

# OAKLYNN SPECIAL SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### 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](mailto:office@oaklynn.school.nz)

#### Service Provider:

Canterbury Education Services Society Limited  
Unit 10, 18 Moselle Ave, Auckland 0610

# OAKLYNN SPECIAL SCHOOL

Annual Report - For the year ended 31 December 2022

## Index

<b>Page</b>	<b>Statement</b>
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### **Financial Statements**

<u>1</u>	Members of the Board
<u>2</u>	Statement of Responsibility
<u>3</u>	Statement of Comprehensive Revenue and Expense
<u>4</u>	Statement of Changes in Net Assets/Equity
<u>5</u>	Statement of Financial Position
<u>6</u>	Statement of Cash Flows
<u>7 - 19</u>	Notes to the Financial Statements

### **Other Information**

Analysis of Variance

Kiwisport

Statement of Compliance with Good Employer Policy

# Oaklynn Special School

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Karen Burns	Presiding Member	Elected	Aug 2025
Louise Doyle	Principal ex Officio	Appointed	Current
Dimeet Narayan	Parent Representative	Elected	Aug 2025
Maria Schuster	Parent Representative	Elected	Aug 2025
Meena Nasery	Parent Representative	Elected	Aug 2025
Troy Mckenzie	Parent Representative	Elected	Aug 2025
Bobbie Chadderton	Parent Representative	Elected	Aug 2025
Denish Kumar	Parent Representative	Elected	Aug 2022
Virgina Jones	Parent Representative	Elected	Aug 2022

# Oaklynn Special School

## Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Karen Burns

Full Name of Presiding Member



Signature of Presiding Member

02/6/23

Date:

Louise Doyle

Full Name of Principal



Signature of Principal

2/6/2023

Date:

# Oaklynn Special School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	9,466,229	8,744,882	9,189,124
Locally Raised Funds	3	139,180	21,000	103,221
Interest Income		46,721	10,000	11,161
<b>Total Revenue</b>		<b>9,652,130</b>	<b>8,775,882</b>	<b>9,303,506</b>
<b>Expenses</b>				
Locally Raised Funds	3	40,095	64,000	69,856
Learning Resources	4	7,990,821	7,984,807	7,602,656
Administration	5	479,150	405,226	369,865
Finance		7,192	9,400	4,460
Property	6	698,890	711,256	664,701
		<b>9,216,148</b>	<b>9,174,689</b>	<b>8,711,538</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>435,982</b>	<b>(398,807)</b>	<b>591,968</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>435,982</b>	<b>(398,807)</b>	<b>591,968</b>

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

# Oaklynn Special School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		2,693,808	2,693,808	2,101,840
Total comprehensive revenue and expense for the year		435,982	(398,807)	591,968
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		6,896	-	-
<b>Equity at 31 December</b>		3,136,686	2,295,001	2,693,808
Accumulated comprehensive revenue and expense		3,136,686	2,295,001	2,693,808
<b>Equity at 31 December</b>		3,136,686	2,295,001	2,693,808

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,481,653	2,135,094	1,457,889
Accounts Receivable	8	581,841	390,460	390,460
GST Receivable		-	-	3,336
Prepayments		20,036	8,642	8,642
Investments	9	1,900,000	-	1,151,512
Funds Receivable for Capital Works Projects	16	13,554	6,403	6,403
		<u>3,997,084</u>	<u>2,540,599</u>	<u>3,018,242</u>
<b>Current Liabilities</b>				
GST Payable		57,158	(3,336)	-
Accounts Payable	11	593,900	460,849	460,850
Revenue Received in Advance	12	37,601	13,910	13,910
Provision for Cyclical Maintenance	13	22,030	5,473	5,473
Painting Contract Liability	14	2,715	8,117	8,117
Finance Lease Liability	15	48,162	21,950	21,950
Funds held for Capital Works Projects	16	492,067	56,588	56,588
		<u>1,253,633</u>	<u>563,551</u>	<u>566,888</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>2,743,451</b>	<b>1,977,048</b>	<b>2,451,354</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	492,623	389,889	314,390
		<u>492,623</u>	<u>389,889</u>	<u>314,390</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	34,541	54,898	54,898
Finance Lease Liability	15	64,847	17,038	17,038
		<u>99,388</u>	<u>71,936</u>	<u>71,936</u>
<b>Net Assets</b>		<b><u>3,136,686</u></b>	<b><u>2,295,001</u></b>	<b><u>2,693,808</u></b>
<b>Equity</b>		<b><u>3,136,686</u></b>	<b><u>2,295,001</u></b>	<b><u>2,693,808</u></b>

