

Independent Auditor's Report

To the readers of Oaklynn Special School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Oaklynn Special School (the School). The Auditor-General has appointed me, Wayne Tukiri using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 25 June 2020. This is the date at which our opinion is expressed.

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

Emphasis of matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 24 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other Information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

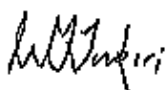
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



Wayne Tukiri
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

OAKLYNN SPECIAL SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	1397
Principal:	Louise Doyle
School Address:	20 Mayville Avenue, New Lynn, Auckland
School Postal Address:	20 Mayville Avenue, New Lynn, Auckland
School Phone:	09 827 4748
School Email:	office@oaklynn.school.nz

Members of the Board of Trustees

Name	How Position Gained	Position	Term Expires
Bobbie Chadderton	Elected	Staff Rep	Jun-22
Denish Kumar	Elected	Parent Rep	Jun-22
Julie Veli	Elected	Parent Rep	Jul-19
Karen Burns	Elected	Chairperson	Jun-22
Louise Doyle	Appointed	Principal	Current
Maria Schuster	Elected	Parent Rep	Jun-22
Troy Mckenzie	Co-opted	Parent Rep	Jun-22
Virginia Jones	Elected	Parent Rep	Jun-22

Service Provider:

Loading Edge Services (2017) Ltd, PO Box 20496, Glen Eden, Auckland

OAKLYNN SPECIAL SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
	Financial Statements
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 11</u>	Statement of Accounting Policies
<u>12 - 20</u>	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	KiwiSport

Oaklynn Special School

Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees 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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Karen Burns

Full Name of Board Chairperson

K Burns

Signature of Board Chairperson

25 / 06 / 2020

Date:

Louise Doyle

Full Name of Principal

Louise Doyle

Signature of Principal

25 / 06 / 2020

Date:

Oaklynn Special School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	6,575,901	5,901,637	6,041,625
Locally Raised Funds	3	125,381	59,200	86,878
Interest Income		20,722	20,000	20,479
		<u>6,722,004</u>	<u>5,980,837</u>	<u>6,148,982</u>
Expenses				
Locally Raised Funds	3	61,655	59,500	56,210
Learning Resources	4	5,307,563	4,848,261	4,831,580
Administration	5	304,141	276,073	285,070
Finance		7,017	6,975	7,062
Property	6	736,077	719,786	713,342
Depreciation	7	71,744	70,000	63,704
		<u>6,488,197</u>	<u>5,980,595</u>	<u>5,955,988</u>
Net Surplus / (Deficit) for the year		233,807	242	193,014
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>233,807</u>	<u>242</u>	<u>193,014</u>

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

Oaklynn Special School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>1,069,919</u>	<u>1,069,918</u>	<u>874,415</u>
Total comprehensive revenue and expense for the year		233,807	242	193,014
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		5,015	-	2,490
Equity at 31 December	22	<u>1,308,741</u>	<u>1,070,160</u>	<u>1,069,919</u>
Retained Earnings		1,308,741	1,070,160	1,069,919
Equity at 31 December		<u>1,308,741</u>	<u>1,070,160</u>	<u>1,069,919</u>

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.

Oaklynn Special School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	845,478	757,024	454,780
Accounts Receivable	9	325,927	363,317	363,317
GST Receivable		7,031	5,674	5,674
Prepayments		11,514	5,904	5,904
Investments	10	405,170	-	302,022
		<u>1,395,120</u>	<u>1,131,919</u>	<u>1,131,677</u>
Current Liabilities				
Accounts Payable	12	338,275	268,167	268,168
Revenue Received In Advance	13	5,894	8,728	8,728
Provision for Cyclical Maintenance	14	3,874	7,317	7,317
Painting Contract Liability - Current Portion	15	8,685	8,685	8,685
Finance Lease Liability - Current Portion	16	36,702	32,602	32,602
		<u>393,230</u>	<u>325,499</u>	<u>325,500</u>
Working Capital Surplus/(Deficit)		1,001,890	806,420	806,177
Non-current Assets				
Property, Plant and Equipment	11	<u>389,163</u>	<u>358,720</u>	<u>358,722</u>
		389,163	358,720	358,722
Non-current Liabilities				
Provision for Cyclical Maintenance	14	48,797	42,148	42,148
Painting Contract Liability	15	6,528	10,264	10,264
Finance Lease Liability	16	26,987	42,568	42,568
		<u>82,312</u>	<u>94,980</u>	<u>94,980</u>
Net Assets		<u><u>1,308,741</u></u>	<u><u>1,070,160</u></u>	<u><u>1,069,919</u></u>
Equity	22	<u><u>1,308,741</u></u>	<u><u>1,070,160</u></u>	<u><u>1,069,919</u></u>

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

Oaklynn Special School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,566,323	2,785,127	2,592,326
Locally Raised Funds		149,130	23,996	60,126
Goods and Services Tax (net)		(1,357)	3,772	3,772
Payments to Employees		(1,858,648)	(2,163,974)	(2,027,722)
Payments to Suppliers		(458,284)	(454,491)	(459,658)
Cyclical Maintenance Payments in the year		(5,310)	(11,150)	(10,870)
Interest Paid		(7,017)	(6,975)	(7,060)
Interest Received		21,416	18,733	19,212
Net cash from Operating Activities		406,253	195,038	170,126
Cash flows from Investing Activities				
Purchase of PPE		(75,173)	(55,013)	(13,600)
Purchase of Investments		(103,148)	-	-
Proceeds from Sale of Investments		-	420,716	118,694
Net cash from Investing Activities		(178,321)	365,703	105,094
Cash flows from Financing Activities				
Furniture and Equipment Grant		5,015	-	2,480
Finance Lease Payments		(38,480)	(2,636)	(37,757)
Painting contract payments		(3,736)	2,185	(4,304)
Net cash from Financing Activities		(37,211)	(453)	(39,571)
Net increase/(decrease) in cash and cash equivalents		190,721	560,288	235,649
Cash and cash equivalents at the beginning of the year	6	454,760	196,736	219,113
Cash and cash equivalents at the end of the year	8	645,478	757,024	454,760

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

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

Oaklynn Special School
Notes to the Financial Statements
For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Oaklynn Special School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

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 Act 1989 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

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 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. 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.

Other Grants

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) 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.

g) 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.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) 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.

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as Investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) 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 to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

l) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment 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. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

o) 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 are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) Financial Assets and Liabilities

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 categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

t) 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.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

v) 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	559,122	632,335	587,184
Teachers' Salaries Grants	3,383,783	2,783,537	2,994,989
Use of Land and Buildings Grants	568,154	550,853	533,526
Resource Teachers Learning and Behaviour Grants	1,808,890	1,729,077	1,707,030
Other MoE Grants	110,280	66,036	84,241
Other Government Grants	147,662	139,800	154,655
	6,576,901	5,901,637	6,041,625

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	15,220	8,000	8,655
Activities	69,516	30,000	37,015
Fundraising	50,645	21,200	41,208
	125,381	59,200	86,878
Expenses			
Activities	48,486	59,500	50,414
Fundraising (Costs of Raising Funds)	13,169	-	4,796
	61,655	59,500	55,210
Surplus/ (Deficit) for the year Locally raised funds	63,726	(300)	31,668

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	118,892	120,991	80,344
Equipment Repairs	5,663	3,600	4,248
Extra-Curricular Activities	-	-	5,377
Employee Benefits - Salaries	5,151,817	4,889,070	4,709,065
Staff Development	31,191	34,700	32,526
	5,307,563	4,848,261	4,831,580

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	6,680	5,540	5,540
Board of Trustees Fees	-	2,640	-
Board of Trustees Expenses	7,177	3,950	4,306
Communication	17,946	11,200	16,054
Consumables	30,813	31,000	41,440
Operating Lease	-	-	5,487
Other	59,130	53,000	67,531
Employee Benefits - Salaries	169,129	154,200	129,311
Insurance	1,986	2,443	2,441
Service Providers, Contractors and Consultancy	12,300	12,100	12,960
	304,141	276,073	285,070

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	55,254	49,548	55,697
Cyclical Maintenance Provision	8,516	8,895	8,405
Grounds	980	2,000	7,247
Heat, Light and Water	19,468	18,000	16,674
Rates	205	300	317
Repairs and Maintenance	23,270	29,400	38,313
Use of Land and Buildings	566,154	550,853	533,526
Security	5,061	4,000	3,756
Employee Benefits - Salaries	57,169	57,000	49,407
	736,077	719,786	713,342

The use of land and buildings figure represents 8% 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. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	9,218	8,994	9,218
Furniture and Equipment	7,545	7,362	6,115
Information and Communication Technology	5,750	5,610	6,008
Motor Vehicles	9,457	9,227	5,400
Leased Assets	39,774	38,807	36,963
	71,744	70,000	63,704

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	100	100	100
Bank Current Account	206,342	114,794	162,325
Bank Call Account	37,852	37,773	-
Short-term Bank Deposits	401,184	604,357	302,335
Cash and cash equivalents for Cash Flow Statement	645,478	757,024	454,760

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	13,920	40,703	40,703
Interest Receivable	2,620	3,314	3,314
Teacher Salaries Grant Receivable	249,748	319,300	319,300
	326,927	363,317	363,317
Receivables from Exchange Transactions	16,540	44,017	44,017
Receivables from Non-Exchange Transactions	309,387	319,300	319,300
	326,927	363,317	363,317

10. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	405,170	-	302,022
Total Investments	405,170	-	302,022

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Building Improvements	215,191	-	-	-	(9,218)	205,973
Furniture and Equipment	50,488	37,697	-	-	(7,545)	80,640
Information and Communication Technology	8,881	7,054	-	-	(5,750)	10,185
Motor Vehicles	10,100	30,426	-	-	(9,457)	31,069
Leased Assets	74,062	27,008	-	-	(39,774)	61,296
Balance at 31 December 2019	358,722	102,185	-	-	(71,744)	389,163

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Building Improvements	378,872	(172,700)	205,973
Furniture and Equipment	312,825	(232,187)	80,640
Information and Communication Technology	44,884	(34,699)	10,185
Motor Vehicles	137,228	(106,160)	31,069
Textbooks	-	-	-
Leased Assets	132,972	(71,676)	61,296
Library Resources	-	-	-
Balance at 31 December 2019	1,006,582	(617,422)	389,163

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Building Improvements	224,409	-	-	-	(9,218)	215,191
Furniture and Equipment	43,789	12,813	-	-	(6,115)	50,488
Information and Communication Technology	13,846	1,042	-	-	(6,008)	8,881
Motor Vehicles	15,600	-	-	-	(5,400)	10,100
Leased Assets	58,646	52,479	-	-	(36,963)	74,062
Balance at 31 December 2018	356,090	66,334	-	-	(63,704)	358,722

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Land	-	-	-
Buildings	-	-	-
Building Improvements	-	-	-
Furniture and Equipment	378,872	(163,481)	215,191
Information and Communication Technology	275,129	(224,641)	50,488
Motor Vehicles	37,830	(28,949)	8,881
Textbooks	106,803	(96,703)	10,100
Leased Assets	-	-	-
Library Resources	132,874	(58,812)	74,062
Balance at 31 December 2018	931,308	(572,586)	358,722

12. Accounts Payable

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
Operating Creditors	\$	\$	\$
Accruals	27,778	23,941	23,941
Employee Entitlements - Salaries	5,680	5,640	5,640
Employee Entitlements - Leave Accrual	254,847	238,686	210,549
	50,170	-	28,138
	<u>338,275</u>	<u>268,167</u>	<u>268,168</u>
Payables for Exchange Transactions	338,275	268,167	268,168
	<u>338,275</u>	<u>268,167</u>	<u>268,168</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
Other	\$	\$	\$
	5,694	8,728	8,728
	<u>5,694</u>	<u>8,728</u>	<u>8,728</u>

