>(School OTJ overall teacher judgment from end 2022)</i>			
Well Below	Below	At	Above
10	44	10	
5%	23%	5%	

Mid Year Progress Towards target (63 total - roll 190)			
<i>(School OTJ overall teacher judgment mid-year 2023)</i>			
Well Below	Below	At	Above
10	33	20	
5%	17%	10%	

Unlikely to reach	On track	Well on track
31	17	15
49%	27%	24%

***2 target children left

***A new Year 2 student to the school who was working 'below expectation' has been added

End of Year Achievement of targets (62 - roll 193)			
<i>(School OTJ overall teacher judgment 2023)</i>			
Well Below	Below	At	Above
15	31	15	1
8%	16%	8%	10%

** 3 children left

Year 1

Progress and Achievement

- Of the 6 students who were below expectation, 3 have accelerated progress to be at expectation, 2 remain below expectation and 1 is now well below expectation (readiness for learning).

Year 2

Progress and Achievement

- Of the 2 students who were well below expectation, 1 remains well below expectation (ongoing learning needs) and 1 has progressed to be below expectation.
- Of the 4 students who were below expectation, 1 is now well below expectation (complex learning needs), 1 remains below expectation, and 2 students left.
- Of the 3 students at expectation, 2 remain at expectation, 1 is now below expectation, and 1 has accelerated to above expectation.

Year 3

Progress and Achievement

- The 1 student who was well below expectation, this student has progressed to below expectation.
- Of the 4 students who were below expectation, 1 remains below expectation and 3 have accelerated progress to be at expectation.

Year 4

Progress and Achievement

- Of the 3 students who were well below expectation, 2 have remained well below expectation (ongoing learning needs), and 1 has progressed to below expectation (complex learning needs).
- Of the 4 students who were below expectation, 2 remain below expectation, and 2 have accelerated to be at expectation.
- The 1 student who was at expectation, remains at expectation.

Year 5

Progress and Achievement

- Of the 2 students working well below expectation, both remain well below expectation (ongoing learning needs).
- Of the 6 students working below expectation, all remain below expectation.
- Of the 6 students working at expectation, 3 remain at expectation, and 3 are now below expectation.

Year 6

Progress and Achievement

- The 1 student working well below expectation, remains well below expectation.
- Of the 6 students working below expectation, 5 remain below expectation and 1 has accelerated to be at expectation.

Year 7

Progress and Achievement

- Of the 11 students working below expectation, 7 remain below expectation, 3 are now well below expectation and 1 student left.

Year 8

Progress and Achievement

- Of the 2 students working well below expectation, 1 remains below expectation (1x complex learning needs), 1 has progressed to be below expectation.
- Of the 2 students working below expectation, both remain below expectation.

Māori Students

Progress and Achievement

- Of the 17 Māori students, 4 are well below expectation, 9 are below expectation and 3 have accelerated to be at expectation.

Overall View

Progress and Achievement

At the beginning of 2023 there were 54 students achieving below or well below their expected curriculum level for writing. A further, 10 students (5.4%) in Years 2, 4 & 5 were identified as being at in writing, but were 'at risk' of falling behind if not targeted so they remain at (or above) curriculum expectations. Therefore, 64 children (34.7%) made up our total target group.

By the end of 2023, 10 out of 62 students have made sufficient accelerated progress to now be achieving at (9 students) or above (1 student) their curriculum level expectation for writing. This represents 16% of the overall target group for writing.

A further 4 students progressed from well below expectation to now be achieving below expectation for writing, but they have not achieved accelerated progress.

Of the 40 children who have remained at the same level it should be noted they have still made progress at an average level (1 years growth for 1 years input) but they have not achieved accelerated progress.

This means we were able to progress 54 out of 62 students in their writing achievement this year which represents 87% of the overall target group for writing.

The 9 students who regressed in their writing achievement all have ongoing learning challenges, complex needs or present as not yet ready for learning.

Those students (31) who are below expectation will require ongoing interventions to maintain or accelerate their progress further in 2024.