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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		4,649,566	4,722,478	4,580,598
Locally Raised Funds		1,938	75,366	106,281
Goods and Services Tax (net)		60,494	(26,511)	(26,511)
Payments to Employees		(3,680,235)	(3,736,195)	(3,223,017)
Payments to Suppliers		(542,410)	(616,141)	(621,132)
Interest Paid		(7,192)	(9,400)	(4,460)
Interest Received		36,314	9,955	11,116
Net cash from/(to) Operating Activities		518,475	419,552	822,875
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(137,302)	(144,000)	(103,842)
Proceeds/(Purchase) of Investments (term deposit)		(748,488)	886,053	(365,517)
Net cash from/(to) Investing Activities		(885,790)	742,053	(469,359)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		6,896	-	-
Finance Lease Payments		(38,745)	(60,566)	(25,734)
Painting contract payments		(5,402)	(2,715)	(2,715)
Funds Administered on Behalf of Third Parties		428,328	50,185	50,185
Net cash from/(to) Financing Activities		391,077	(13,096)	21,736
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>23,762</b>	<b>1,148,509</b>	<b>375,252</b>
Cash and cash equivalents at the beginning of the year	7	1,457,889	986,585	1,082,637
<b>Cash and cash equivalents at the end of the year</b>	7	<b>1,481,653</b>	<b>2,135,094</b>	<b>1,457,889</b>

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 Statement of Cash Flows 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 2022

#### 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 and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense 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.

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

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

**Critical Judgements in applying accounting policies**

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

**Classification of leases**

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

**Recognition of grants**

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

**c) Revenue Recognition**

**Government Grants**

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

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

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

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

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

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

**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Operating Lease Payments**

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

**e) Finance Lease Payments**

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

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

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

**h) 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.

**i) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	40 years
Board Owned Buildings	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**j) 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.

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

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

*Long-term employee entitlements*

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

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

**l) Revenue Received in Advance**

Revenue received in advance relates to fees received from 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.

**m) Funds held for Capital works**

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

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

**n) Provision for Cyclical Maintenance**

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

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

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**o) Financial Instruments**

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

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

**p) 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.

**q) Budget Figures**

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

**r) 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**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Government Grants - Ministry of Education	4,547,163	4,283,210	4,382,168
Teachers' Salaries Grants	4,304,573	3,783,935	4,187,542
Use of Land and Buildings Grants	508,482	530,349	472,290
Other Government Grants	106,011	147,388	147,124
	<u>9,466,229</u>	<u>8,744,882</u>	<u>9,189,124</u>

The school has opted in to the donations scheme for this year. Total amount received was \$28,050.

**3. Locally Raised Funds**

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Revenue</b>			
Donations & Bequests	4,854	1,000	8,644
Fees for Extra Curricular Activities	77,696	20,000	59,723
Fundraising & Community Grants	56,630	-	34,854
	<u>139,180</u>	<u>21,000</u>	<u>103,221</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	36,570	64,000	66,272
Fundraising and Community Grant Costs	3,525	-	3,584
	<u>40,095</u>	<u>64,000</u>	<u>69,856</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>99,085</u>	<u>(43,000)</u>	<u>33,365</u>

**4. Learning Resources**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Curricular	219,610	203,603	157,461
Equipment Repairs	2,205	4,500	3,545
Employee Benefits - Salaries	7,641,291	7,668,204	7,296,752
Staff Development	40,857	40,000	74,889
Depreciation	86,858	68,500	70,009
	<u>7,990,821</u>	<u>7,984,807</u>	<u>7,602,656</u>

**5. Administration**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Audit Fee	6,920	6,710	7,000
Board Expenses	9,609	8,400	7,594
Communication	35,424	27,410	37,569
Consumables	24,452	37,500	26,148
Operating Lease	7,296	-	7,555
Other	90,641	54,960	55,799
Employee Benefits - Salaries	287,873	254,596	210,267
Insurance	4,045	2,982	3,263
Service Providers, Contractors and Consultancy	12,890	12,668	14,670
	<u>479,150</u>	<u>405,226</u>	<u>369,865</u>

**6. Property**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Caretaking and Cleaning Consumables	71,343	66,600	67,550
Cyclical Maintenance Provision	948	9,679	9,953
Grounds	3,517	4,000	8,027
Heat, Light and Water	20,111	15,500	14,463
Rates	249	248	248
Repairs and Maintenance	38,197	19,765	21,874
Use of Land and Buildings	508,482	530,349	472,290
Security	8,535	7,000	5,971
Employee Benefits - Salaries	47,508	58,115	64,325
	<u>698,890</u>	<u>711,256</u>	<u>664,701</u>