14. Provision for Cyclical Maintenance

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
Provision at the Start of the Year	\$	\$	\$
Increase/ (decrease) to the Provision During the Year	49,465	49,465	51,390
Use of the Provision During the Year	3,206	8,685	(2,465)
	-	(8,685)	-
Provision at the End of the Year	<u>52,671</u>	<u>49,465</u>	<u>48,925</u>
Cyclical Maintenance - Current	3,874	7,317	7,317
Cyclical Maintenance - Term	48,797	42,148	42,148
	<u>52,671</u>	<u>49,465</u>	<u>49,465</u>

15. Painting Contract Liability

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Liability	8,685	8,685	8,685
Non Current Liability	6,528	10,264	10,264
	<u>15,213</u>	<u>18,949</u>	<u>18,949</u>

In 2017 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2017, with regular maintenance in subsequent years. The agreement has an annual commitment of \$8,685. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	40,954	32,602	38,084
Later than One Year and no Later than Five Years	28,517	42,568	46,006
Later than Five Years	-	-	-
	<u>69,471</u>	<u>75,170</u>	<u>84,090</u>

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	-	-
Full-time equivalent members	0.09	0.04
<i>Leadership Team</i>		
Remuneration	507,724	440,185
Full-time equivalent members	5	4
Total key management personnel remuneration	507,724	440,185
Total full-time equivalent personnel	5.09	4.04

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	130 - 140
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	4.00	0.00
	4.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2019 Actual	2018 Actual
Total	-	\$ 6,188
Number of People	-	1

20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into contract agreements for capital works.
(Capital commitments at 31 December 2018: \$NIL)

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

23. 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 (2018: Loans and receivables)

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents			
Receivables	645,478	757,024	454,760
Investments - Term Deposits	325,927	363,317	363,317
	405,170	-	302,022
Total Financial assets measured at amortised cost	1,376,575	1,120,341	1,120,099
Financial liabilities measured at amortised cost			
Payables	338,275	268,187	268,188
Finance Leases	63,689	75,170	75,170
Painting Contract Liability	15,213	18,949	18,948
Total Financial Liabilities Measured at Amortised Cost	417,177	362,286	362,287

24. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 16th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School Holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

25. Comparatives

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

26. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

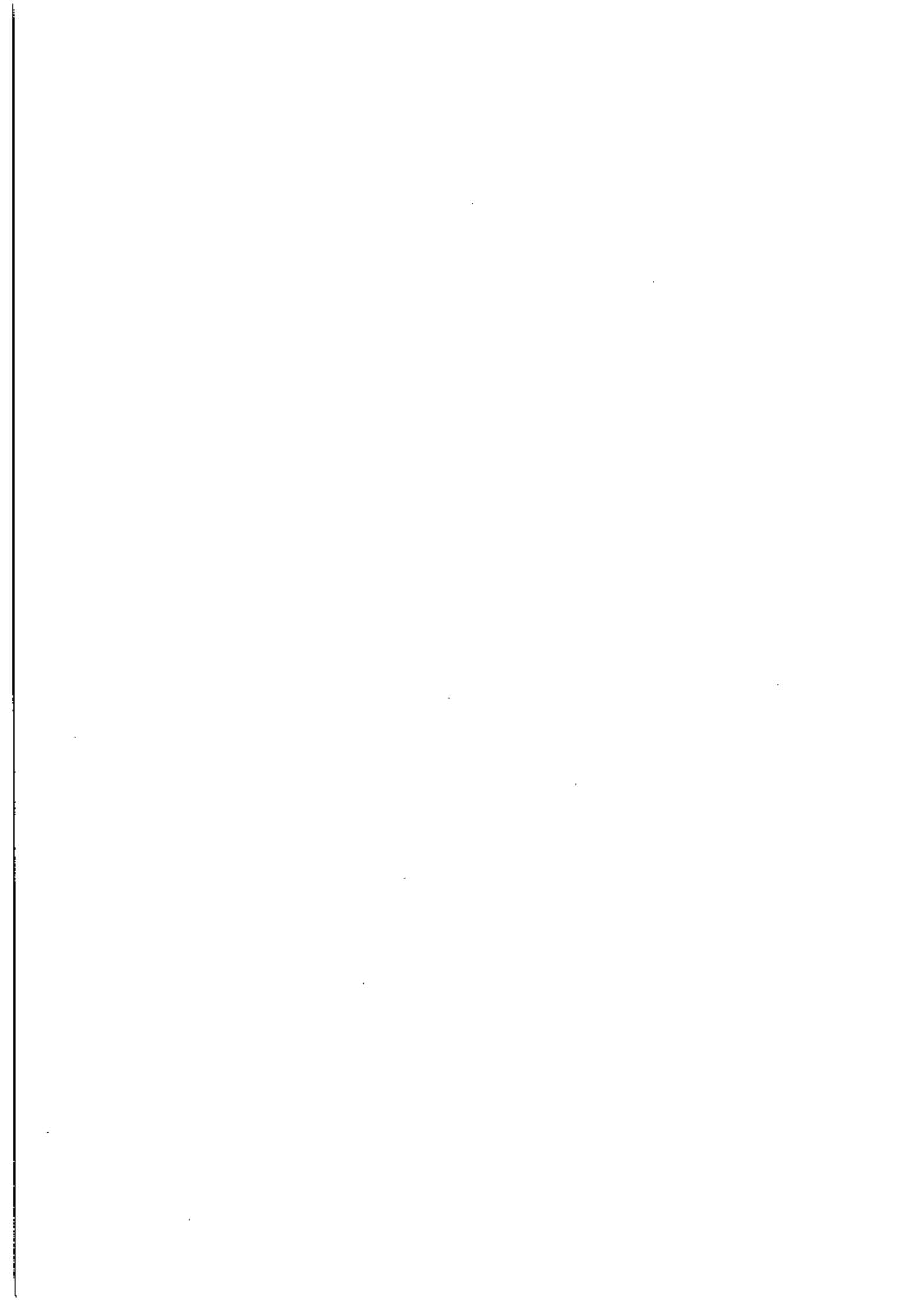
- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 10 Investments:

This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

27. Failure to comply with section 87 of the Education Act 1989

The Board of Trustees has failed to comply with Section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.



School

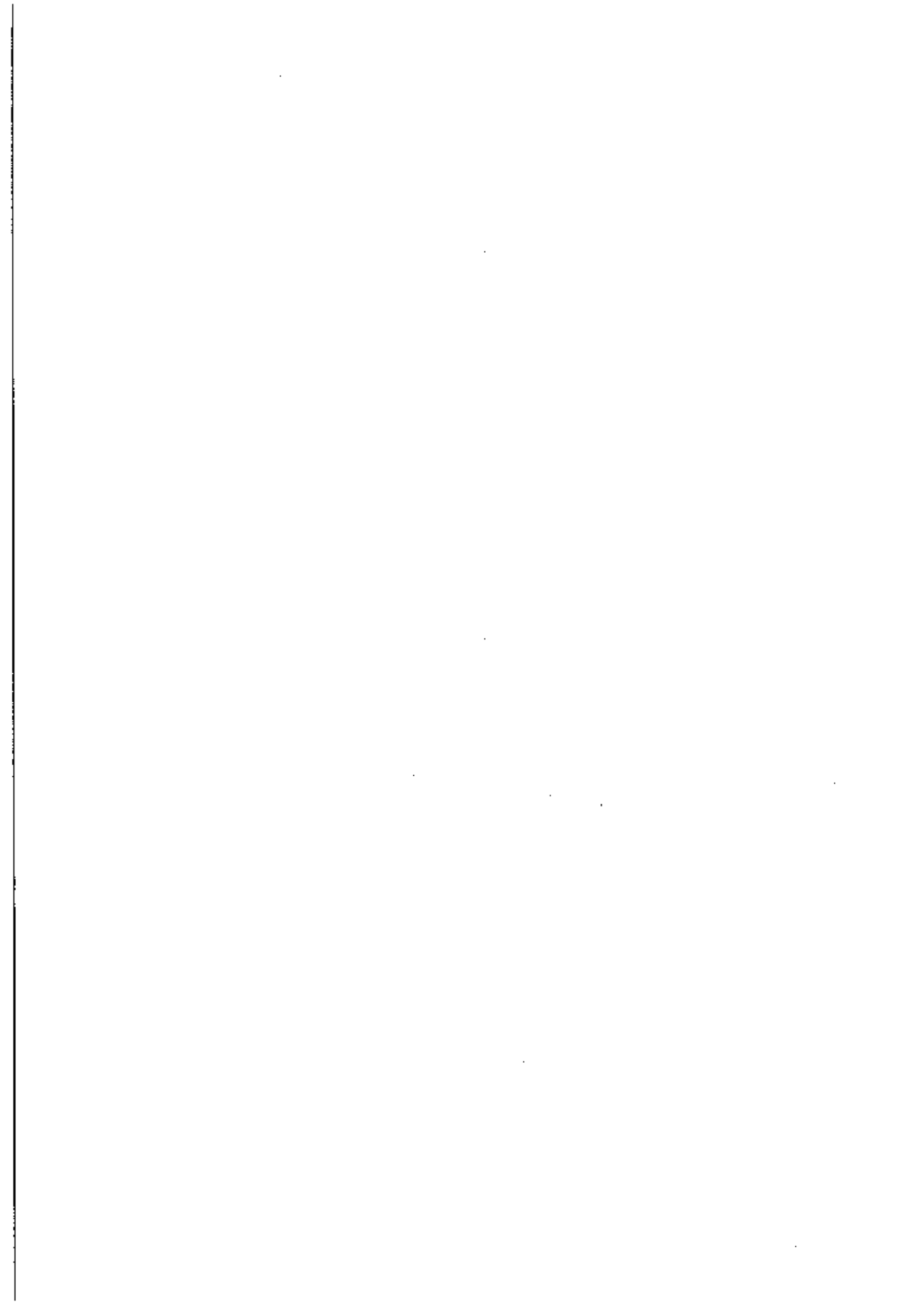
Oaklynn Special School

KIWISPORT NOTE

Please modify the standard MoE note below for Kiwisport to match your school

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$3070.28 (excluding GST). The funding was spent on additional equipment to enhance students participation. The number of students participating in organised sport was for 165 of the school roll.


11/12/2020



Guidelines re: monitoring progress for those with delegated responsibilities in School Plan areas.

1. Several staff within their area of practice, have an area of responsibility that has links with the School Planning.
2. These staff members have a collective responsibility to report progress to the Board of Trustees at each BOT meeting. (Twice a term)
3. The updates need to be entered in this document on the Wednesday BEFORE the following dates as BOT documentation is shared with the BOT two working days prior to the BOT meeting.

Date of BOT meeting	Date completed documentation required
20th May	Wednesday 15th May
24th June,	Wednesday 19th June
12th August	Wednesday 7th August
16th September	Wednesday 11th September
4th November	Tuesday 29th October
9th December	

4. Monitoring of progress is done by adding to this shared document regularly - each member adding their commentary in column 4. Please insert date of BOT meeting at beginning of entry.
5. Comment on progress - details of what actions have been taken, how others were engaged, and any outcomes / outputs / results for other learners - students, staff, whānau or wider community. Keep it simple - bullet points are sufficient. NB: Please enter comments in a 'report writing' style. NB: Please write in a way so that individuals are not identifiable.
6. In column 3 the Principal will identify progress 'at a glance' with a colour coding system: ██████████ or ██████████ or ██████████
7. At the end of the year an extra section will be added to include an end of year review on each area.

