Lyall Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

School Name:	Lyall Bay	**School Number**:	2892

Strategic Aim:	Āwhinatia – Build Connections: Whānau and school working together to nuture tamariki Tupu – Growing: All our people will be inspired and empowered to learn
Annual Aim:	Connect Learners and Community - Programmes of learning planned with local community in mind - Engaging school community in learning - - Pedagogical videos on website, regular hui for whānau Grow cultural sustainability - PLD: Engage in professional learning to further develop effective practices and pedagogies Grow Kaiako and Kaimahi - Learning Through Play PLD - Collaborative PD to enhance teaching and learning Grow Ākonga - Interests and aspirations explored through elective options - Review goal setting - Review Pūmanawa-ā-ākonga (graduate profile) - Learning designed using Learning through Play and Learner Agency pedagogies
Target:	All students are able to access The New Zealand Curriculum To increase the number of students achieving within or beyond the appropriate curriculum level in reading
Baseline Data:	End of 2023 data % of students Sub working toward (SBT) and Working Toward (WT) across the school 30% of all students SWT and WT 6.3% Māori students SWT and WT 2.6% Pasifika students SWT and WT 6.9% Asian students SWT and WT End of 2024 data % of Ākonga Sub working toward (SBT) and Working Toward (WT) across the school. These ākonga are our 'targets'. 30% of all students SWT and WT 5% Māori students SWT and WT

Lyall Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

	4% Pasifika students SWT and WT 8.5% Asian students SWT and WT Target tamariki may change each term, target groups will be a maximum of 6 for each class. Target groups will be those who are on the cusp of Working Within. Specialised programmes will be put in place for those who are Sub Working Toward or have been Working Toward for longer.
	Target Learners: made progress to be at least WW Yr 3-4: 77% Yr 5-6: 57% The target learners made significant gains in Reading (+19%) The data highlights a disparity between the progress of target learners and the general student body. Target learners saw more pronounced improvements in Reading, suggesting that specific adaptations for these learners were more impactful than those for the general student population.
	Target: To increase the number of students working within or beyond the appropriate curriculum level in Reading

Lyall Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
 Build close relationships with whānau Target students monitored on database Culturally responsive programmes developed Text reflect cultural diversity of class Student voice evident in programmes Individual learning goals Learning Review assessment data with syndicate and determine the particular learning needs Work with parents, families and	74% Ākonga 'Working Within' or 'Working Beyond – which is greater than 2023 (by 4%). 83% NZ Euro/Pākeha are 'WB' or 'WW' which is more than last year by 6% **Working Towards** This category had some **significant** changes. A large increase at EOY 1 (18 to 33) and at EOY 2 (8 to 18). Prior to Yr 1 (Yr 0) tamariki can only be WW or WB. EOY 3 and 4 also increased slightly, from 6 to 13 and 9 to 10 respectively. EOY 5 remained stable, with a slight increase at EOY 6 (7 to 9). **Sub Working Towards** **This category mostly remained stable with minor fluctuations.** **EOY 2 decreased from 8 to 4, while EOY 3 remained the same at 8.** **EOY 5 and 6 had slight variations but no major shifts.** ***Gender**:* *Males 71.2% WW - WWB* **Working Towards** Year 1 had a decrease, which is positive, suggesting students moved up to "Working Within." Year 2 and Year 3 also showed improvement, but Year 4 and Year 6 remained similar. **Sub Working Towards**	Improvements for children occurred as a result of: Regular discussions within syndicates about target students Documenting each target students progress and the adaptive practice that was put in place gave teachers an insight of how the programmes were impacting Learning Through Play across the school BSLA Yr 1-3 Explicit and regular goal sharing with whānau Read texts that connect with Ākonga Syndicate Inquiry Action plans – identify specific goals to raise achievement of Māori, Pasifika, Asian: Use ideas from Tapasā And Tātaiako https://pasifika.tki.org.nz/Tapasa In class programmes are tailored to support needs of ELL Ākonga ELL programmes focus on literacy ELL programmes linked with class Inquiry to support vocabulary front loading	Continue with target children focus, write up analysis of what was happening for individual children and the impact the teaching. Further development of goal setting so goals are set and understood by students and whānau- continue review use of goals through HERO Early targeting and monitoring is required to ensure closing of gaps early – investigation of students needs and abilities required: Learner profiles developed Implications to literacy teaching practice (BSLA) Identify effective pedagogy in literacy supporting building practice that correlates reading and writing Teachers share adaptive practice that has had impact in teams Coaching teams to support adaptive practice. Kaiako analyse data closely Current planned actions are in action for 2023 especially: *Identify effective pedagogy in literacy supporting building practice that correlates reading and writing* *Teachers share adaptive practice that has had impact.* *Literacy intervention for those WT and SWT with support from SENCo* *BSLA for Yr 0-2 (Structured Literacy)* *Ensure current planned actions are in action, especially:*