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

**7. Cash and Cash Equivalents**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Bank Accounts	1,481,653	133,582	407,889
Short-term Bank Deposits	-	2,001,512	1,050,000
Cash and cash equivalents for Statement of Cash Flows	<u>1,481,653</u>	<u>2,135,094</u>	<u>1,457,889</u>

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

Of the \$1,481,653 Cash and Cash Equivalents, \$495,067 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$1,481,653 Cash and Cash Equivalents, \$37,601 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

**8. Accounts Receivable**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	178,437	29,190	29,190
Interest Receivable	13,507	3,100	3,100
Teacher Salaries Grant Receivable	389,897	358,170	358,170
	<u>581,841</u>	<u>390,460</u>	<u>390,460</u>
Receivables from Exchange Transactions	191,944	32,290	32,290
Receivables from Non-Exchange Transactions	389,897	358,170	358,170
	<u>581,841</u>	<u>390,460</u>	<u>390,460</u>

**9. Investments**

The School's investment activities are classified as follows:

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	1,900,000	-	1,151,512
Total Investments	<u>1,900,000</u>	<u>-</u>	<u>1,151,512</u>

**10. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2022</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Building Improvements	74,328	-	-	-	(5,968)	<b>68,360</b>
Furniture and Equipment	154,683	93,534	-	-	(21,313)	<b>226,903</b>
Information and Communication Technology	10,579	27,586	-	-	(7,836)	<b>30,328</b>
Motor Vehicles	40,261	31,207	-	-	(12,946)	<b>58,522</b>
Leased Assets	34,539	112,766	-	-	(38,795)	<b>108,510</b>
<b>Balance at 31 December 2022</b>	<u>314,390</u>	<u>265,093</u>	<u>-</u>	<u>-</u>	<u>(86,858)</u>	<u><b>492,623</b></u>

The net carrying value of equipment held under a finance lease is \$108,510 (2021: \$34,539)

**Restrictions**

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	248,672	(180,312)	68,360	248,672	(174,344)	74,328
Furniture and Equipment	508,608	(281,705)	226,903	415,074	(260,391)	154,683
Information and Communication Technology	81,221	(50,893)	30,328	53,635	(43,056)	10,579
Motor Vehicles	194,940	(136,418)	58,522	163,733	(123,472)	40,261
Leased Assets	164,407	(55,897)	108,510	91,363	(56,824)	34,539
<b>Balance at 31 December</b>	<b>1,197,848</b>	<b>(705,225)</b>	<b>492,623</b>	<b>972,477</b>	<b>(658,087)</b>	<b>314,390</b>

#### 11. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	122,749	13,499	13,500
Accruals	6,920	6,710	6,710
Employee Entitlements - Salaries	389,897	358,170	358,170
Employee Entitlements - Leave Accrual	74,334	82,470	82,470
	<b>593,900</b>	<b>460,849</b>	<b>460,850</b>
Payables for Exchange Transactions	593,900	460,849	460,850
	<b>593,900</b>	<b>460,849</b>	<b>460,850</b>

The carrying value of payables approximates their fair value.

#### 12. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	11,686	-	-
Other revenue in Advance	25,915	13,910	13,910
	<b>37,601</b>	<b>13,910</b>	<b>13,910</b>



**13. Provision for Cyclical Maintenance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Provision at the Start of the Year	60,371	60,371	57,382
Increase/(Decrease) to the Provision During the Year	(3,800)	9,679	9,953
Use of the Provision During the Year	-	(9,679)	(6,964)
Provision at the End of the Year	<u>56,571</u>	<u>60,371</u>	<u>60,371</u>
Cyclical Maintenance - Current	22,030	5,473	5,473
Cyclical Maintenance - Non current	34,541	54,898	54,898
	<u>56,571</u>	<u>60,371</u>	<u>60,371</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools painting contract.

**14. Painting Contract Liability**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Due within one year	2,715	8,117	8,117
	<u>2,715</u>	<u>8,117</u>	<u>8,117</u>

In 2017 the Board signed an agreement with Programmed Maintenance Services Ltd for an agreed programme of work covering a 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 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.