Work in this shaded area comes from Strategic direction

THIS DOCUMENT IS RELEASED TO ALL STAFF AND BOARD MEMBERS

<p>Strategic Goal 1. Grow skilled and confident staff</p>	<p>Initiative 1 School wide understanding of what skills and knowledge staff need to support learners SKILLS FRAMEWORK</p>	<p>LD</p>	<p>Progress - details of what actions you have taken, how you have engaged others, and any outcomes / outputs /results for other learners - students, staff, whānau or wider community. Keep it simple - bullet points are sufficient.</p> <p>Refer presentation "School Plan work" from BOT meeting 01/04/2019</p> <p>20/05/2019</p> <ul style="list-style-type: none"> Skills framework - for TEACCH work - used previous tool and adapted it to create a checklist for staff. <u>TEACCH skills framework WDGLL (What Does Good Look Like)</u> <p>24/06/2019 Nothing to report</p> <p>12/08/2019 Nothing to report</p> <p>16/09/2019</p> <ul style="list-style-type: none"> Outreach team have been working on their section of the skills framework. <p>So What: The skills framework has enabled us to capture the knowledge and skills we expect our teachers to gain over time. By developing it as a matrix we are able to provide progressions for teachers to work through. This makes the steps and progress easily measurable and doable. The sections that have been worked on so far have also brought staff together to co create the framework in a collaborative way. The co creation also serves another purpose which is that of sharing and gaining consensus on which information needs to be included.</p> <p>Now What:</p> <ul style="list-style-type: none"> - This is an important piece of work that needs further work. - Several areas are near completion and just require finalising before the end of the year. - Several sections can be used to support staff at the beginning of 2020 as we have several new staff starting with us. - Other identified areas of the matrix need to be started and will be incorporated into 2020 school planning. <p>20/05/2019</p> <ul style="list-style-type: none"> Class support meetings were held for six classes, prior to the start of the school year. The remainder of meetings were scheduled over weeks three and four of term 1. Class support meetings have been scheduled on Thursday afternoons across term 2, and it is planned that the same schedule will be followed in term 3. This new system will be reviewed later in the year. <p>24/06/2019</p> <ul style="list-style-type: none"> Class support meetings have continued as scheduled on Thursday afternoons. There is variation in the documentation of the minutes across classes. SR and PR to collaborate on a set form to be used across the school. <p>12/08/2019</p> <ul style="list-style-type: none"> The schedule for class support meetings have set for term 3 and shared to all professionals SR and PR have started on draft documentation for effective recording of notes and began discussions
	<p>Initiative 2 Framework of support for staff CLASS SUPPORT MEETING</p>	<p>SR</p>	

for creating a shared understanding of the purpose of the meetings and what other factors aside from therapy can be covered in these meetings.

16/09/2019

- Nothing to report

04/11/2019

So What: To determine whether the CSMs have been effective across the school this year in the structure that they have been conducted, an online survey was sent out to all teachers, SMT and therapists (professional staff who participate in CSM). Below are the results of that survey.

- A total of 27 responses with the make up of staff below.

Role

27 responses

- Class Teacher
- Practice Leader
- Therapist
- Senior Management Team



Purpose of the meetings,

- Identify the needs of the students
- Identify how the professionals can work together (collaborative practice)
- Plan input
- Review needs of students
- Regular opportunity to meet together
- Create shared understanding

Benefits of the meetings,

- Create the same expectations for teaching and learning - being on the same page
- Increase in collaborative practice
- Work through difficulties in a supportive forum ("For me as a teacher it means I can voice concerns or achievements at a time when there are people present that can help me problem solve or give advice")

- Opportunity for learning and teaching from each other (Ako)
- Opportunity for everyone to meet at the same time

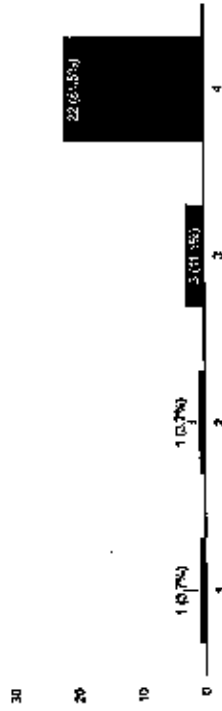
Challenges of the meetings,

- Timing
 - Not long enough
 - Scheduling difficulties to get everyone together at the same time
- People not being 'present' only listen to aspects that they feel relevant
- Some responses reported no challenges
- Need a clear purpose
- Need to know who is responsible for what - things not being followed up

92% of the responses reported that they were able to meet outside of CSM. The theme from this question was that teachers and a therapist meet at times that worked for them to discuss a student or a programme or to do planning.

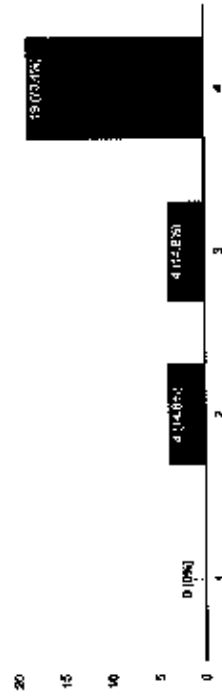
How would you rate the collaborative discussions during these meetings?

27 responses



How would you rate the actions that are co-constructed during these meetings?

27 responses



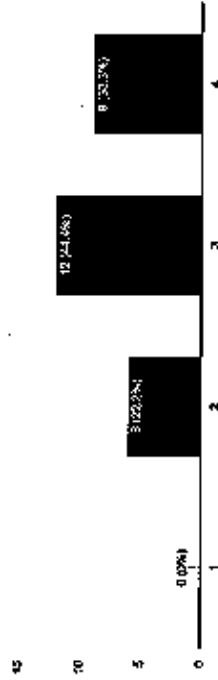
Do you find the actions that are co-constructed clearly defined with who is doing what and when?

27 responses



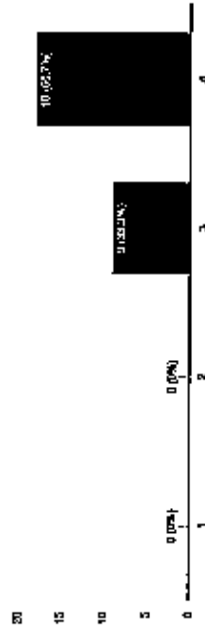
How do you rate the follow up support

27 responses



Do you feel listened to and your professional opinion taken into account in Class Support Meetings?

27 responses



What is your preference for the frequency of the Class Support Meetings?

27 responses



- Once a Term
- Three times a Year
- Twice a year
- Once a year

Suggestions for improvement

- Standard form to record discussion
- Clearly identify who is doing what and when it will occur
- Adjust the length of meeting based on number of students in the class
- Have an overall discussion of students needs (what's on top) rather than going through every discipline.
- Previous minutes sent out before the meeting to ensure everyone knows what was discussed.
- Frequency of meeting based on class need. Everyone meeting term 1,2 and 3. If a class feels there is a need then meet again in term 4.

Now What: The feedback from the survey highlighted that overall the CSMs are of benefit to those that attend them. There are clearly improvements that can be made to increase the effectiveness of these meetings. Some improvements that were identified such as a standardised format for recording the meetings was something that we already knew needed to be created. Possibly a written procedure/purpose for the meetings would be of benefit too. The frequency of the meetings needs to be discussed as the majority of the feedback preferred at least 3 times a year. The results of the survey and what changes/improvements to the process of CSM will need to be discussed with SMT to determine what they will look like for 2020.

Initiative 3 Leadership

LD

20/05/2019

- Building and sustaining collective leadership involves each of us drawing on individual and collective strength. Actions that lead to this are reviewing practice to ensure it still relevant. SMT recently reviewed team functioning and established a revised code of conduct.

24/06/2019

- Senior leadership team have worked with Beth Dungey from Waikato University investigating Leadership for Social Justice.

- And completed evaluation of each others leadership strengths.

12/08/2019

- SMT had follow up session with Beth Dungey - 23/07

16/09/2019

- Nothing to report

Middle leaders have also had several sessions of professional learning with Beth D (31/01, 21/03, 27/06)

So What:

We can't expect to develop school leaders without actual activities and explicit actions that support it. The middle leaders have reflected in an ongoing way throughout the year - here are some examples of their reflections. It is clear that successful leadership development is about getting the right person to work with our people. The reflections of our middle leaders demonstrates how their thinking is not only shaped by the learning and sharing but also by the values we hold at Oaklyn. Leadership developments it seems serves two purposes - to affirm their leadership practices and also provide models and examples to help improve their own leadership responses.

- *Things which particularly resonated were - 'Tell your truth', 'Demonstrate Respect', 'Maintain your integrity', 'Be a Learner, rectify mistakes', Address the unacceptable' and 'Extend Trust'. It made me think in particular around working in different teams - as class team leader, as inclusion leader and Practice leader and how modelling this practice is so important if I want everyone to 'be' this.*
- *using techniques from the 'important Conversation Temple' or even just asking myself a few of the questions from it, gives me a more analytical outlook and better prepares me for these kind of discussions.*
- *For me, the most significant take on this is that we should work collaboratively towards our common goals. We should organise our teams according to their strengths and competencies.*

Middle leaders have developed their work as a comprehensive team - through their time together - they have developed open and honest working relationships.

The middle leaders value their role and see the importance of it in the school. This has led to them bringing issues to senior leadership more readily.

They have developed their collective advocacy role for teachers - bringing perspectives on school operations to senior leaders that might not have otherwise been realised.

Senior leaders

- An outside facilitator bringing evidence and research to our group helped us to develop a language around what we value and how we want to work as a leadership team and as an organisation.
- The strengths identifying activity gave us all a sense of who we are as individuals and how we 'fit together' as a team.
- Knowing each other as individuals and understanding each others perspectives helps us to have robust, open and honest discussions - with no judgement or repercussions.
- Having senior leaders and middle leaders inquire into their leadership with the same facilitator ensures a sense of 'joined upness' and consistency of leadership approach in the school.
- Senior leaders this year have been working very much together as a collaborative team - the advantages being that we get to understand each others approaches to tasks and ways of thinking about school operations. This approach has been beneficial to strengthen our leadership. Whilst having advantages it has also brought some disadvantages in that each activity or decision has taken more time as we process each others perspectives and opinions.

Now What:

- Further leadership development sessions are being planned for 2020. Louise will work with Beth to complete a PLD application for hours to support PD for 2020.
- The work this year highlights the importance of senior leaders and middle leaders working together. Future planning will ensure these teams come together more often for collaborative work.
- Leadership planning for 2020 will allow for specific portfolios for each senior leader and more autonomy within our work.