Those students who are well below expectation (15) will require ongoing long-term interventions to maintain or accelerate their progress. All of these students have other factors which impact on their learning progress including:

- Complex learning needs
- Complex behaviour needs
- Dyslexia
- Oral language needs
- Spelling and/or language feature needs
- Motivation and engagement
- Attitude to written work
- Readiness for learning
- ESOL
- Absence / Lateness

Several of these students are monitored closely by their teachers to ensure small achievable gains in learning are occurring in linking with their Individual Learning Plan (IEP) or School Intervention Plan goals.

Actions and Success Indicators <i>(What did we do?)</i>	Reason for Variance <i>(Why did it happen?)</i>
<p>Evidence to Accelerate Intervention (linking with ERO Evaluation Focus)</p> <p>Evidence to Accelerate Presentation</p> <p>Evidence to Accelerate Folder</p> <p>2023 Best Practice Actions</p> <p><i>2022 Writing Showcase Slides:</i></p> <ul style="list-style-type: none"> • Harakeke • Kowhai • Raupo • Totara 	<p>Linked to our ERO Evaluation Focus. Kaiako identified target students and a clear plan of action for implementation. Teachers were aware of the specific needs of target students in their classroom, differentiating practices and monitoring their progress closely. Staff used reflections for 2022 to set-up for 2023. Staff participated in three school-wide writing moderation sessions to strengthen this area of practice and ensure consistency.</p>
<p>Using the Baseline Writing Achievement Data, student voice information and the literacy learning progressions teaching teams complete '5 week review' to support identification of students requiring additional learning support. This will include school target students. Identification of specific learning goals, actions and timeframe will be part of this process.</p>	<p>5 week review completed each term, target students identified along with goals, actions and timeframe.</p>
<p>Refreshed Curriculum - Literacy & Common Practice Model - engage in PLD to support our understanding and implementation of the Refreshed Literacy Curriculum.</p>	<p>Was placed on hold due to change in Government - awaiting clearer information to support our school implementation. Focus in 2024.</p>
<p>Implementation of Science of Writing Theory as shared during beginning of year PLD day, to bring about improvement in school-wide writing data focusing on:</p> <div data-bbox="126 1877 604 2095"> <p>The Simple View of Writing</p> <p>The diagram illustrates 'The Simple View of Writing' as a triangular model. At the top vertex is 'Composition' (represented by a lightbulb icon), which includes 'Ideas', 'Words', and 'Sentences'. At the bottom-left vertex is 'Transcription' (represented by a keyboard icon), which includes 'Handwriting' and 'Typing'. At the bottom-right vertex is 'Executive Function' (represented by a gear icon), which includes 'Planning', 'Motivation', and 'Reviewing'. In the center of the triangle is a circle labeled 'Working Memory'.</p> </div>	<p>Teachers worked to implement best practice from the Science of Writing Model and engaged in reviews and sharing of these during Term 3 & 4.</p>