**15. Finance Lease Liability**

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
No Later than One Year	56,461	24,456	24,456
Later than One Year and no Later than Five Years	70,796	18,057	18,057
Future Finance Charges	(14,248)	(3,525)	(3,525)
	<u>113,009</u>	<u>38,988</u>	<u>38,988</u>
<b>Represented by</b>			
Finance lease liability - Current	48,162	21,950	21,950
Finance lease liability - Non current	64,847	17,038	17,038
	<u>113,009</u>	<u>38,988</u>	<u>38,988</u>

## 16. Funds Held for Capital Works Projects

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

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Canopy Installation		(6,403)	6,403	-	-	-
Fire Doors		10,170	-	(10,170)	-	-
Storage Shed		46,418	-	(59,972)	-	(13,554)
Playground		-	130,000	(6,280)	-	123,720
Blk 2 & 8 DQLS LSC Upgrade		-	417,917	(49,570)	-	368,347
Totals		50,185	554,320	(125,992)	-	478,513

### Represented by:

Funds Held on Behalf of the Ministry of Education	492,067
Funds Receivable from the Ministry of Education	13,554

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Canopy Installation		-	52,020	(58,423)	-	(6,403)
Fire Doors		-	10,170	-	-	10,170
Storage Shed		-	83,290	(36,872)	-	46,418
Totals		-	145,480	(95,295)	-	50,185

### Represented by:

Funds Held on Behalf of the Ministry of Education	56,588
Funds Receivable from the Ministry of Education	6,403

## 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 Board members, Principal, Deputy Principals and Heads of Departments.

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i> Remuneration	-	7,594
<i>Leadership Team</i> Remuneration Full-time equivalent members	952,615 8	916,166 8
Total key management personnel remuneration	<u>952,615</u>	<u>923,760</u>

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

*Principal*

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	5-10	0-5
Termination Benefits	-	-

*Other Employees*

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
100-110	4.00	6.00
110-120	3.00	3.00
120-130	2.00	0.00
	<u>9.00</u>	<u>9.00</u>

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

## 19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: Nil).

### Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

- (a) \$22,384 contract for Sensory Room to be completed in 2023, which will be fully funded by the Board. \$11,192 has been spent on the project to date; and
- (b) \$464,352 contract for Block 2 & 8; DWLS of Therapist workspace. This project is fully funded by the Ministry of Education. \$417,917 has been received of which \$49,570 has been spent on the project to date. The project has been approved by the ministry; and
- (c) \$432,124 contract for Playground which \$262,214 has been contributed by the school and \$170,000 funded by the Ministry of Education. \$130,000 has been received of which \$49,570 has been spent on the project to date. The project has been approved by the ministry.

(Capital commitments at 31 December 2021: \$0)

### (b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

The total lease payments incurred during the period were \$0 (2021: \$0).

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,481,653	2,135,094	1,457,889
Receivables	581,841	390,460	390,460
Investments - Term Deposits	1,900,000	-	1,151,512
Total Financial assets measured at amortised cost	<u>3,963,494</u>	<u>2,525,554</u>	<u>2,999,861</u>

### Financial liabilities measured at amortised cost

Payables	593,900	460,849	460,850
Finance Leases	113,009	38,988	38,988
Painting Contract Liability	2,715	8,117	8,117
Total Financial Liabilities Measured at Amortised Cost	<u>709,624</u>	<u>507,954</u>	<u>507,955</u>

## 22. Events After Balance Date

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

## Independent Auditor's Report

# To the readers of Oaklynn Special School's Financial statements For the year ended 31 December 2022

The Auditor-General is the auditor of Oaklynn Special School. The Auditor-General has appointed me, Jason Stinchcombe, 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 3 to 19, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 2 June 2023. This is the date at which our opinion is expressed.

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

### Basis 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 for the financial statements

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of 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.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, compliance with good employer requirements, 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 *International 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.

A handwritten signature in blue ink, reading 'Jason Stinchcombe'.