Initiative 4
Systems and Processes that support learning for all
E-SUPPORT

CG

20/05/19

- Met with SMT 8/4 to show progress and discuss future school IT needs
- Created spreadsheets and forms for admin purposes - *free up teacher admin time*
- Created RAMS templates with JC - *free up teacher admin time*
- Created docs and sheets for Template Gallery - *free up teacher admin time, professional formatting*
- Facilitated staff training on the above - *free up teacher admin time*
- Created 'Pastoral' page on Linc-Ed, with the associated process - *free up teacher admin time & ability to track data*
- Worked through 'on-the-spot' issues for Linc-Ed - *support teachers & whānau (engagement)*
- Individual sessions with a student, working on basic IT, cybersecurity and a simple coding programme - *use IT constructively for leisure and learning, age appropriate*

24/06/19

- Created more templates - *free up teacher admin time, professional formatting*
- Refined request forms with automated emails - *free up teacher admin time & ability to track data*
- Refined RAMS process - *free up teacher admin time & compliance*
- Initial work with OTs on AT resources - *beginning to coordinate existing student AT resources*
- Began revamp of OakNET - *increase ease of staff access to school info (free up teacher admin time)*
- Created tentative initial plan with RS of public website revamp - *support parents to understand Oaklynn*
- Troubleshooting some Linc-Ed issues - *support staff and whānau to engage*

12/08/19

- Met with Linc-Ed group 25/7 to determine next steps
- Troubleshooting some Linc-Ed issues - *support staff and whānau to engage*
- Continued work on OakNET - *increase ease of staff access to school info, free up teacher admin time, ensure available info is current*
- Explored templates for public website revamp - *support parents to understand Oaklynn*
- Met with Cyclone 22/07 to explore technology options - *up to date technology for staff and students*
- Met with Waterman Innovations to explore technology - *up to date technology for staff and students*
- Continued PD for staff on individual basis as necessary - *increase staff competency, free up admin time*
- Created up to date PBS parent info for enrolment pack - *increase whānau engagement*
- New Linc-ed team established to continue troubleshooting issues. New team - Niva, Rebecca S and Naomi L met with Linc-ed team all day Friday 2nd AUG
- Wider IT support meeting established twice a term to ensure issues resolved at all levels and a plan of action is developed.

16/09/19

- Met with SPARK on several occasions to negotiate the best deal - *up to date technology for staff*

- Helping to transition new team for Linc-Ed - support staff and whānau to engage
- Continued work on OakNET, creating new content and uploading existing documents - increase ease of staff access to school info, free up teacher admin time, ensure available info is current
- Devised site map and wireframe for public website revamp - support parents to understand Oaklynn
- Consulted with Cyclone to explore technology options - up to date technology for staff and students
- Conducted induction for new staff - increase staff competency, free up admin time
- Created up to date PBS parent info for enrolment pack - increase whānau engagement
- Monitoring and troubleshooting newly established electronics processes (eg forms) - free up admin time

4/10/19

- Completed application for MoE funded PLD around Digital Fluency - increase staff competency
- Began processes for senior award ceremony - free up teacher time
- Supported classes and SLTs during Exp Sh assessments - free up teacher time, ensure data is correctly stored
- Continued PD for staff on individual basis as necessary - increase staff competency, free up admin time
- Continued to work through funding issues with RR - up to date technology for staff
- Continued work on OakNET, creating new content and uploading existing documents - increase ease of staff access to school info, free up teacher admin time, ensure available info is current
- Initial stages of building site map and wireframe for public website revamp - support parents and potential new staff to understand Oaklynn

So What:

1. Staff competency has increased - as shown by the training I am required to provide, and issues that staff ask me throughout the year - I find that both group sessions and 1:1 training are required to deliver effective training. Further scheduled formal training time would be beneficial
2. Successful application for MoE funded PLD I created the outline for ongoing PD, looking to 'future-proof' our training as much as is practically possible which meant honestly evaluating current staff competency and aptitude
3. Some processes have been made electronic I am in the unique position of having both been a long time classroom teacher (knowing where to make changes) and now working on the technology side (knowing how to make changes) I have learnt some new techniques used to address our needs.
4. Framework, navigation and wireframe have been evaluated and decided upon for public website (revamp of public website is underway). I have learnt the processes and techniques required to create an appealing, functional and effective website
5. OakNET has continued to grow Not all staff are using this to its potential which is disheartening
6. Negotiated new devices and network deal with Spark and Education finance dept I haven't been involved in deals this way before and was very pleased with the results I achieved

Now What:

1. Continue creating training resources and conducting training as need arises
2. Coordinate MoE PLD for 2020 - this should address the issue of giving staff the time to upskill their technology capabilities
3. Tweak existing processes and create more
4. Complete the website, tweak as per SMT and BoT discretion and 'go live' during 2020

	<p>5. For 2020, request scheduled time to promote OakNET and its benefits, as well as clearly explain Oaklynn's IT infrastructure to <u>all</u> staff</p> <p>6. Seal the deal, set up the new devices, run training and conduct trouble-shooting (check for the potential to extend my skills in this area)</p>
<p>BC</p> <p>20/5/19</p> <p>To lead and support the delivery of quality SPEC programmes across the school as required.</p> <p>Support visits scheduled with teachers working on SPEC modules in Term 1, with teachers identifying the focus of the support for those visits. Regular emails and updates are shared with the SPEC teacher group. Term 2 timetable for further visits has been developed to spend time in class with students to observe how SPEC is being implemented and to offer support on differentiation of tasks.</p> <p>24/6/19</p> <ul style="list-style-type: none"> ● Support visits to classes ongoing, teachers identifying what they would like to focus on for visit ● Support to adapt PLP goals to create learning goals for tasks in different modules for one teacher ● Discussions with teachers during TEACCH syndicate meeting on using the principles within SPEC work, for example implementing SPEC in rotation, use of visual schedules, sequences and checklists ● Teacher has requested a team meeting as PD for her team-to be organised and this will be offered to other classes ● Internal moderation completed: 21 portfolios entered for verification ● External verification 18/6/19: 7 portfolios selected, entered for SPEC Certificate in Key Competency Development (Entry Level) for supported learners <p>12/8/19</p> <ul style="list-style-type: none"> ● On-going check in via email ● Completed portfolios delivered to PL for verification in advance ● Class teachers informed of timeline for completion of portfolios and internal moderation for term 4 ● Continue to update information on Team Drive <p>16/9/19</p> <ul style="list-style-type: none"> ● Completed modules are being delivered to PL ● Internal moderation of portfolios for end of year verification has begun. ● Training/induction package being developed for proposed workshop in next two terms. <p>29/10/19</p> <ul style="list-style-type: none"> ● Portfolios being collected for internal moderation at senior school syndicate meeting on 30th October ● All teachers delivering SPEC will participate in moderating work ● Booked for external moderation on 25th November and student names will be entered by November 15th. Teachers of students who are selected to submit their portfolios will be notified. 	
<p>MM</p> <p>12/05/19</p> <p>Mentoring and support of Teachers within Senior Syndicate via requests, identified needs, direction from DP, appraisal/BT standards</p> <p>Room 3</p> <ul style="list-style-type: none"> ● Mentoring Beginning Teacher - Fortnightly BT meetings - documentation and providing guidance. ● Attending CSM meeting 	

- Class observation and write up
- Support to link 1-1 adult led work targets to PLPs and create monitoring documents
- Support to resource box work to reflect targets

Room 2

- Attending 2 CSM meetings
- Visits to class and discussions around support required
- Meeting with SLT - joint planning
- Attending Class Team Meeting with SLT - visuals and language
- Assisting resourcing of rotations - individual timetables for rotations, more independent activity resources, behaviour chart and organising external hard-drive for staff to access boardmaker

A Room 9

- Visit to class and discussion
- Ideas provided linked to sensory activities and tac pac for certain students
- Sharing of ideas and documents - targets and monitoring of student progress

GB Room 9

- Mentoring Beginning Teacher - Weekly BT meetings - documentation and providing guidance
- Informal observations and formal observation and the writing up and discussion of these
- Support with behaviour management strategies, PLP goals and Learning stories

24/06/19

Mentoring and support of Teachers within Senior Syndicate via requests, identified needs, direction from DP, appraisal/BT standards

Room 3

- Mentoring - Fortnightly BT meetings - documentation and providing guidance.
- Organising peer observations
- Attending a Class Support Meeting
- Support and guidance around time management and changing of resources in box tasks
- Visits to class and discussions around TEACCH strategies and rotations

Room 2

- Meeting with Speech and Language Therapist and DP re: support.
- Ongoing communication with Speech and Language Therapist
- Meeting with CT to discuss specific targets linked to PLPs for adult led 1-1 box work tasks
- Ordering items and resourcing up for the targets in 3 adult led 1-1 box work tasks as example starting points for the CT.
- Organising peer observations to support CT

A Room 9

- Catch up on progress - in person and via email

GB Room 9

- Mentoring - Weekly BT meetings - documentation and providing guidance and organising peer observations
- Guidance and support around time management, behaviour management, learning stories and setting up of social communication groups

- Attending a Class Support Meeting

12/08/19

Mentoring and support of Teachers within Senior Syndicate via requests, identified needs, direction from DP, appraisal/BT standards

Room 3

- Mentoring - Fortnightly BT meetings documentation and providing guidance
- Liason with SaLT re: support
- Meeting to support Class Practice Focus plan

Room 2

- Making and organisation of resources for 1-1 adult led work - discussions around this
- Guidance around further focus targets for students' learning
- Meeting to support Class Practice Focus plan
- Liason with SaLT re: support
- Sourcing of NZSL resources to support focus work for individual student
- Arranging support plan for term - support in class as implementation of more 1-1 focus tasks takes place.

A Room 9

- Attending Class Support Meeting
- Meeting to support Class Practice Focus plan alongside general information and guidance.

GB 9

- Mentoring - Weekly BT meetings - documentation and providing guidance
- Organisation of Peer observation
- Meeting to support Class Practice Focus plan

Attending BT meeting with BTs around Engagement and discussion of good practice with attendees from different schools.

16/09/19

Mentoring and support of Teachers within Senior Syndicate via requests, identified needs, direction from DP, appraisal/BT standards

Room 3

- Mentoring - Fortnightly BT meetings documentation and providing guidance
- Organisation of Peer observation
- Class Observation, write up and feedback
- Discussion around planning for specific students

Room 2

- Guidance around further focus targets for students' learning - adult led 1-1 sessions
- Liason with SaLT re: support
- Preparing of NZSL resources to support focus work for an individual student
- Support in class during rotation for class team

A Room 9

- Catch up meeting

GB 9

- Mentoring - Weekly BT meetings - documentation and providing guidance

- Organisation of Peer observation
- 2 observations, write up and feedback
- Attending Class Support Meeting

Joint planning of TEACCH meeting for all Support Staff.. Taking photos, meeting with Practice Leaders and running of Meeting with Practice Leaders as a team.

NT

Providing support to base school teachers with the implementation of different areas of Teach as well as support in other areas when required.

20/5/19

Room 3:

- Support for a new student that has difficulties transitioning.
- Providing work activities for independent workbook (assessment)
- Support with and the planning of rotations.
- Guidance re: work sessions

Room 4:

- Focusing on 2 students in particular with timetables & transitioning
- Collaborative work with the SLT to plan individual & group programmes.
- Attended checkpoint meeting
- 1 student attending room 4's attn autism, literacy and dance programmes (part of timetable plan)

24/06/19

Room 2

- Attended team meeting re: support for M.I
- Teach structure - Support for programming and consistency with this.

- Behaviour support for FD

- Support with programming (planning, timetabling)

Room 3

- Implementation of teach into the classroom ie: Physical structure/timetables
- Support with planning
- Transitioning of a student from room 4 into room 3.

Room 4

- Constantly reviewing physical structure
- Setting up of teach for new student (Physical structure/work area, transitioning, updating work activities).
- Working with SLT to plan literacy programmes
- Working with T/A's with making workbook resources (Teacch)
- Modeling to teacher aides on how to work with A.K and how to manage behaviours.