whānau around ways to support students' learning Monitoring meetings to discuss progress of target students Reading Materials to encourage engagement Goal setting with tamariki and whānau. School-wide professional development for teachers on culturally responsive teaching practice. Actions that have had impact: extra small group and individual reading, opportunity to build vocab through play, 'book club',	Generally stable, with minor fluctuations across years. Year 2 and Year 6 saw a slight increase, which could indicate more students struggling at those stages. Progress at EOY 1: The significant drop in WT and SWT students at EOY 1 suggests that interventions are working and could be replicated at other levels. BSLA (Structured Literacy) Female: 80.5% WW - WWB **Working Toward** Fewer girls are in "Working Towards" at EOY 1-4, indicating improvement. **Sub Working Toward** Early intervention is working, but additional support may be needed for older girls.. **Summary** Working Towards: More boys are in this category in EOY 1, while girls have higher numbers in EOY 4 and 6. Sub Working Towards: Boys consistently have slightly higher numbers across the years. **Māori** 72% 'WW' and 'WB' Tracking close to whole school data by 2% (6% increase on last year) WT: Strong improvement at EOY 1, 2, and 6, but a slight increase in students at EOY 4. Positive trend		Read texts that connect with students – humour, male authors, interest topics, exploring different text types to capture their ideas Integrate reading with Inquiry for purpose Wider access to personal choice ELL programmes support front loading of vocabulary **Māori students**: - PLD with Kura Ahurea - Revisit Tātaiako principles at whole staff and syndicate meetings - Syndicate Inquiry Action plans –identify specific Māori learners - Read and implement aspects of Te Kotahitanga http://tekotahitanga.tki.org.nz/ - Select texts that are culturally responsive and authentic for learners - Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being - Partnerships in learning – whānau – goal setting interviews **Pasifika students**: - Specialised Pasifika reading group in term 1 2025 - Practice cultural competencies outlined in Tapasā - introduce at Team level http://pasifika.tki.org.nz/Tapasa

	across all ethnicities, meaning fewer students are in WT SWT: Slight fluctuation, but no major concerns ☑ Māori students had **steady progress**, especially in moving out of WT and SWT **Pasifika** 40% 'WW' and 'WB' lower than whole school data by 30% **Working Towards** General decline, more moving to WW. **Sub Working Towards** Small shifts, with slight decreases. **Asian** 64% 'WW' and 'WB' **Working Towards** Overall reduction, which is a positive trend. **Sub Working Towards** Some reductions, but a few new students entered this category. **WT:** Large reduction at EOY 1 (8 → 2) **SWT:** Large decrease, particularly at EOY 6.		- Select texts that are culturally responsive and authentic for learners - Syndicate Inquiry Action plans –identify specific Pasifika students - Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being - Partnerships in learning - whānau/aiga - Promote 'learner agency' – goal setting - Promoting high expectations for Pasifika achievement **Asian students**: - Syndicate Inquiry Action plans –identify specific Asian students - Plan for and teach academic vocabulary to allow students to access word problems - ELL programmes linked with class curriculum area to support vocabulary front-loading - Select texts that are culturally responsive and authentic for learners - Effective practice for explicit teaching and learning - Build partnerships with whānau – goal setting interviews
Planning for next year:			

Lyall Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

Aim to increase student achievement is included in annual plan and targets. All targets are part of principal report each meeting and open for discussion and updates. Whole school has moved to collaborative teaching and learning within hubs. Use of Learner agency and Learning Through Play pedagogies. Structured Literacy through the micro unit with University of Canterbury (BSLA). Collaborative teaching and learning means we are able to draw on strengths of teachers and give better opportunities for tamariki.