**Jason Stinchcombe**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand



## End of Year Summary of MONITORING OF SCHOOL PLAN 2022

Part A - Pedagogy			
Maintenance and strengthening of Oaklynn models of practice: <ul style="list-style-type: none"> <li>● Engaged Learning - focus our work on the 4 elements of the model (ABOVE)</li> <li>● Oaklynn Learning and Achievement model - Planning for Learning</li> <li>● Transdisciplinary practice - focus on collaborative practice</li> <li>● Positive behaviour Support</li> </ul>			
On track?	lead	Goal / target	Action steps Term 1 2022
	SR	<b>Independence through communication</b> All students will have a system / ability to communicate.	<ul style="list-style-type: none"> <li>- Classroom Support meetings will identify the needs - ākonga, staff and teams.</li> <li>- Th T L attends all CSM</li> <li>- Determine a lead group - to drive the work.</li> <li>- Create an action plan.</li> <li>- Determine a couple of focus areas of the school to begin the work of using devices (i-Pads) as communication aides.</li> <li>- Train identified teams in LAMP</li> </ul>
<p><b>So what</b> - what were the outcomes (not outputs! ) for ākonga and or kaimahi and or systems / organisation.</p> <ul style="list-style-type: none"> <li>● CSM were an effective measure of the level of communication support happening in classes</li> <li>● Some individual students were able to successfully trialled and received devices for communication</li> <li>● Low and high tech devices have now be sourced and are ready for roll out across the school</li> <li>● Rolling out school wide communication support takes time. The year was spent getting the equipment ready such as core board and iPads as well as training key staff in communication programmes such as LAMP.</li> </ul> <p><b>Now what</b> - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?</p> <ul style="list-style-type: none"> <li>● 2023 needs to have a strong focus on staff using AAC such as the core boards and iPads. This requires a whole school approach that is led by a team of key people. From what we know a team is best effective if it is made up of a variety of professionals and SMT.</li> <li>● Recommend other section leaders undertake the LAMP training in 2023.</li> <li>● A project of a group of classes trailing LAMP would also be good to see if LAMP is an option to use more school wide.</li> <li>● It would be helpful for the lead team to create some procedures around AAC practice so that there are clear expectations of the staff and the support that school provides.</li> </ul>			

- It would be useful for the team to complete the communication pathway that was initially started a few years ago.

KH  
PR**Strengthen Relationship approaches to learning**

- Classroom Support meetings will identify the needs - ākonga, staff and teams.
- Th T L attends all CSM
- New students assessed - to support development of PLP goals.
- All new staff to be trained on Int Int or Exp Sh

**II**

**So what** - what were the outcomes (not outputs! ) for ākonga and or kaimahi and or systems / organisation.

- Culture has started a much needed rebuild for staff working with identified learners (I.I coordinator overseeing and implementing this work).
- Staff have noted that I.I has supported them to not only “tune-in” to their students for the benefit of this learning, but vice-versa the students are more tuned into staff - and therefore more open to learning and engagement with their supportive staff.

**Now what** - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?

- Assessments of learners and practitioners require rebooting to support the programme. This will require small class-centric meetings across the 3 classes involved
- Reinvestigate the coming together of the Auckland I.I Community of Practice to support schools to reflect upon, assess and develop their I.I work and practice (Oaklynn has hosted this meeting in previous years - with KH in the leadership role).
- Develop awareness of I.I for all staff, as an available and readily supported teaching kete item across the school (as required/upon request)

**Experience Sharing**

- New to Oaklynn teachers have been trained on 1 day Engage Me
- Experience Sharing assessments are still underway until mid term.
- Engage Me training was run on Wednesday the 2nd November with 34 participants
- Ongoing Ex Sharing support happening across all Junior classes.
- Staff meeting introduced Experience Sharing assessments format to new staff

**So what** - what were the outcomes (not outputs! ) for ākonga and or kaimahi and or systems / organisation.

- Leading group have identified a growing need for experience sharing to be introduced in other sections of the school, Base, Intermediate and High School.
- A need to revamp experience sharing across school and support all classes more intensively has been identified due to New teachers joining Oaklynn and also new support staff.

**Now what** - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?

- New Teacher Aides and teachers will be trained
- Develop a specific targeted session for Intermediate and High school with examples of Experience Sharing interactions more meaningful for these sections