Room 5

- P.L Day with R5 to observe/support with Ryan S - Ongoing support with R.S re: structure, work activities, timetables. (Whole day to be arranged)

- Support SM to realise/implement his "vision" - Relationship Approaches (t./E..S) in amongst TEACCH structure with Art Focus combined.
- Support with Teacch in the classroom - timetables, transitioning, classroom programmes.
- Liaise with SLT re: support with experience sharing/AA & Teacch
- Classroom planning

12/08/2019

Room 2

- Supporting teacher with behaviour management of students.
- Ongoing support of teacch
- Attending class support meetings & team meetings
- Assisting with practice focus plan
- Supporting teacher with writing up of precision planning

Room 3

- Observation of class re: teacch (physical structure) - feedback to teacher but also ongoing support of teach (work systems, timetables).
- Support and implementation of precision planning
- Support with practice focus plan
- Support with a complex student at taxi time

Room 4

Most of my time was taken up with a new student that came to my class from Arahoe (See below)

- Behaviour management
- Setting up of programmes (sensory)
- Reintroducing structure (teacch, timetables, transitions)
- Due to this particular student and one student in my class not being able to tolerate each other, I swapped for a student in rm 5. (Same strategies from above applied to student that came from room 5).

Whole class

- Continue to review the physical structure of the classroom
- Update of work activities in work boxes
- Ongoing planning re: Literacy programmes (predictable chart writing and attn autism) with SLT.
- Liaise with paediatrician re: review of medication for 2 students in the class

Room 5

- Support with precision planning
- Individual planning for a student
- Liaising with SLT to support the teacher with the implementation of exp sharing and II
- Support with complex students re: behaviour
- Ongoing support of teacch (reviewing)
- Support with practice focus

Full teacher aide meeting - Presentation on teach with other practice leaders.

Mentoring and Support of teachers in Junior school according to their requests, performance management goals and needs identified by DP.

- ARA 1 - Mentoring beginning teacher. Supporting her with her inquiry, developing a peer mediated social interaction programme.
- ARA 2 - Supporting the teacher with the PLP process - planning, teaching, assessment. Also fortnightly meetings - agenda set by ARA 2 teacher, covering TEACCH, team management etc.
- TAH 1 - Class visits and after school meetings to help develop TEACCH. Also supporting training of class team.
- TAH 2 - Supporting teacher with Experience Sharing goals
- Chaucer 8 - Occasional visits - BT has mentor.
- Chaucer 9 - Coaching. Supporting Experience Sharing in the classroom, including help with training the team. Ad hoc information and support as requested by teacher.
- New Lynn - Visits and information about procedures as and when required. Meeting teacher and visiting class to develop Experience Sharing in the classroom.

24/6/19

- ARA 1 - Ongoing mentoring and training of BT, including weekly meetings and setting foci against standards. During term 1 and term 2 we have been team teaching, with the BT taking on increasing responsibilities as practice develops. The BT programme finishes at the end of term 2, but mentoring will continue.
- ARA 2 - Fortnightly meetings are ongoing and steered by teacher based on needs in the classroom and supporting her inquiry on TEACCH. Also helping with transition of a child with social/emotional difficulties.
- TAH 1 - Class visits and discussions continue. We have a team meeting planned for training teacher aides on the principles and practices of a TEACCH work rotation.
- TAH 2 - Support offered for Experience Sharing. A meeting planned for Term 3.
- Chaucer 8 - Regular contact maintained - BT has a mentor teacher to support her.
- Chaucer 9 - Ongoing support with implementing Experience Sharing, including training the team to monitor interactions. Termly coaching sessions.
- New Lynn - Visits and information provided as needed. Support given for TEACCH and Experience Sharing. Ideas for providing regular contact between the New Lynn team and other class teams are being discussed, for example having some joint team meetings where New Lynn joins ARA 1 & 2 for a session with the SLT or PL. Rationale - New Lynn is a single class on this site.

12/8/19

- Ongoing mentoring of BT including weekly meetings with a focus on addressing each sub section of the Teaching Standards by the end of Term 3. Also working on collating her inquiry - a joint venture between the two of us on moving from reverse integration to a planned peer mediated social interaction programme based on experience sharing and the peer play framework.
- ARA 2 - An observation of TEACCH work rotations, with a focus on maximising effectiveness of schedules and work systems planned for Week 3. Meetings for the rest of the term will be planned in response to the observation.
- TAH1 - Trained the class team on TEACCH and practical tips for implementing it in the classroom. Regular discussions with the teacher are ongoing as she develops TEACCH and other SEN pedagogies

in her classroom. Another observation will be undertaken once new furniture arrives, to review the physical structure.

- TAH 2 - A meeting on supporting Experience Sharing to be scheduled. Support offered for discussion and/or help with forthcoming changes in the class.
- Chaucer 8 - Regular contact maintained - BT has a mentor teacher to support her.
- Chaucer 9 - Ongoing support with implementing Experience Sharing, including training the team and extending staff skills. Twice-termly coaching continues.
- A meeting to find out what support is needed for Term 3 was cancelled due to sickness. Will reschedule. Possible joint team meetings with ARA 1 and ARA 2 around AAC later this term to provide support and networking for New Lynn as they are a single and somewhat isolated team.

16.9.19

- ARA 1 - Ongoing support of BT. Together we have used the TEACCH programme to reorganise the room several times to accommodate new students and a new group dynamic, hugely reducing incident reports over a two week period. This term we have focused on school processes for PLPs, assessment, planning and reporting in preparation for BT taking on her own class.
- ARA 2 - A successful observation of TEACCH in action and feedback meeting to help teacher decide on next steps. These to focus around taking student learning to the next level, and training staff on strategies to increase student independence.
- TAH 1 - Several discussions around student learning and TEACCH, particularly in relation to the placement and use of new furniture. Support offered around response/resilience to difficult situations and planning for the changes in Term 4.
- TAH 2 - Discussion to support the move to St Leonards. A more detailed discussion about TEACCH will take place once the teacher has seen the space available. Development of Autism pedagogies continues.
- Chaucer 8 - Observation and feedback of cover teacher in that space with those students. Ch8 teacher has a mentor teacher.
- Chaucer 9 - Support offered and received for incidents; incident debriefs, help with managing difficult situations, and coaching. Final experience sharing video feedback session planned. Final in-class support of E.S. for the team will occur in Term 4.
- New Lynn - General discussions of issues around the temporary move to Base School. Discussion of "What does Good Look Like" for TEACCH in the new room to provide a quick, temporary structure to enable students to increase independence. Also working for the use of visual instructions rather than verbal instructions for the team. Joint team meeting with Arahoe team planned for Term 4, to complete experience sharing profiles. Some work to be done around the different talents for different kinds of experience sharing of staff in the room.

So what

Generally - misconception around TEACCH - it is about the whole day ... and experience sharing how do we address this.
Class Focus planning was really useful in term 3.

Stian

BT programme has worked really well. Now Teacher up and running in their own class.
Attending some of the coping model meetings has been really beneficial.

TEACCH meeting for support staff was really positive.

Looking at goals - some teacher have set goals that the PL was supporting with, and it is noted that some have not been fully achieved. The barriers are about some staff being uncomfortable with others in their classroom space. More of an open door policy would be good. SP reflecting on how this could work. Regarding the training we hoped to run for teachers on Planning and PLP planning and precision planning, more support is needed for staff, helping them understand this is how it is done at Oaklynn. We have a distinctive Oaklynn flavour and culture, e.g. we do 'experience sharing', 'Attention autism' ...

Naomi

Base school has generally had a good year. Teachers being receptive to new ideas. New member of staff - really on board with TEACCH. Focus in other classes around structure. Staff members being given lots of support. Time is an issue because of own class issues and planning and training staff etc...It has been a big year and time has been an issue. Prioritizing has been key. Benefit of having a strong team in class so that feel can go and do other work. More input and support from senior leadership team and therapists around planning and programmes...TEACCH...etc...it would be good if other support was in place so not just doing it on your own. The role is supporting not just the teacher but also the team.

Bobbie

Difficult last term (term 3) with staff leaving etc...planning for 21 students at Oaktec.

Support with planning for SPEC with some staff and also Behaviour management support. Difficulty with staff being away and relievers coming in and therefore need to be in the space physically.

SPEC - a need for training of staff teams. Understanding of it as curriculum support not a curriculum. Different ways that it can be used within the classroom. If the programme is set up well it will run smoothly.

Some staff have provided SPEC portfolios early which is helpful. Understanding of the fact that the students should be sticking it in etc themselves...it doesn't have to be perfect.

Staff changes have also been difficult in the SPEC space.

A training package is being put together for the beginning of next year. It is an NZQA linked qualification. TRUMP as the beginning and then moving onto Headway.

Marian

Noticeable shift in TEACCH focus and targeted focused work, differentiated in a couple of classes in particular

Gaining trust and building relationships is important. felt like occasionally was wall up, now different feeling in the room. Students needed the firmed up structure

Mentoring PCTs-has been exhausting emotionally at times however very positive and good experience, nice to be in a position to direct people where they can get support in other areas of school

Challenges - TIME, juggling the role with being in own class plus doing best for other classes (some having need for significant change)

Good support from therapists

Prioritising is important and knowing can't do everything at once

Being able to drop in to some classes is good now, initially there was a sense of apprehension from staff, as trust has developed this feeling has changed.

Now what

- Support staff. Important to have refreshers for support staff around why we do things.
- BT teachers visiting other schools and getting a different message about what is 'good practice' need a conversation around this.

- The particular culture at Oaklynn - the importance of understanding of this when people apply for a job.
- More observations for new teachers to Special Ed, not just BTs. Helping their understanding.
- Support also for Practice Leaders to help them in challenging role.
- Very useful PD sessions with Beth.
- Possibility of Peer support group. Strategies around problem-solving...etc...
- Importance of having a strong team in class to cover when practice leader is out of class

LMC

20/5/19

To support teachers and staff in developing and sustaining the programme in their classrooms

- Identifying resources needed
- Identifying areas where more support is necessary
- Keeping communication open - discussion around what is working/what is not
- Setting up permanent resources to be kept at base that can be used by all

24/6/19

- SIG support for teachers and therapists
- Introducing new teachers to further stages and how to incorporate the curriculum using the Attention Autism framework
- Discussed how we can set up a system to share resources
- Supporting teachers in planning and sustaining the programme - sharing ideas on a google doc

2/8/19

- No SIG this term but will be offering individual support for teachers if and when they need it. Leanne continues to run the system at base for teachers to borrow bucket toys which has been a very popular addition to the Attention Autism programme.

16/9/19

- Nothing to report

So what - Increased interest in the programme meant that more people were willing to share ideas and resources. Knowing that we have been able to support teachers by supplying resources (that it wasn't coming out of their own pocket) has shown to have helped sustain and maintain the programme. We had many classroom teachers attended our SIG meetings but I only had access to information of what was happening in the junior school, not across the school. Now what - Many teachers had expressed the difficulty with implementing stage 4, more videos of how it is done would help to support this next stage. The lead teacher and SLT could do this. Many teachers are still relying on SLT to apply the programme in their class, this could be from a lack of confidence around performing and planning. It may be a good idea to begin to shift the responsibility to make sure all staff are trained in this area, that it is something that TA's can also do. Having a clear idea about ongoing funding would be helpful to be able to feedback to teachers about what we can and can't supply as far as resourcing is concerned.

KC

20/5/2019

- Set up profile on Kōtuitui website and started recording inquiry.
- Met with Teachers from each part of Oaklynn to talk about assessment and what they use and what would be on their wish list in terms of assessment and measuring progress at Oaklynn

- Attended Kōtuitui BBQ to meet the aCOL's and other iCOL's
- Began to develop some checklists for assessment at Oaklynn to trial
- Attended the Building Blocks to Literacy PD - I am planning to look at how the skills matrix from this could be used at Oaklynn to monitor progress for our learners.