School Name:	Lyall Bay	**School Number**:	2892

Strategic Aim:	Āwhinatia – Build Connections: Whānau and school working together to nuture tamariki Tupu – Growing: All our people will be inspired and empowered to learn
Annual Aim:	Connect Learners and Community - Programmes of learning planned with local community in mind - Engaging school community in learning - - Pedagogical videos on website, regular hui for whānau Grow cultural sustainability - PLD: Engage in professional learning to further develop effective practices and pedagogies Grow Kaiako and Kaimahi - Learning Through Play PLD - Collaborative PD to enhance teaching and learning Grow Ākonga - Interests and aspirations explored through elective options - Review goal setting - Review and develop processes for Pūmanawa-ā-ākonga (graduate profile) - Learning designed using Learning through Play and Learner Agency pedagogies
Target:	All students are able to access The New Zealand Curriculum To increase the number of students achieving within or beyond the appropriate curriculum level in writing

Lyall Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

Baseline Data:	End of 2023 data % of students SWT and WT across the school 26.7% of all students SWT and WT 8% Māori students SWT and WT 3.1% Pasifika students SWT and WT 4.3% Asian students SWT and WT End of 2024 data % of students SWT and WT across the school. These ākonga are our 'targets'. 26% of all students SWT and WT 4.7% Māori students SWT and WT 3.5% Pasifika students SWT and WT 0.9% Asian students SWT and WT
	Target Learners: made progress to be at least WW Yr 1-2: 74% Yr 3-4: 45% Yr 5-6: 74% The target learners made gains in Writing (+11%). Using writing frames to shape ideas and start the writing process made an impact. Writing workshops based on learner interests that provided clear organisation of writing made an impact Over the year many tamariki were moved from target groups to monitoring groups and new target groups made. Actions that have had impact: fast feedback, BSLA, front loading word banks, reinforce concepts through games. WSL focus is writing.

Lyall Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
 Review assessment data with syndicate and determine the particular learning needs Work with parents, families and whānau around ways to support students' learning Moderation of writing (easTTle and OTJ's) Monitor target students in writing at Team Meetings School-wide professional development for teachers	73% 'Working Within' ('WW') and Working Beyond' ('WB') **Working Toward**: An increase in students categorized as "Working Toward" in EOY 2, 3, and 4, These tamariki become targets as they are on the cusp **Sub Working Toward**: Numbers remain low but show an increase in EOY 6, indicating more students are finding it difficult at the higher levels. Boys – 67.5% WW - WB **Working Toward** Increases in EOY 2, 3, 4, and 6 **Sub Working Toward** Numbers are generally low but indications so in Yr 6 boys need more support so they can transition comfortably. They are tgargeted. Girls – 79.35% WW- WB **Working Toward** **EOY 4 increased**, indicating more students are finding this level more difficult. EOY 3 and 5 show positive movements. Targeted interventions are working. **Sub Working Towards**	Learning Through Play and Learner Agency programmes have been developed across the school. Collaboration in hubs, across the school, has developed stronger understanding of curriculum levels and knowledge of the curriculum Team Inquiry Action plans – identify specific goals to raise achievement of Māori, Pasifika, Asian Māori Collaborative Achievement PD Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being Partnerships in learning – whānau – goal setting interviews Select rich tasks that are culturally responsive and authentic for learners Plan for and teach academic vocabulary to allow Ākonga to access word problems BSLA More interesting motivations Learning Through Play Learner Agency in all classes. Oral language links (planning with a partner, talk/pair/share)	While target learners have made progress, further refinement in teaching practices and adaptations could help boost overall school-wide performance. Further development of goal setting so goals are set and understood by students and whānau. Investigate what has had an impact for target learners and design relative programmes Implications to literacy teaching practice BSLA identify effective pedagogy in literacy supporting building practice that correlates reading and writing Teachers share adaptive practice that has had impact. Collaborative planning Tātaiako to be a base document interest topics, exploring different text types to capture their ideas Māori students: Team Inquiry Action plans –identify specific goals to raise achievement of Māori Cultural sustainability – rua Toa with Kura Ahurea programme Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori Revisit Tātaiako principles at whole staff and syndicate meetings https://educationcouncil.org.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learnerspdf-0 Read and implement aspects of Te Kotahitanga http://tekotahitanga.tki.org.nz/ Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being Partnerships in learning – whānau – goal setting interviews Pasifika students: Exposed to texts that connect with students to support writing Practice cultural competencies outlined in Tapasā - introduce at Team level http://pasifika.tki.org.nz/Tapasa