<ul style="list-style-type: none"> <li>● To constitute a SIG group with a lead teacher that meets once a term for video sharing and culture building</li> <li>● To reintroduce the use of the video and video feedback forms to extend and develop EX. Sharing skills across teams</li> </ul>			
	PR MMo	<b>Strengthen TEACCH practice across school.</b>	<ul style="list-style-type: none"> <li>- Classroom Support meetings will identify the needs - ākonga, staff and teams.</li> <li>- Th T L attends all CSM</li> <li>- All teachers will revisit the TEACCH skills matrix for self-reflection and to identify areas of improvement.</li> <li>- Section Leaders will liaise with TEACCH leaders to establish specific elements of support for targeted classes.</li> <li>- MMo continuous to work with some teachers who set up their class goals around TEACCH last year</li> </ul> <p>Term 2 - reintroduce TEACCH assessment tool for ākonga (MMo / PR have presentation)</p>
<p><b>So what</b> - what were the outcomes (not outputs!) for ākonga and/or kaimahi and/or systems/organisation?</p> <ul style="list-style-type: none"> <li>● The use of TEACCH keeps improving across the school, however, due to a change in staff it is still a work in progress.</li> <li>● Some teachers are very good at self-reflection and improving their practice, however, there are also teachers who prefer regular feedback and collaborative approaches more.</li> <li>● Teachers have been including learning goals around TEACCH in their students' PLPs as one of the strategies.</li> </ul> <p><b>Now what</b> - what are your recommendations for 2023? Is there anything that didn't get completed? Is this work still a growth focus or can it be 'business as usual'?</p> <ul style="list-style-type: none"> <li>● Some teachers still need to work on implementing TEACCH strategies in their classes as they are new to the school and/or their students need more time to adjust to learning expectations.</li> <li>● All teachers' practice evaluations (against Oaklynn's TEACCH Matrix) in the new school year could help with better understanding the school's needs around the programme and could also support building more coherent provisions (PR and MMo are to observe and evaluate the TEACCH implementation across the whole school).</li> <li>● Work around implementing the TEACCH Transition Assessment Profile in our senior classes will need to be incorporated in some GBHS classes during the next school year.</li> <li>● TEACCH leading team will work together to develop the TEACCH training package for Oaklynn's new staff.</li> <li>● TEACCH is still our growth focus as it remains to be the school's fundamental teaching strategy and proves to be the best resource to support our students in their learning journey.</li> </ul>			
	SR	<b>Establish and maintain Physical / Sensory programmes to support student needs</b>	<p>Classroom Support meetings will identify the needs - ākonga, staff and teams.</p> <ul style="list-style-type: none"> <li>- Th T L attends all CSM</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>- Assign lead teacher in this area - Kirsty Grant .4</li> </ul>

			<ul style="list-style-type: none"> <li>- Develop plan for the year</li> <li>- Purchase items required.</li> </ul> <p><b>Sensory</b> Classroom Support meetings will identify the needs - ākongā, staff and teams.</p> <ul style="list-style-type: none"> <li>- OTs to support sensory needs of students</li> <li>- Set up sensory room</li> </ul>
<p><b>So what</b> - what were the outcomes (not outputs! ) for ākongā and or kaimahi and or systems / organisation.</p> <ul style="list-style-type: none"> <li>● CSM was a great system to identify physical and sensory needs of our students and ensured a way to follow up what was happening.</li> <li>● More PT FTE this year resulted in more group physical programming and specific individual programming such as hydrotherapy across the school.</li> <li>● Kirsty's role also helped to support the physical health of our students in key areas of the school.</li> <li>● The OTs have been able to support students' development of interoception as well.</li> </ul> <p><b>Now what</b> - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?</p> <ul style="list-style-type: none"> <li>● Most of what has been monitored this year can return to business as usual. This is because we have set up systems to support daily practice.</li> <li>● It would be good for interoception to continue to be a focus. As it is still being trialled in some classes it would be good to see how it can be used across the school and delivered collaboratively by therapists and teachers. It would involve a working party to support this.</li> <li>● Once the sensory room is built the OTs will begin their assessment and then programming for key students. This will become business as usual.</li> </ul>			
	SP	<b>Curriculum / Assessment development</b>	<ul style="list-style-type: none"> <li>- Te Ara Whakamana training (callback day Easter hols)</li> <li>- I-CoL (Sian add)</li> <li>- Sian begin Teaching Resource initiative - develop action plan</li> </ul>
<p><b>So what</b> - what were the outcomes (not outputs! ) for ākongā and or kaimahi and or systems / organisation.</p> <ul style="list-style-type: none"> <li>● We have not had a consistent assessment process for the last few years, since P Levels became obsolete. The AET progression framework will help teachers to know what their students can do, and plan programmes more coherently. Using the same progression framework across the school will mean teacher in the High school will have a far clearer idea of what their students have worked on and can do when they arrive in the High School.</li> <li>● We have realised that much of what was thought of as "behaviour" in the past is actually a stress response, or a response to the internal state of the student's body. By continuing our work on safety and interoception, and rolling out the interoception curriculum, we will support learners to be happy, learn more effectively, and better understand their own sensations, emotions and states.</li> <li>● Resourcing is expensive and time consuming. A more effective use of resources, where items are centrally held and shared across classes, will provide better resourcing for class programmes in a more cost-effective manner.</li> </ul> <p><b>Now what</b> - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?</p>			

- Roll out AET framework as suggested by i-COL and agreed by SMT. It is a comprehensive assessment tool that will take more than one year to put into full use.
- Continue to roll out Te Ara Whakamana, and begin to use it for student and whanau voice.
- Roll out the interoception curriculum school-wide in 2023.
- Put in place a resourcing system, once the building work is complete. Continue to fund the purchase of resources for programmes such as Attention Autism and hold these centrally.