24/6/19

- Presented current inquiry and next steps to BOT and again to Oaklynn Staff
- Finalised draft of sight word assessment - Shared with one teacher to trial - will be presenting this at the Literacy SIG Thursday Week 9 for trial and feedback
- Received and typed up the Building Blocks to Literacy Learning Outcomes from the Barbara Brann PD I went on with some of the Oaklynn staff. I will also be sharing this at the literacy SIG in week 9 to talk about how we might use it/what else we would need etc
- Met with Zoe (iCOL from 2018) to talk about her work with phonics from last year regarding assessment. I have asked to collaborate with her if she is interested in developing this in term 3.
- Maths Assessment is progressing and I will look to seek feedback from staff in term 3 on this also.
- I have begun to look at QUEST and had a teacher lined up to trial this however this did not get to happen as I was off on leave. We will look to find another opportunity for it to be trialled.
- I was able to meet with Sonya from CASS to talk about what assessment looks like at their school - It seems like we are at a similar place in our journey and we talked about looking into more collaboration between special schools so that we are not all trying to do the same thing in isolation.
- Pilar passed on a copy of the Oaklynn Curriculum Document and Assessment for Learning Folder yesterday. I plan to begin to look over it and begin to think about how it might look with the new ideas for assessing our learners that come out of this inquiry.

12/08/2019

- I attended a meeting with Joan at Rosehill School to talk about a new assessment they are using called MIAPP (Mapping and Assessing Personal Progress) which looks at measuring students progress against their previous performance and assesses lateral progress.
- I met with SMT and the practice leaders to talk about where I am at with my inquiry and where to next
- I shared my draft version of an ongoing P-Levels assessment tool which we may trial this term
- I attended the iCOL/aCOL hui at GBHS (31/7/19) and meet with my workstream. While what I am working on sits to the side of what the main group are working on, there were a couple of teachers who are interested in sharing some ideas for the lower levels in their schools which may be useful for us.

16/9/19

- Attended Sally Clendon PD (Balanced Literacy Instruction) - Have considered changes to literacy assessment based on the information presented and begun a trial in my classroom. I have also booked in to meet with Sally to talk more about assessment and literacy planning
- Developed a writing progression assessment tool with exemplars based on journal article I have read from the Sally Clendon PD
- I have made contact with AP at CASS again to look at how they are using B-Squared Assessment tool
- Class teachers are doing Reading P-Levels to assess this term.

So what YOU CAN JUST COPY AND PASTE YOUR i-COL inquiry report and add a couple of 'now what' points

What: This year I have spent most of my time scanning what is happening at Oaklynn, developing hunches, focusing my inquiry and then scanning some more as I have tried to work out not only what we need, but what if anything is available to meet our needs. I have met with teachers from across the school to gain their thoughts, experiences, and needs. I have met with people from CASS and Rosehill Special School to talk about what assessment looks like there. I have also been on some PD to support my thinking. I have spent a lot of time developing draft documents and have tried them in my class, adapting as needed to make them work better.

So what: Only having 2 days a term to complete this work was very challenging. I found I ended up spending a lot longer on this work than what was allocated which made having time to get other things done challenging. I got caught up in the inquiry spiral which took me on so many loops, so quickly that it was very challenging to document them all and all of the learning I did. I don't regret the speed at which I worked on the inquiry but I do feel like the notes I kept on it in now way capture the amount of work and reflection that I did. I felt like I was better off to keep going on the inquiry than to waste time documenting something to 'tick a box' that it was done. I feel that the MAPP assessment has huge potential, not as an assessment in itself to give us goals, but as a means of measuring our progress goals. Now that we have PLP's the goals are broad and it is harder to say what progress or how much the school we would have a clear way to measure lateral progress so students who go wide rather than deep with their learning, as well as clear language and matrix for making our OTJ's meaning that everyone would know what each 'score' meant when they looked at an individual student's goal. I feel that having some understanding of where students are at, when they are more capable is also important so that we continue to extend and push them, rather than doing what is easy or available. Knowing where they are at in maths and what they still need to work on, means we are providing them with the opportunities to grow, not just consolidate what they can already do. The same goes for Literacy. We need to know what is holding them back from progressing so that we can implement evidence-based programmes that will help them achieve. A lot of the time, I feel what happens in 11 work sessions is 'testing' as we are monitoring students against their goals all the time, however when we do this, we are not doing the teaching that they need to achieve the goal. If we could use Evidence-Based programmes we would be able to trust in the process and hopefully achieve better outcomes for our students. One other challenge I had this year with this inquiry was the isolation of the role. I had thought it was going to be a collaborative process but I found it quite siloed and isolating. When working in the workstream, at first I wasn't invited to progression meetings as they were focused on level 3-5 of the curriculum while I was working at pre level 1 - level 1. What the collective was working on is not where the need lies within our school. I know what we are doing will help them in the future too but it wasn't the priority this year. I had hoped that I would be able to work in a small team within Oaklynn to bounce ideas etc and trial things through the Literacy SIG or even another group, but because the meeting schedule was reduced, there was no opportunity for it. I feel like it would have been nice to work with 1-2 other people, every now and then so that I could have had a sounding board for what I was doing.

Now what: I am working on my iCOL summary report which will be finished by the end of week 7 for publication. In the future, I feel that it might be better to slow down a bit and make more of an effort to capture the steps as, while I may not find it as useful, it might be for others. I think finding the balance between doing the work and recording the work will be important so that I feel successful as well as meeting the expectations of others. I have come to the conclusion that while we seek to be able to easily assess our students there is no clear and simple way to do this. I have found that the P-Levels, while supporting our desire to tick boxes and move to next steps, are not always what is best for our students if we are not aware of where they are and where they are going then we risk not challenging them enough and often enough to make meaningful changes in more than just one skill. I feel that QUEST is a good tool for our sensory learners as it offers more than just P 1-3 however I also think that if we only set goals and learning experiences based on this then we could also be limited the future potential of our students. I think there is going to need to be a balance between what we assess, what we set goals for and what we teach. I believe that Practice Leaders and some therapists should attend the Balanced Literacy Instruction PD as it will give in depth information on assessing functional literacy that can be used across the school as well as programmes to teach students across our school. If we were able to adopt this approach then we would see more of a progression across the school, smoother assessment practice across the school, a clear understanding of what assessment information means and more cross school collaboration for planning and progression. I am going to continue my work into assessment, progression and curriculum next year as this is still an area I am passionate about. I plan on working alongside Sally Clendon to develop ways of working in NZ and utilising the research and putting it into practice as I have seen amazing benefits to the approach in only 6 weeks in my classroom. Everything about it links in with information from Barry Carpenter and Kathryn Berkett as well as having TEACCH principles and Experience Sharing principles embedded in it and I feel that is what makes it so successful.

Now what

I am working on typing up my iCOL report for week 7 as well as working out how best to handover what I have done to the school/new iCOL for 2020.

SP

20/5/19

This inquiry builds on some work I did last year. So far this year I have:

- Attended several i-COL events, including one with the ECE teachers to discuss the concept of "school readiness". Also discussed the value of Te Whareke for children 5 - 7. The aim is to create a better transition by dovetailing the work of ECE and school to some extent. Discussions are ongoing.

Scanning Phase - what's going on for our learners?

- Meeting planned with an early intervention teacher in our area regarding the experience of families looking at schools.
- Survey prepared for families of this year's new entrants to canvass their experience and opinion about the transition process.
- Meeting arranged for discussion with DP of Junior school around the new Oaklynn procedure.

Learning Phase -

- Based on what I discovered last year, I attended a Talking Mats course in the hope that this would be a tool to enable me to broaden my scanning phase to include students.

24/6/19

- Interviewed early intervention teacher about what would be useful for new students and parents during transitions
- Reported to BOT and to staff on inquiry
- Met with DP and A-COL around procedures and scope
- Attended meeting with ECE cluster and gave feedback on proposed 'school readiness' checklist.

12/8/19

The work on transitions in this period has been threefold:

1. I have continued to work in the ECE group of primary and ECE teachers. The group aims to create a tool which will ease the transition from ECE to school by providing good information from the ECE to the new teacher. My role has been to advocate for an inclusive approach, inclusive language and an outcome that is descriptive and strengths-based, thereby benefiting children at both ends of the bell curve. In this I am working closely with my i-COL colleagues at Arahoe Primary School.
2. I have been reading research papers into transitions for students with ASD. I have focused on two international research papers, the New Zealand ASD Guideline (which is a synthesis of current knowledge) and Macfarlane's PhD thesis, *In Pursuit of Culturally Responsive Evidence Based Special Education Pathways in Aotearoa New Zealand: Whaita ki te ara tika*. This paper has opened up an important area of thought, which is whether the evidence of SEN research works for our Māori learners and their whānau. Another round of inquiry is indicated to ensure that Māori whānau's voice and worldviews are included in our transition process. Macfarlane's recommendations are also likely to be useful to our families from other minority groups. As pakeha and other "Western" families are a minority in my classroom, it is essential that we do not assume practices based on Western psychology will have any benefit or relevance to our cohort.
3. I am in the process of evaluating the transition plans for two students who started in term 1, and implementing the new transition process with a student who is transitioning at present. I am also

reviewing lessons learned to apply to the transition of another student who will be transitioning later this term.

16.11.19

1. Work with the ECE cluster has been to the forefront in this period, as different voices from different sectors, schools and ECEs have tried to find a common way forward for the transition tool. My role has been to advocate for Oaklynn students and students with disabilities generally, and to support the vision of an inclusive, holistic, strengths-based approach. It seems possible that two separate pieces of work may be necessary to fulfill the needs of all parties.
2. From the networking at the ECE cluster I have worked more closely with the Arahoe delegates and come together to work on a transition profile that closely resembles Oaklynn's checkpoint document and will dovetail easily with the type of information we already gather for our transition processes.
3. The interim report of Arahoe i-COL transition teacher, Katherine Pringle, closely matches the work I'm doing in the satellite and has been added to my evidence.
4. Another outcome of the ECE networking is closer collaboration with Horizons kindie and the opportunity to use their nature space which is providing the extra P.E./physio needs of ARA 1&2.
5. Work on Oaklynn's transition process continues with evaluation of the transition of two new students this term. Parent surveys will be sent to their whānau at the end of term.
6. Two parent surveys have been received and are being evaluated - this is an ongoing process.
7. Work continues on analyzing the work of McFarlane (2012) to improve our transition process for Māori learners and their families.

So what - A draft i-COL report has been submitted. Final copy to be produced for Week 7

Now what -

The learning from this inquiry is that transition needs to be gradual, and that it needs to be co-constructed with the family, with the child and the child's needs at the centre. This requires considerable flexibility and input from the teacher. Teachers will need to be fully briefed on the underpinning evidence for this approach. There are also a number of adjustments and approaches which could be trialled.

EC

20/5/19

- Delivered 'Anxiety' PD for Tīrangi Senior Syndicate jointly with RTL. This training has been developed from needs identified from Learning Support meetings.
- Facilitated 2 Kōtuitui wide Learning Support Meetings e.g. invites, minutes etc.
- Attended WAPA Learning Support Meeting to hear about what other West Col's are doing and feedback about our own progress.
- Connected with Marinoto and Alternative Education representative and invited them to first 'panel meeting'. These representatives presented to group about what services they offer and we had our first case discussion e.g. senco bringing complex case for group to problem solve together.
- Set up profile on Kōtuitui website and started recording inquiry.
- Attended 2nd WAPA Learning Support Meeting to network.