on culturally responsive teaching practice. Culturally responsive programmes developed Sharing of adaptive practice Focussed ELL support Student voice evident in programmes Writing integrated across the curriculum where possible	No significant movements across other year levels. **Key Areas to Focus On** **EOY 4 Performance Drop** – Both boys and girls need additional intervention at this stage. **Boys in EOY 6 Need More Support** – Their difficulties are more pronounced compared to girls. **Māori** 75% 'WW' and 'WB' **Working Toward** Improvement in EOY 2 targetted successful intervention **Sub Working Toward** Programmes have promoted a positive shift out of SWT 62% Males 'WW' and 'WB' 73% females 'WW' and 'WB' **Summary** 📌 More **Targeted support for Māori boys** to accelerate their learning. 📌 Investigate girls EOY 3 as they have shown strong improvement. **Pasifika** 48% 'WW' and 'WB'. **Working Toward** Some movement between year levels, but numbers remain similar. **Sub Working Toward**	Sharing learning intentions Using text as a model for writing (shared book) Making clear links between reading and writing. More emphasis on oral language through other curriculum areas (maths, learning through play) Development of workshops and flexible grouping Collaboration of teaching and learning Specific targeted teaching with groups/individuals. Integration of literacy with other learning areas. Teachers share adaptive practice that has had impact. Ensure the planned actions for previous years are included in plans, especially: Identify target learners for each classroom so that accelerated learning is targeted and specific Continue to build teacher assessment capability 'as' and 'for' learning Monitor and tracking assessment tasks that captures skills, knowledge and attitudes of our learners through formative assessment Promote professional readings to support teacher effectiveness	Select rich tasks that are culturally responsive and authentic for learners Team Inquiry Action plans –identify specific Pasifika Ākonga and goals to raise achievement of Pasifika Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being Team Inquiry Action plans – Asian students: Exposed to texts that connect with students In class programmes are tailored to support needs of ELL students ELL programmes focus on literacy ELL programmes linked with class Inquiry to support vocabulary front loading Use ideas from Tātaiako and Tapasā to make connections Design teaching programme/strategies and Early targeting and monitoring is required to ensure closing of gaps early – investigation of student's needs, and abilities required Implications to literacy teaching practice Identify effective pedagogy in literacy supporting building practice that correlates reading and writing Teachers share adaptive practice that has had impact. Collaborative planning Identify target learners in each classroom so that accelerated learning is targeted and specific Continue to build teacher assessment capability 'as' and 'for' learning Monitor and tracking assessment tasks that captures skills, knowledge and attitudes of our learners through formative assessment Further development of Target data to monitor progess and adaptions Diverse Learners Database – collaborative approach to teaching as inquiry identified from learner profiles - Promote professional readings to support teacher effectiveness