	EC JCL	<b>Investigate further ways to enhance student wellbeing/self advocacy</b>	<ul style="list-style-type: none"> <li>- Identify training needs across the school</li> <li>- Select PLD as appropriate</li> <li>- Surfacing of Arts as supporting with co-regulation/transition                             <ul style="list-style-type: none"> <li>- Set up rhythm to recovery group</li> <li>- Develop action plan of</li> </ul> </li> <li>- Make the interoception curriculum available for teachers and therapists to use - trial in some classrooms?</li> <li>- All staff to complete Beyond Behaviours as a means of being able to apply neuroscience practically in the classroom. Particularly in being able to recognise our students' autonomic nervous states through observable behaviours.</li> </ul> <p>Term 2 - Expressive Arts PLD Term 2 Investigate how to apply to own setting and ākonga (links with Te Tiriti o Waitangi paerewa)</p>
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**So what** - what were the outcomes (not outputs!) for ākonga and or kaimahi and or systems / organisation.

- All teams at all levels (support staff, teachers, therapists, admin) will have been trained in Te Ara Whakamana by the end of the school year.
- We have pockets of expertise in using the interoception curriculum around the school e.g. STOS, Occupational Therapists and some classes have begun to implement the beginning of the programme and are keen to do more.
- School teams have had the chance to use the creative arts during SOD days and feedback has been that this has been a very effective way to build hauora as well as learn pūrākau.
- We didn't complete Beyond Behaviours for all staff but everyone did watch half of them.

**Now what** - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?

- We have laid the groundwork for using Te Ara Whakamana at Oaklynn but to embed it we now need to ensure it is incorporated into our systems e.g. into the curriculum around using pūrākau, working with one another through team charters and thinking about how mana wheels are completed for students.
- Investigating ways that we can systematically build all staff's knowledge and practice around interoception. Perhaps a working party comprising both therapists and teachers?
- Finding ways to show staff that Te Ara Whakamana and Interoception are intrinsically linked e.g. the Atua are a representation of body states which require students to develop their interoception to really understand.

- Keep building on all kaimahi’s understanding of relational neuroscience and how it affects behaviour. For their understanding of their students but also of themselves. Creating a shared understanding of language that we use around this e.g. āhuru mōwai, cues of safety, brain and body aligned practices. We could take our over arching statement and turn that into a staff training that we use for all staff and then add to our induction session.
- Encouraging staff who are interested to complete their own specific PD e.g. neurosequential model, self-reg.

Oaklynn Annual Plan Part B Staff with Delegated Responsibilities (unit holders)	
1	<p><b>Inclusion Leaders</b> Key ideas for 2022</p> <ul style="list-style-type: none"> <li>● All Inclusion leaders have submitted their scope of work for term 1</li> <li>● Meetings have been postponed due to COVID</li> <li>● Interactions with mainstream have minimise</li> </ul>
<p><b>ILs + SLs ; JC, JCL, PR, SP</b></p>	
<p><b>So what</b> - what were the outcomes (not outputs! ) for ākongā and or kaimahi and or systems / organisation.</p> <ul style="list-style-type: none"> <li>● Most Inclusion leaders have shared really positive interactions with their communities :” <i>the mainstream are inviting us to more activities and are showing more interest in us</i>’.</li> <li>● Collaboration worked well in many aspects with participation of cultural groups, assemblies and the use of the school facilities.</li> <li>● There has been an increase in the number of reverse integration interactions in our sections, predominantly in our Junior section.</li> </ul> <p><b>Now what</b> - what are your recommendations for 2023 - is there anything that didn’t get completed? - is this work still a growth focus or can it be ‘business as usual’?</p> <ul style="list-style-type: none"> <li>● There is a need across all sections to increase the number of interactions with our students and host schools.</li> </ul>	
2	<p><b>Transition Co-ordinator</b> Key ideas for 2022</p> <ul style="list-style-type: none"> <li>● Connecting, liaising and supporting rangitahi, their whanau and external transition providers</li> <li>● ‘Starting to plan early’ :Develop transition process portfolio for whanau (what to expect)</li> </ul>
<p><b>Bobbie</b></p>	
<p><b>So what</b> - what were the outcomes (not outputs! ) for ākongā and or kaimahi and or systems / organisation.</p> <ul style="list-style-type: none"> <li>● Trials are continuing for the next few weeks and decisions will be made on prospective placements once these are completed.</li> <li>● Plans are still under development for our rangitahi who are leaving at the end of the year-as per above</li> </ul>	