24/6/19

- Invited Acol to attend parent support group to capture parent voice for Kōtuitui Learning Support Strand

- Presented to staff meeting about progress of icol so far.
- Facilitated Kōtuitui Community of Practice meeting (inviting external agencies, chairing meeting, taking minutes)
- Met with Learning Support icol from Sommerville to discuss how we are both working and brainstorm ideas.

So what:

This year has been the culmination of this project which has been several years in the making. I'm very proud of what we have achieved as a Kahui Ako and particularly the role that Oaklynn has played in guiding this work. I believe that we have been one of the Col's that have been leading the way nationally in this work, and this has been reflected in the MoE's interest in the project and also by the allocation of the first roll out of Learning Support Coordinators (LSCs) to Kōtuitui. The LSCs will take over the project next year from our original working group - it will be exciting to see what can be done with this allocated resource to grow this area of work.

The Learning Support project has resulted in:

- Improved networks between schools (particularly sencos). Having the regular time to meet and collaborate has vastly improved relationships and the way we work together.
- The creation of a joint Learning Support register. The work we did on this has informed the national version. This has been quite laborious in nature but it was essential to work on this together to ensure it met everyone's needs. The LSCs will now be able to populate this next year.
- Increased connection with external services. Sencos now have better information on how to access these services (referral processes and current contact details). In the case of Marimota and Alternative Education we also have a regular forum to raise cases and problem solve together.
- For Oaklynn this project has resulted in an increased profile which has helped grow our Outreach service substantially. Also it has allowed the way for important conversations about the way we work and increased trust so that we have been able to work more flexibly around the Col to better meet the needs of students. This flexibility has meant that we have been able to work with a wider range of staff and students.

Now What:

- Once the LSC position has been appointed I will handover this piece of work to them as they will be able to develop this more fully in this full time role.
- I am currently working on writing up my inquiry report.
- Work with the schools outside of the Col but in our cluster to replicate the initiatives we have started in Kōtuitui.

Progress - details of what actions you have taken, how you have engaged others, an community.

LDO

20/5/19

- Tātaiako shared folder reorganised to make school wide resources for all staff
- Hard copies of resources for classroom teachers in folders for use. Matariki r
- Staff enrolled in Te Whare Wānanga tikanga course (although it is fully book Unitech is being encouraged and at least two staff are enrolled.
- School waiata is being shared with students and staff.
- Student and TA engagement in Māori waiata, greetings, tikanga, poi, rakau,

24/6/19

- Continuation of adding to and organising Tātaiako shared folder, schoolwide
- Admin staff enrolled in Te Wānanga o Raukawa te reo course
- School waiata being made easier to learn and taught to staff and students.
- Student and TA engagement in Māori waiata, greetings, tikanga, poi, rakau,

12/08/19

- Email confirming our participation in a pilot programme developed by Te Ka
- Work begun on Te Tiriti o Waitangi induction module for new staff to Oaklyr
- Student and TA engagement in Māori waiata, greetings, tikanga, poi, rakau,
- Inquiry into te reo me ōna tikanga Māori across the school and how to supp
- Planning and resource making to support teachers with a focus on Te Wiki o

10/09/19

- Te Tiriti o Waitangi included for new staff during induction
- Promotion of Māori resources and te reo for Māori language week

25/10/19

- He Papa Tikanga course has begun with all participants inducted before the
- Practise for opening Senior Prizegiving has begun - karanga, karakia, waiata
- Regular days in 4x classes every week = development of Māori programme t
- Reorganisation of Te Reo resource area to be done and promoted, as well as

So What: A lot of my thoughts and plans were based on what I had been doing the previous two years th schoolwide focus to other areas there has been less opportunities to share and more onus on staff to imj leave resources, provide ideas and be allocated time to implement culturally based lessons has been a gc school. Celebrations such as Matariki and Te Wiki o Te Reo Māori have also been helpful in providing a fo

Now What: Awareness and confidence still needs to build. It is encouraging to see people taking the initi promotion of these courses based on (hopefully) positive experiences will help to keep the momentum g programmes and see the continuing implementation of te reo me ōna tikanga Māori so that it becomes Kathryn Berkett said that Kapa Haka is a great strategy for relieving anxiety and reengaging cortex thinkir build on what we have started.

CS

20/05/19
MAPA

- MAPA Refreshers moved to Term 1 to provide support and team time early i
- All class teams have attended a MAPA refresher with their team
- MAPA team was increased with 3 new staff attending instructor training dur
- The new MAPA trainers have already begun to support with team meetings

- Process was clarified as to how to request extra support (outside of usual pr
 - Class teacher requests extra MAPA support via their syndicate DP
 - Syndicate DP to email all MAPA trainers to see who is free to provide
 - DP coordinates follow up support via email
- MAPA team have also provided training at BBI to support STOS (and at the r
- Planning for next year's refreshers and future proofing of our MAPA program
 - PL (PBS) will create a MAPA refresher core information to be deliver content to different cohorts. We will call these 'modules'.
 - MAPA team will meet during the year to look over this content and

PBS

- PL (PBS) has started a google doc for Term 2 where class teams can sign up f that we are able to involve TAs more outside of the MAPA refresher meeting

24/06/19

MAPA

- Feedback from teams about having refreshers in Term 1 was very positive
- Final MAPA refresher for one team unable to attend and others who missed
- PL (PBS) has begun to create the MAPA core and modules that we will use fo
- PL (PBS) and one other MAPA trainer will attend their instructor refresher cc
- Follow up has been arranged at BBI for one of our STOS students following t
- Oaklynn MAPA team will work with the STOS teacher alongside the BBI staff strategies are in place. MoE IWS team are both aware and supportive of thi:

PBS

- PL (PBS) has attended 7 class team meetings to follow up from MAPA refrest
- Other members of the PBS team have attended as and when they have beer
- Teams have self-referred for these meetings
- PBS team plan to offer more team meeting times for next term

12/08/2019

MAPA

- Practice Leader (PBS) and 1 other member of the PBS team renewed their in
- During this reflected that we need to focus on the MAPA refresher (rather th MAPA content
- The new MAPA refresher is also now focused on following a student through
- Follow up has taken place at BBI for the IWS student being supported by STC
- Final MAPA refresher for team unable to attend in Term 1 took place 19/06/

PBS

- PBS team meetings are continuing this term.
- Teams continue to self refer and all times offered have been signed up for by
- Practice Leader (PBS) has booked a time with a staff member who was a par
- team meetings and their effectiveness in supporting teams to implement pr

11/09/2019

MAPA

- During the delivery of PBS Induction for new teachers Practice Leader (PBS) :
- Discussions have taken place with 2 teams where advice was sought regardi

PBS

- Practice Leader (PBS) facilitated PBS Induction for new teachers
- Team meetings being offered as optional by PBS team continue to be fully b
- prevention strategies with their teams

So what:

One of the main changes we have made this year has been to move the MAPA refreshers from Term 3 to this. The reasons it was successful are:

- The opportunity to meet as a team to focus on and plan for specific students at the beginning of
- Gives new teams chance to spend time together
- Having the refreshers in the summer term means that staff are rested after the summer break - i

We also improved our MAPA follow up with the offer of support for Team Meetings - these were offered

- This resulted in PBS team being more in touch with current PBS issues in classes and provided ad
- We added 3 more MAPA trainers to the team
- This supports future proofing the PBS team and has allowed us to be responsive in a timely fashio

Now what:

Parent/Whānau involvement

- This year we have provided more information to parents about how PBS at Oaklynn works but w
- If parents request a PBS meeting we arrange it at a time that suits them
- Otherwise the current situation is that parents are informed a PBS meeting is taking place, what
- The difficulty is that due to timetabling of PBS team meetings take place at a specific time in the
- For next year we need to explore ideas around how to increase Parent/Whānau involvement in P

Ideas for increasing Parent/Whānau involvement

- Offering a meeting for parents to explain PBS at Oaklynn
- Doing a survey of how parents would like to be involved with some options (receiving meeting n
- PBS team meet to expand on ideas?
- Is this something that could be developed as part of the LSC role?

20/5/19

- Full STOS team attended meet and greet with West MoE and Arohanui STOS
- Wrote IWS application for GBH student.
- Started info gathering process for ORS application at Fruitvale.
- Reviewed Alt Ed ORS application for submission.
- Guiding Amy and Jill (RTLBS) through ORS application process - working with
- Meeting with Roseanne and Eng Leong, Pilar and Louise around new entrant parents more flexibility.
- Met with Principal of St Mary's Avondale to discuss assistance with ORS appl
- Delivered Intro to ASD training at Pomaria School.
- Met with KBHS Senco to discuss what funding options are available for studie chooses to make.
- Delivered Intro to Oaklynn and ASD training with Kieron at Laidlaw College.
- Facilitated and led Behaviour Consult drop in day for Green Bay High. Provic and general upskilling around strategies specific for students with special ne
- Arranged for MAPA to be delivered at BBI and supported delivery.
- Delivered Intro to ASD training for GBH teacher aides.

24/6/19

- Presented ASD Intro for GBH Hard Materials Department - offered follow up
- Arranged for Outreach teacher at GBP to support RTLB with behaviour const Kaurilands and Fruitvale this year.
- Helped facilitate parent support group meeting.
- Attended STOS steering committee meeting with MoE regional manager to c
- Updated STOS policies and procedures manual and created handover docum

12/8/19

- Following on from delivering A Presentation for staff, Facilitated and led Beh: students with complex needs, support for inquiries and general upskilling an and distributed back to teachers.
- Observations and feedback to staff including AMT of a cohort of students at collaboration with the RTLB service.
- Attend PD Engage Training - Kathryn Berkett
- Attended PD by Dr Treca Wouldes
- Two new ORS Students from Glenavon School enrolled into the STOS Service
- IES Student enrolled from St Mary's School
- ORS student Home- Schooling Situation enrolled
- New ORS Kelston Primary School
- ASD Presentations for TA Cohort at Green Bay High School
- ASD Presentation for TA Cohort at Kelston Boys High School
- ASD Presentation and followup for teaching staff of ORS students at Avonda
- Producing funding template for students funding transfers excluding ORS stu
- STOS Team attended Barry Carpenter PD
- New 0.4 STOS Teacher joined the team as the overall STOS enrollment numt

11/9/19

- New ORS Student enrolled at Titirangi School
- New ORS Student at Blockhouse Bay Primary - being processed
- RTLB 1:1 session around Bridging and 2 separate cohorts of students at GBH:
- ASD Teacher PD at Avondale Primary- ongoing
- Attended Kōtuitui Learning Support Meeting - Learning Support Register
- Skills Framework completed using a collaborative approach involving the whānau
- Funding template for IES at St Mary's feedback sort from the Principal regarding
- Coaching with SENCO at KBHS - support around Positive Behaviour Support i
- Supported KBHS with TA documentation for them to develop their own paper
- Support offered to GBS for a new ORS Application
- ORS Review for current student for Very High and Complex needs

So What:

2019 has been another year of growth for the STOS team. We have continued to get referrals over the year and the team. We are now at the point where we will need to recruit for new staff to meet the demand of the team. Many members of the team have worked on embedding their coaching skills this year after the team wide behaviour consults to other schools and this is being done successfully with even schools outside of our cluster. As our team has been so stable over the years we are now seeing real depth in the range of skills and abilities. Once the Learning Support Coordinator has been appointed in the smooth running of the service while Emma has been going with schools outside of the CoL but within our cluster.