	Minimal students in this category, slight decline at EOY 4 and EOY 6. Yr 2 need adaptive practice that is even more targeted. 61% Males WB and WW 77% Females WB and WW **Asian** 63% 'WW' and 'WB'. **Working Toward** Some students here, but have made progress. Slight increases at EOY 3 and 6. **Sub Working Toward** Small numbers, but a slight increase at EOY 6.	Professional growth – building effective practice through goal setting linked to teacher appraisal	- Professional growth – building effective practice through goal setting linked to teacher appraisal - Developing teacher pedagogical content knowledge through 'within school lead' role with Learner Agency in writing. - Literacy Learning Progressions **Gender**: Male students have high % of underachievement across all sectors and within cohorts To promote achievement: - Developing learner agency - share data with students and progressions in writing to support goal setting - Collect student voice: attitude, writing topics, purpose for writing, learning goals - Encourage writing by reading texts that connect with students – humour, male authors, interest topics, exploring different text types to capture their ideas - Students have choice in writing responses to communicate to their audience - Teachers design workshops to cater to learner agency - Explicit teaching of author styles that appeal to males - Use a range of writing tools and sources to enable students to express their ideas to their audience using apps and range of technologies - Create authentic writing purposes to enable students to write for authentic audience **Māori students**: - Use past PLD as a base for understanding effective practice - Revisit Tātaiako principles at syndicate meetings - Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori - Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being - Partnerships in learning - whānau

			- Promote gathering 'perspectives' – Māoridom views in discussions - Kura Ahurea PD to complement **Pasifika students**: - Practice cultural competencies outlined in Tapasā - introduced at Team level http://pasifika.tki.org.nz/Tapasa - Exposed to texts that connect with students to support writing - Syndicate Inquiry Action plans –identify specific goals to raise achievement of Pasifika - Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being - Partnerships in learning - whānau/aiga - Promote 'learner agency' – goal setting - Raise expectations - Pasifika writing achievement to 'Working Beyond' expected Curriculum Level by Identify the students 'Working Within' and promote goals and learner agency to raise achievement to 'Working Beyond' - Promoting high expectations for Pasifika achievement as lowest % of shifts in writing achievement **Asian students**: - Exposed to texts that connect with students - In class programmes are tailored to support needs of ELL students - ELL programmes focus on literacy - ELL programmes linked with class Inquiry to support vocabulary front loading - Teaching vocabulary through explicit practice - Make connections to students prior knowledge and/or build experiences to promote and develop vocabulary for writing - Explicit links to reading to build knowledge of language - Effective practice for explicit teaching and learning - Build partnerships with whānau - Use ideas from Tātaiako and Tapasā to make connections

Lyall Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

Aim to increase student achievement is included in annual plan and targets. All targets are part of principal report each meeting and open for discussion and updates. Whole school has moved to collaborative teaching and learning within hubs. Use of Learner agency and Learning Through Play pedagogies. Developing writing pedagogies with WSL. Collaborative teaching and learning means we are able to draw on strengths of teachers and give better opportunities for tamariki. Continue with easTTle for assessment for learning for Yr 3 -6.

School Name:	Lyall Bay	**School Number**:	2892

Strategic Aim:	Āwhinatia – Build Connections: Whānau and school working together to nuture tamariki Tupu – Growing: All our people will be inspired and empowered to learn
Annual Aim:	Connect Learners and Community - Programmes of learning planned with local community in mind - Engaging school community in learning - - Pedagogical videos on website, regular hui for whānau Grow cultural sustainability - PLD: Engage in professional learning to further develop effective practices and pedagogies Grow Kaiako and Kaimahi - Learning Through Play PLD - Collaborative PD to enhance teaching and learning Grow Ākonga - Interests and aspirations explored through elective options - Review goal setting - Review and develop processes for Pūmanawa-ā-ākonga (graduate profile) - Learning designed using Learning through Play and Learner Agency pedagogies
Target:	All students are able to access The New Zealand Curriculum To increase the number of students achieving within or beyond the appropriate curriculum level in mathematics and statistics

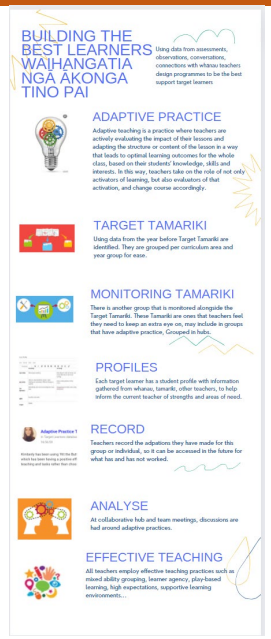
Lyall Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