Link to PLD Resources	
<p>Continue our implementation of the Digital Technologies Curriculum through facilitation by our lead teachers, Nikeisha and Nina providing mentoring and coaching for staff linking to enhancement of student engagement and motivation in learning.</p>	<p>Staff naturally integrated DT within their literacy programmes. Sharing opportunity available at each staff hui. DT leaders available to support as required. New literacy online tools trialed.</p>
<p>Ongoing school – wide professional learning and development for teaching staff including:</p> <ul style="list-style-type: none"> - Science of Reading and Writing - School for Young Writers Workshops - Revisiting Dr Lyn Bird, Murray Gadd, Sheena Cameron work from previous years - Linking in with Aupaki PLD opportunities - Team PLD opportunities - Curriculum Refresh 	<p>A Year 2 teacher and a TA trained in the Better Start Literacy Approach with application into classroom practice and Early Literacy Interventions.</p> <p>Staff participated in the Science of Writing PLD delivered by the RTLit in Term 1.</p> <p>We continue to have a strong working relationship with the School of Young Writers. We have provided writing workshops for students across Years 3-8 during Term 2-4. Several Year 7&8 students have attended off-site writing workshops. Some target students have had the opportunity to work within the school of young writers groups.</p> <p>The Teacher Professional Growth Cycle has been used for reflecting on new learning.</p> <p>5 week review for target students shows application and monitoring of teachers' new learning as a result of engaging in Professional Development.</p>
<p>Continued implementation of PB4L-SW embedding into school culture as guided by the PB4L - LPS action plan. Link our progress and actions for tier 1 PB4L into strategies in place for Tier 2 & 3 behaviours. Embed school values through daily teaching programmes. PB4L School wide focuses staff and children on the NZ curriculum principles of 'high expectations' and 'learning to learn'.</p>	<p>Detailed analysis of PB4L data by staff through termly 'big 5' reports has continued this year leading to actions for support and improvement.</p> <p>We have continued to implement Tier 1 PB4L-SW and Classroom Practice Teams. Our focus has shifted to consolidating our Tier 2 Team Practices.</p>
<p>With consideration to BES (<i>Best Evidence Synthesis - School Leadership and Student outcomes: Identifying what works and why</i>) make links for staff between goals and actions specifically to:</p> <ul style="list-style-type: none"> - <i>ensuring an orderly and supportive environment</i> - <i>minimise disruption to teaching time</i> - <i>clear and consistent systems</i> - <i>shared understanding and application of school systems</i> - <i>teacher planning & assessment</i> 	<p>Teacher planning ensures the essence of the New Zealand School curriculum statements are delivered and differentiated for diverse learners.</p> <p>Teacher planning provides evidence that target students' needs are being addressed.</p> <p>Teachers are supported to develop efficient and effective collaborative planning systems.</p>
<p>Enriching cultural responsive practices to support engagement and success in writing particularly for Māori students (ie)</p> <ul style="list-style-type: none"> - Te Reo education provision for kaiako and tamariki - Whānau hui - Place based integrated inquiry - Links to Rāpaki - Links to Aupaki Kahui Ako goals & actions 	<p>Success for Māori as Māori will be evidenced by and through whānau involvement and feedback into teaching and learning at Lyttelton Primary School.</p> <p>Staff have participated in ongoing PLD of Te Reo across the year, with the coaching and mentoring of Whea Beccy and Nikeisha as our school cultural leads.</p> <p>Several staff have participated in te Reo PLD.</p> <p>Combined Aupaki Aotearoa New Zealand Histories Inquiry Unit of work undertaken in Term 2.</p>

	Rāpaki Marae visits occurred in Term 3.
Implement 'Professional Growth Cycle' to inform teacher practices with goals connected to progress and achievement of students' writing <ul style="list-style-type: none"> - evidence of student learning - teaching as inquiry - leading as inquiry - links to pld 	<p>Evidence that teacher PGC is about improving teaching to meet student learning needs.</p> <p>Staff have individually worked on their professional goals over the year, concluding with reflection meetings with the Principal in Term 4.</p>
Well resourced support staff team coordinated by school SENCO and leadership to support progress and achievement of target students.	<p>Our support staff resource is invaluable at LPS in supporting teachers and students in teaching and learning practices.</p> <p>There have been a variety of specific interventions delivered throughout the year by our support staff which have had a positive and valuable impact on student learning, especially for target students.</p>
Ongoing use of effective assessment tools to analyse progress and achievement and to identify next steps for each target student	<p>Further assessment information gathered and analysed to support monitoring of goals/actions and next steps for target students.</p> <p>Across 2023, we implemented our revised Data Gathering, Assessment and Reporting Schedule.</p> <p>Staff engaged in writing moderation sessions to strengthen this area of practice and ensure school-wide consistency each term.</p>

Evaluation Target Students

(What next?)

- Continue using the 'Evidence to Accelerate' model for our literacy focus.
- Ongoing PLD opportunities to support learning in literacy and teacher practice.
- Continue '5 week termly review' used within each team to track and monitor target students.
- Review 2023 end of year school wide data to identify and refine target groups for literacy.
- Continue implementation of Better Start Literacy Approach across Years 0-2 to ensure students are flagged early through assessment data and teacher professional judgement.
- Continue to work with supporting agencies and services (ie) RTLit, RTLB / MOE Learning Support / Mana Ake / School of Young Writers to target the learning needs of children with specific learning needs
eg.
 - ORS
 - ICS
 - Dyslexia
 - Self regulation and engagement
 - Anxiety
- Continue to investigate and implement a variety of evidence-based interventions to support students progress in literacy eg Reading Eggs, Lexia, Agility with Sound, Smart Words Spelling, Jolly Phonics, BSLA etc
- Continue to integrate Digital tools and reflective thinking skills to support increased engagement in written tasks and provide student choice for publishing presentations.
- Understanding and beginning embedded the Literacy 'Refreshed Curriculum' - literacy progressions / common practice model.