Now What:

- Recruit new team member(s) and induct them into our team culture.
- Work with Learning Support Coordinator to hand over work from Kōtuitui Learning Support project

<p>Progress - details of what actions you have taken, how you have engaged others, or community.</p>			
<p>Nothing to report. 24/06/2019 Comment parent coffee mornings</p> <ul style="list-style-type: none"> We have set an expectation that teachers, within their respective settings, have been held this term. We are currently seeking data school wide regarding The Base school families are currently setting up an independent Base family <p>Comment level of engagement with Linc-ed</p> <ul style="list-style-type: none"> Through coffee mornings and report meetings we have uncovered that some families have yet to sign-up. <p>To which end, new concise flyers are being sent home to support families to</p> <p>There has also been an email sent to all parents to remind and support them</p> <p>12/08/2019</p> <ul style="list-style-type: none"> M S has initiated a Base School parent group, with support from Kieron and group coming together initially. <p>12/09/2019</p> <ul style="list-style-type: none"> Coffee morning/whanau afternoons continuing this term. Term 3 early ever 		<p>DP</p>	
<p>Increased expectations on staff to schedule a coffee morning / evening more regularly for whānau</p> <ul style="list-style-type: none"> In some cases parents also had more opportunity to see and experience their learner in their setting Feedback from teachers indicated that parents experienced a stronger sense of community - she Linc-ed - we suspect that some families may not have received learning stories this year so we are Leadership reflections and feedback from teachers has highlighted the possible additional need for <p>Now What:</p> <ul style="list-style-type: none"> After a year of working to create a communication platform for our families and staff to share in feedback from staff) that we will no longer use Linc-ed as the platform for sharing learning and v The new LSC role in the school for 2020 has one of its functions as connecting families with school 		<p>So What:</p> <ul style="list-style-type: none"> Increased expectations on staff to schedule a coffee morning / evening more regularly for whānau In some cases parents also had more opportunity to see and experience their learner in their setting Feedback from teachers indicated that parents experienced a stronger sense of community - she Linc-ed - we suspect that some families may not have received learning stories this year so we are Leadership reflections and feedback from teachers has highlighted the possible additional need for <p>Now What:</p> <ul style="list-style-type: none"> After a year of working to create a communication platform for our families and staff to share in feedback from staff) that we will no longer use Linc-ed as the platform for sharing learning and v The new LSC role in the school for 2020 has one of its functions as connecting families with school 	
<p>20/5/19</p> <ul style="list-style-type: none"> Initial meeting happened on the third week of Term 1 to share the new Delegation A meeting per term have been scheduled to share outcomes and get support Most Inclusion Leaders have a "key Inclusion Person" they meet regularly to Delegation Statement and Action Plan completed by all leaders with a record Successes Feeling of a growing awareness amongst staff and relationships are building 		<p>PR</p>	<p>TRANSITION LEADERSHIP INITIATIVE SCHOOL</p>
<p>Strategic Goal 2 Strengthen community engagement</p>			

- Reverse Integration happening in most of the settings. This has been expanded
- Increasing Interest from Mainstream teachers and Management to gain more
- Individualised Inclusion programmes have been designed and running
- All Satellite Classes using Common facilities to run specific classroom programmes
- Most of the units have been part of Lock Down practices of their host schools
- Avondale Intermediate will be performing next week during the school Protocols
- Ongoing Communication and regular meetings have been difficult in some schools
- The Change of Management in two schools and
- The lack of time for staff members
- Two of our leaders will require support from our Principal to enhance and evaluate

24/06/2019

- Inclusion leaders have progressed the work they described in their Action Plans
- 12/08/2019
- Inclusion leaders have continue actioning their individual plans for the year

So what :

- All Satellites Inclusion leaders agreed that the Initial presentation to the whole staff was greatly appreciated
- The presentation had a special interest when they happened at our Units, with our Inclusion leaders in departments .
- Attending Staff meetings developed a sense of belonging and supported open lines of communication
- Reverse Integration has been fundamental to enhance the collaboration between both settings and programmes at Arahoe, at Arahoe, 'Play buddies' at New Lynn Primary, Regular reading students individually targeted
- Integration programmes have also been happening across the year in most schools
- A sense of collaboration has been shared when mainstream teachers and leadership has approved
- Changes in the leadership of some of our settings have hindered the regular channels of communication
- Communication can also be tricky sometimes because of timing and staffing issues with a lack of resources

Now what :

- For our Inclusion leaders to continue building upon the partnership between Oaklynn and host schools
- To be included in the email list of host school teachers so we are updated with what's happening
- To continue approaching management and teachers that are interested and open to be included
- To start the year with presenting "who we are" to all staff with special mention to our students and staff
- To continue being open to support Mainstream teachers and management with consultation about

BC

20/5/19

- Updated Individual Employment Agreement to include Job Description and Conditions of Employment
- Continuing to investigate Mission and vision statements to update and refine
- Yearly funding application completed and submitted for MSD/OSCAR
- Beginning to work on organisation in view of possible audit in August and restructure

24/6/19

- Enrollment letters sent to families, updated form to include email address:
- Enrollment completed 19.6.19 & 20.6.19, HPA list being generated
- Family services directory updated
- Continuing to complete accreditation standard requirements as per audit

12/08/2019

- Discussion on streamlining invoice system with FO. Will continue with current
- Invoicing and follow up on non payment completed

16/9/19

- Enrollment for upcoming programme completed 4th & 5th September
- HPA list being finalised and IEAs for staff written

- Paperwork prepared for October programme, including new RAM form prepared

29/10/19

- OSCAR Grant Letter of Agreement completed
- Feedback from team in regards to recent programme has offered ideas to staff (in relation to absences and 'sharing the load' in these situations)
- Invoicing completed
- Dates to be set for January holidays and paperwork generated in preparation

So what

- Changes have been implemented in response to the social services accreditation audit.
- Individual Employment agreements updated to correct error in hours

The most recent holidays were managed well by Zoe who covered for Bobbie while away overseas. This is moving forward. Most notable was the inconsistency in staff as there were many absences and this meal being available, supervisors have always had access to these however it may have been overlooked in the past

Now what

- Revisit parent survey and staff feedback, update and send to whanau/staff with next enrolment
- Further investigate invoicing system-keeping in line with changes to support payments (1-Choose)
- Enrollment profiles will be updated and supervisors made aware of where these are kept, also available
- Investigate employing relievers and staff outside of the Oaklynn staffing family in response to the

RS

20/5/19

- Update feedback/reflections from 2018 Senior Awards Celebration in preparation
- Kakogawa School visit to GBHS - supported GBHS TAT team with organisational
- Facilitated planning and organisation across all staff for Whanau Day (3 weeks)
- Delegated tasks amongst teams for procuring sponsorship, external resources
- Oversaw and troubleshot events/challenges on the day
- Coordinated team effort for delivering school newsletter reporting on what
- Met with Louise and Emma re next steps for Whanau engagement

24/6/19

- Met with Carol re website information/goals. Discussed and troubleshot
- Met with Emma and Louise re website and whanau engagement opportunities
- Coordinated with Niva to access website content and print for review

- Matariki Staff Celebration
 - Trialling community learning posts on Linc-ED
- 12/08/2019
- Review of website content on hold while Linc-ED takes focus
 - Linc-ED review focus group
 - Linc-ED training
 - Application for InterAct festival submitted for AIS 10
 - Performance for TAT Toru to present Maui and the Sun performance scheduled
- 16/09/2019
- Linc-ED review focus group

So what: Public Relations activities are currently predominantly directed at school events. These schools are just beginning to commence. Emphasis has been towards development and implementation of systems for delivery and year to year improvement. In the interim, I was invited to contribute to the wider discussion on how it may help public relations and whānau engagement in the future, alongside its primary purpose. Now what: Event planning has sound scheduling and systems in place that are refined year on year. Empowering Systems are also able to be replicated for new events and stakeholders have access to content via the Event management of public relations materials (e.g photos and videos, engaging sponsorship etc.) unifying a system to share school wide specific events, but still enable them to have access to content if it is applicable to schools etc. Public Relations content is closely linked to IT systems and support including the direction the of the school also have positive impacts on teachers administrative tasks.

DC

This year Te Aratika is focusing on:

- *Team work, meeting expectations and responsibilities.
- *Planning and hosting shared events together.
- *Establishing a good internal communication system.

- 11/2/19 Team discussed with class groups during individual meetings. Expectations etc. All agreed to uphold expectations both Oaklynn and GBHS
- 7/3/19. All staff at Te Aratika has agreed charter to ensure that standards are met
- 12/2/19 Agreed regular formal meetings take place bi monthly with all teachers directly affect them in their day to day contact with students, staff and other
- Communication board established on google doc, that include all teaching outcomes or general information, which is needed to be shared. There is a going on in the unit. Staff can respond, make suggestions and offer support.
- All staff at Te Aratika now work to an agreed kawenata/charter to ensure the
- Electives are included as part of class / unit timetable on Fridays starting with activities include, Kapa Haka, Yoga, Bootcamp, music and Zumba. These activities and are enjoyed by both students and staff.
- Visits to Te Aratika have included 12/2/19 Kakogawa International Association welcome, performed by Te Aratika students, speeches, activity rotations and helped with translations during the rotation activities.

- A coffee morning was held at Te Aratika on 26/2/19 Term 1. This was very successful for both students and staff the opportunity for new parents to meet other families.
- Term 2 coffee morning 4/6. Although not as many parents visited Te Aratika as we had hoped for, the SLT teams present. Enabling them to catch up, ask questions and to have the SLT teams present.
- Edmund Rice students 4/3/19 x4 students spending time in all 3 classes. All students made them feel welcomed and included them in all activities happening on the premises.
- 25/3 and 13/5 Student nurses from AUT. Very enthusiastic and highly motivated staff throughout their stay well.
- 17/6 laidlaw students in Te Aratika. Movement between classes encouraged and supported.

12/8/2019

The Te Aratika team has been working on building positive relationships that are the best possible learning environment for young people in our care.

- Providing each other with the support and tools needed to give our young people the best possible learning environment for young people in our care.
- To be dynamic and energetic, creative and open to new ideas, techniques and approaches.
- We are aspiring to be seen as colourful, enthusiastic, brighter in our approach and to support.
- Te Aratika team have made a commitment to improving the impact we have on our young people.
- We have worked hard to build an environment where staff feel safe to express their views and concerns.
- No one is isolated and each team member encourages each other to be motivated and to support each other.

The young people in our care are at the centre of all we do, whether that is in our classrooms, in our community, or in our partnership with each other. We support our young people to be the best they can be, and we are proud of the progress they are making. We share the good and the bad and try to make all who are part of our team feel supported and valued.

9/9/19

Te Aratika students have enjoyed incredible adventures, met some amazing people and welcomed more mainstream student visitors to our unit than ever before. We are proud of the mainstream school during break and lunchtimes. This is fantastic for all of our students and welcoming to our daily guests. Providing a space for them to "be themselves" and to be supported and valued.

- Team work
- Communication
- Atmosphere
- Organisation
- Student enjoyment

So What:

The Te Aratika team have made a commitment to improving the impact we have on the individuals in our care. We are proud of the progress they are making and feel safe to express their concerns and feel able to work as a team to solve problems. No one is isolated and we are supporting each other to be the best we can be. Communicating needs, difficulties and successes.

The young people in our care are at the centre of all we do, whether that is environmental, curriculum or

access to all and are beginning to practice an open transparent approach to the way we work in improvi

Now What:

To build upon the good practice that is starting to embed itself in our working relationships by:

- Celebrating our successes, both internally and externally together
- Continuing to focus on our team approach to problem solving and collaborative working practice
- Supporting our teams in developing the skills they need by giving them the autonomy that will ei employees and learners.
- Developing a culture of passion and drive that will transcend through from staff to the young per