akonga	End of 2023 data % of students SWT and WT across the school 22.5% of all students SWT and WT 6.9% Māori students SWT and WT 3.7% Pasifika students SWT and WT 4.9% Asian students SWT and WT End of 2024 data % of students SWT and WT across the school. These ākonga are our 'targets' 19.7% of all students SWT and WT 5.3% Māori students SWT and WT 2.6% Pasifika students SWT and WT 6.4% Asian students SWT and WT
	Target Learners: made progress to at least WW Yr 1-2: 71% Yr 3-4: 71% Yr 5-6: 63% For year 5 mathematicians, referring to visuals (Jo Boaler) made a difference, as well as tailoring teaching to individual gaps using assessment for learning. For year 1 and 2 mathematicians, having explicit goals to reach toward and achieve, as well as regularly engaging in maths games with peers created change (hands on learning). Actions that have supported acceleration: small focussed workshops, concrete materials, rich tasks, 1:1 support, flexible timetabling. Within School Lead continues to focus on Maths practices, refreshed curriculum PD

Lyall Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
 Review assessment data with teams and determine the particular learning needs Work with parents, families and whānau around ways to support students' learning Monitor target students in Maths at Team Meetings Collaborative teaching and planning in all teams Coaching model to support target learners	80% 'WW' and 'WB'. **Working Toward** Noticeable decrease at EOY 2 but increase at EOY 4 and 5. **Sub Working Toward** Very few students, but a slight increase in EOY 6. **Gender***:* *86% males WW and WB* **Working Toward** Decrease in lower year levels, but slight increases in EOY 4 and 6, indicating some struggle in higher years. **Sub Working Toward** Few students in this category, additional support is needed at EOY 6. *74% females WW and WB* **Working Toward** Higher proportion of girls in WT compared to boys (40 students). **Sub Working Toward** Very few girls SWT (2 students) Māori: 71% Māori WW and WB **Working Toward** A significant number here, but less than WW.	Improvements occurred as a result of: The combined efforts within teams Team Target Action Plans – identify specific goal for each syndicate in consultation with leadership and based on previous years data as each syndicate group has a different group of learners that are underachieving Regular discussions within syndicates about target students Documenting each target students progress and the adaptive practice that was put in place gave teachers an insight of how the programmes were impacting Collaborative planning and teaching so everyone is responsible for all learners Teachers share adaptive practice that has had impact. Share practices that have been effective in accelerating learning Promoting high expectations for Pasifika achievement as lowest % in mathematics achievement Selection of rich tasks that are	Early targeting and monitoring is required to ensure closing of gaps early – investigation of student's needs, and abilities required **Implications to mathematics teaching practice** Identify effective pedagogy in mathematics teaching and learning Teachers share adaptive practice that has had impact Collaborative planning and teaching Share practices that have been effective in accelerating learning. **School-wide Strategic Aims in Mathematics** - Identify target learners for each classroom so that accelerated learning is targeted and specific - Continue utilising the support of external advisors to further develop teacher knowledge (pedagogy and content knowledge) - Continue developing collaborative practices across classrooms, syndicates and school

Lyall Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

Moderation of assessment	**Sub Working Toward** No students here Pasifika: 60% WW and WB **Working Toward** A number of students remain here, but less than WW **Sub Working Toward** A small number of student here. Asian: 73% WW and WB **Working Toward** A small but notable group here **Sub Working Toward** A few students here	culturally responsive and authentic for learners Early targeting and monitoring is required to ensure closing of gaps early – investigation of Ākonga needs, and abilities required Implications to maths teaching practice Identifying effective pedagogy in maths supporting building practice Teachers share adaptive practice that has had impact. Early targeting and monitoring is required to ensure closing of gaps early – investigation of student's needs, and abilities required Collaborative planning and teaching Mixed ability grouping, rich Maths tasks .	- Continue to build teacher role in the classroom, using talk moves, Rich tasks, mixed ability grouping - School-wide assessment schedule that fits the intended outcomes for LBS learner agency - Review assessment tasks so that specific skills, knowledge and attitudes are captured of our learners through formative assessment - Moderate mathematical assessments school-wide to ensure that curriculum level expectations are the same throughout the school - Promote professional readings to support teacher effectiveness - Team Target Action Plans – identify specific goal for each syndicate in consultation with leadership and based on previous years data as each syndicate group has a different group of learners that are underachieving **Māori students**: - Use MAC and Kuras AHurea knowledge to identify effective practice