- Explore 'How do we better engage our whānau with what we are doing in writing eg; movie to show progression across the school.
- Continue to engage in moderation of writing as a whole school using e-Asttle.
- Continue to embed our chosen scope and sequence as a whole school to support teaching and learning progression and practices.

Whole School Overall Teacher Judgement EOY - Writing

	Well Below Curriculum Expectation	Below Curriculum Expectation	At Curriculum Expectation	Above + Curriculum Expectation
Year 0			100%	
Year 1		23%	77%	
Year 2	12%	16%	52%	20%
Year 3		12.5%	75%	12.5%
Year 4	11%	31%	31%	27%
Year 5	6%	31%	46%	17%
Year 6	4%	35%	22%	39%
Year 7	17%	29%	42%	12%
Year 8	8%	25%	37%	29%
Māori	17%	25%	44%	14%
Pasifika	50%	50%		
Whole School	8%	26%	47%	20%

2023

8867% of all students are at or above for writing, 34% sit below their curriculum level expectation.

2022

**71% of all students are at or above for writing, 29% sit below their curriculum level expectation.

2021 (Covid Lockdown)

**65% of all students were at or above for writing, 35% sat below their curriculum level expectation.

2020 (Covid Lockdown)

**75% of all students were at or above for writing, 24% sat below their curriculum level expectation.

2019

**81% of all students were at or above for writing, 19% sat below their curriculum level expectation.

Evaluation Whole School

(What next?)

- Students identified in the below and well below groups are known and have been included in school interventions in 2023 through a combination of:
 - Student achievement target actions (as above)
 - ORS support (MOE)
 - ESOL support (MOE)
 - In class support ICS (MOE)
 - RTLB support (RTLB)
 - Behaviour support (RTLB & MOE)
 - Mana Ake (eg.. anxiety / self regulation)
- The next steps for whole school improvement includes the actions / interventions as explained for target students above.
- There continues to be a significant school wide and Kahui Ako wide focus on cultural responsive and sustaining practices to support success for Māori as Māori.
- Resourcing in the 2024 budget is applied to ensure the learning in literacy is supported. (eg) literacy budget, curriculum budget, learning support budget, release budget, professional development budget.
- Individual students and groups of students have already been flagged for 2024 literacy interventions.



Kiwisport Y1-8 2023

Kiwisport funding of \$2,915.36 (excluding GST) was used over 2023 to contribute to the costs of:

- Primary Sports Canterbury subscription
- Sporting Equipment
- Facilitation of lunch time exercise and fun activities (June - November 2023)

Principal

Presiding Member

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>The Lyttelton Primary School Board sets and reviews our Health and Safety Policies in line with scheduled reviews in School Docs.</i></p> <p><i>The Board as appointed a Health and Safety delegate who works with the Principal and Health and Safety Committee to review health and safety matters within the school including staff wellbeing.</i></p> <p>The Board receives a monthly health and safety report at each of its Board meetings. Within this report, the board receives confirmation from the Principal who has delegated authority on a day to day basis to manage health and safety with regards to working conditions in the school that compliance requirements have been met each month.</p> <p>The Board works in line with policy when considering flexible work arrangements.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Lyttelton Primary School Equal Opportunities Programme is set out in its Equal Opportunities Policy.</p> <p>The Principal has the delegated authority to apply the equal opportunities policy within the school.</p> <p>The Board meets reporting and administrative requirements by:</p> <ul style="list-style-type: none"> • Providing this report • Appointing the Principal as the EEO officer • Demonstrating a commitment to equal opportunities by following robust processes for recruitment, training, promotion, conditions of service, and career development. • Participating in permanent appointment recruitment to ensure selection of the person most suited to the position in terms of skills, experience, qualifications, and aptitude. • Recognising and supporting the value of diversity in staffing and the employment requirements of diverse individuals / groups.