			- Revisit Tātaiako principles at whole staff and syndicate meetings - Team Inquiry Action plans – identify specific Māori learners - Read and implement aspects of Te Kotahitanga http://tekotahitanga.tki.org.nz/ - Select rich tasks that are culturally responsive and authentic for learners - Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being - Partnerships in learning – whānau – goal setting interviews - Kura Ahurea and Culturally Responsive PD **Pasifika students**: - Specialised Pasifika maths group in term 1. - Practice cultural competencies outlined in Tapasā - introduce at Team level http://pasifika.tki.org.nz/Tapasa - Select rich tasks that are culturally responsive and authentic for learners

			- Team Inquiry Action plans – identify specific Pasifika students - Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being - Partnerships in learning - whānau/aiga - Promote 'learner agency' – goal setting - Promoting high expectations for Pasifika achievement - Select rich tasks that are culturally responsive and authentic for learners https://pasifika.tki.org.nz/Tapasa mixed ability groupings, flexible workshops, collaboration - Promoting high expectations for Pasifika achievement as lowest % in mathematics achievement - Investigate how to engage younger Pacific girls in maths **Asian students**: - Team Inquiry Action plans – identify specific Asian students - Plan for and teach academic vocabulary to allow students to access word problems

			- Select rich tasks that are culturally responsive and authentic for learners - Effective practice for explicit teaching and learning - Build partnerships with whānau – goal setting interviews - Plan for and teach academic vocabulary to allow Ākonga to access word problems through ESOL and classroom programmes - Effective practice for explicit teaching and learning

Planning for next year:

Aim to increase student achievement is included in annual plan and targets. All targets are part of principal report each meeting and open for discussion and updates. Whole school has moved to collaborative teaching and learning within hubs. Use of Learner agency and Learning Through Play pedagogies. Developing Maths pedagogies with WSL. Collaborative teaching and learning means we are able to draw on strengths of teachers and give better opportunities for tamariki

Kiwisport Funding

We were pleased to receive $5097.02 as targeted funding to promote sporting opportunities for our students. These funds were used for:

- funding transport for students who represented the school in a range of inter-school sporting events
- supplementing our sporting equipment inventory so that students had access to an improved range of sports gear
- supporting the operating costs of our school swimming pool during both Terms 1 and 4,

Lyall Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

Members of the Board of Trustees

For the year ended 31 December 2023

Name	Position	How Position On Board Gained	Occupation	Term Expires
Vito Lo Iacono	Parent Rep	Elected May 2016	Mktg Consultant	Sept 2026
Lloyd Percival	Parent Rep	Elected May 2019	Accountant	Sept 2026
Melanie Dean	Principal	Appointed Feb 2015	Principal	
Amanda Willis	Staff Rep	Elected May 2018	Teacher	Sept 2026
Karl Emson	Parent Rep	Elected May 2019	Teacher	Sept 2026
Julia BlackBurn	Parent Rep	Appointed Nov 2020	HR Manager	Sept 2026
Matthew Hunt	Parent Rep	Appointed Nov 2020	Project Manager	Sept 2026

This statement includes all those trustees that were Members of the Board during the year, not just those remaining at the end of the year.

The Board gives effect to Tiriti o Waitangi by upholding the principles

- **Curriculum:** Incorporate Māori perspectives and knowledge into the curriculum.
- **Te Reo Māori:** Promote the use and learning of te reo Māori.

- **Tikanga Māori:** Respect and incorporate Māori cultural practices.
- **Equitable Outcomes:** Work to ensure that Māori students achieve the same level of success as other students.
- **Engage with Mana Whenua:** We engage with local mana whenua through Kura Ahurea

Statement of Compliance with Employment Policy
For the year ended 31st December 2024, the Lyall Bay School Board:
 Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
 Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
 Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
 Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
 Meets all Equal Employment Opportunities requirements