	<ul style="list-style-type: none"> Ensuring that employment and personnel practices are fair and free of any bias and discrimination.
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Requirements are documented in the Appointment Procedure, Appointment Committee and Make an Appointment Policies. These include:</p> <ul style="list-style-type: none"> The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee. All permanent positions must be advertised with the School Gazette The Principal has the delegated authority to shortlist and select candidates for interviews based upon the Equal Opportunities Policy. The interview panel consists of at least 3 people including the Principal and the Board representative plus another member of the school leadership team. All interviews must comply with the EEO policy and principles. All candidates are provided with the same interview questions and timeframes. Responses to interview questions are documented and scored by the interview panel. A recommendation to appoint must be supported by the Principal and the Board delegate. Where recruitment is for the Principal the Board employs the services of an independent advisor to assist with the process where possible. NZSTA provides advice that the board considers carefully.
<p>How are you recognising,</p> <ul style="list-style-type: none"> The aims and aspirations of Maori, The employment requirements of Maori, and 	<p>The Lyttelton Primary School Strategic Plan specifically requires the school to nurture a reciprocal learning community with Tikanga Māori and cultural practices established in the school through relationships with iwi and ongoing professional development.</p>

<p>– Greater involvement of Maori in the Education service?</p>	<p>Our application form for candidates and new employees includes an EEO statement to enable personnel to share employment requirements.</p> <p>We work across our Aupaki Cluster to build relationships with iwi and with our whānau groups.</p> <p>The school provides reporting on progress of children against the curriculum which separately demonstrates the progress of Māori akonga.</p> <p>We consult with our Māori whānau to ascertain their aspirations and aims for their tamariki.</p> <p>Lyttelton Primary School recognises and values the unique position of Māori and Māori culture in New Zealand by:</p> <ol style="list-style-type: none"> 1. Ensuring that all akonga (learners) have the opportunity to acquire basic Te Reo Māori and understanding of everyday conversational language (e.g. greetings, local places). 2. Acknowledging and respecting the values, traditions and history of Māori, observing cultural sensitivity to Tikanga Māori (Māori protocol) and showing respect for the local Māori identity - Ngati Wheke - involved in the school and community. 3. Incorporating Te Reo Māori into teaching and learning programmes with identified personnel providing on-going professional learning development in our staff meetings and in other learning opportunities 4. Encouraging and expecting correct pronunciation of Te Reo Māori, and particularly of personal names, place names and other significant vocabulary 5. Providing encouragement and support for staff to participate in specific professional learning development in things Māori 6. Providing opportunities for children to participate and perform in cultural performances within the school and in the community through such programmes as kapa haka, and ceremonies such as mihi whakatau 7. Displaying signage around the school, and the naming of significant features of our school to reflect and respect Te Reo Māori 8. Visiting our local marae, Rapaki, to develop understanding and knowledge of their stories and protocols, and to build relationship 9. Identifying Māori learners who are at risk of not achieving, or who have specific learning needs so that programmes and resources can be directed to support specific needs 10. Reporting to the Board of Trustees on progress and achievement of Māori learners to ensure
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	<p>targets are set and programmes are planned and resourced accordingly</p> <p>11. Gaining an understanding of the aspirations, views and concerns our Māori parents and community through regular engagement to contribute decision making and implementing strategies, policies and programmes</p> <p>12. Developing, sharing and reviewing policies, plans and targets for improving the achievement of Māori students.</p>
How have you enhanced the abilities of individual employees?	<p>All staff are encouraged to participate in training, professional development and career development reflective of their professional growth cycle goals.</p> <p>Lyttelton Primary School provides regular high quality professional development opportunities. The School Board has supported the use of external providers over the course of some years to provide for a consistent experience of staff, providing significant in classroom support for the application of new teaching practices and pedagogy and feedback on performance.</p> <p>The school Board also supports specific requests for conference attendance, individual learning and practise programmes, study breaks for staff and te reo Māori language learning.</p>
How are you recognising the employment requirements of women?	<p>Lyttelton Primary School employs a high percentage of female teachers. We support flexible working wherever practicable within the school timetable and enable staff to manage their workloads at a time and location that best suits their personal situation.</p> <p>The process for flexible working requests is documented. The Board decided on a recommendation provided by the Principal.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>Lyttelton Primary School application forms and new employee forms have an EEO statement that is completed by candidates and new employees. Lyttelton Primary School provides for physically accessible facilities.</p>

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

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

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

The school gives effect to Te Tiriti o Waitangi, including by –

- i. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and te ao Māori; and
- ii. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- iii. achieving equitable outcomes for Māori students