**Now what** - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?

- Workshops for whanau on transition processes/funding/welfare guardianship developed and delivered via the school as workshops/seminars delivered by outside agencies are often overwhelming as they include information that may not be relevant to all.
- Complete the development of a transition guidelines pamphlet (brief overview of the transition process) for staff when they meet with whanau to use in checkpoint and parent meetings as required

3

**TEACCH**

Key ideas for 2022

- Support from Lead TEACCH teacher will aimed to help new to Oaklynn teacher to establish the principles of TEACCH in their classrooms
- More support will be provided to other teachers in term two
- Review of resources and individual students' needs will go ahead in term two

Marta

**So what** - what were the outcomes (not outputs! ) for ākonga and or kaimahi and or systems / organisation.

- **Please see above in Strengthen TEACCH practice across school section**

**Now what** - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?

- **Please see above in Strengthen TEACCH practice across school section**

4

**Tātaiako**

Key ideas for 2022

- Promote resources in the school to support classroom programmes and personal development as well as new ones purchased.
- Develop understanding and encourage the use of tikanga and school values in all aspects of what we do.
- Investigate and establish knowledge and learning around Matariki in T2. Support classroom teachers in developing their planning around this.
- Investigate ways of promoting kapa haka, te reo me ōna tikanga through arts teachers.
- Continue support and learning of pepeha and te reo that was begun during last year's te wiki o te reo Māori.

Louise D

**So what** - what were the outcomes (not outputs! ) for ākonga and or kaimahi and or systems / organisation.

- Akonga are interested and retaining knowledge about ngā Atua Māori.
- Kaimahi have enjoyed consolidating their learning through the arts and have been motivated to get creative with their planning. Thoughts about how the model can be used in our setting have been recorded on shared documents.
- Kaimahi who have used the model to capture traits about their ākonga have found it to be profound, in depth and useful.
- Most kaimahi have at least a basic pepeha written, or have been building on their pepeha.

5	<p><b>ICT</b> Key ideas for 2022</p> <ul style="list-style-type: none"> <li>• Support all staff with using digital platforms such as story park and google</li> <li>• Provide relevant PD tailored to the needs of staff in varied roles</li> <li>• Support and model the use of ICT as a planning, teaching and documentation tool</li> </ul>	Tracy, Naomi L
	<p><b>So what</b> - what were the outcomes (not outputs! ) for ākonga and or kaimahi and or systems / organisation.</p> <ul style="list-style-type: none"> <li>• Teachers have access to ICT support with the use of New Era Help Desk and IT Support person on site.</li> <li>• Centralised person that's coordinating ICT on a regular basis internal and external.</li> <li>• Aligning with the strategic plan looking at ICT outcomes moving forward.</li> </ul> <p><b>Now what</b> - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?</p> <ul style="list-style-type: none"> <li>• There is a need for more technology e.g (iPads) for learning and training on apps to maximise learning from devices.</li> <li>• Utilising the teachers for ICT feedback on technology devices/software to support next steps. Also to collaboratively share knowledge of educational software to support our Ākonga.</li> <li>• Open for opportunities to develop PD in areas of ICT to support Oaklynn technology growth.</li> </ul>	Marta
6	<p><b>Attention Autism</b> Key ideas for 2022</p> <ul style="list-style-type: none"> <li>• Support around the area will start during term 2</li> </ul>	
	<p><b>So what</b> - what were the outcomes (not outputs!) for ākonga and or kaimahi and/or systems/organisation?</p> <ul style="list-style-type: none"> <li>• The AA SIG has been very successful and has helped teachers to build their knowledge around the programme. Meeting together helped junior teachers to work collaboratively on their AA term planning.</li> <li>• The AA programme is well embedded in junior classes and has become one of the most popular approaches for our ākonga.</li> <li>• Sian creating a library of resources for junior classes (which has been working really well).</li> </ul> <p><b>Now what</b> - what are your recommendations for 2023? Is there anything that didn't get completed? Is this work still a growth focus or can it be 'business as usual'?</p>	



- There are quite a few new teachers and teaching assistants that could benefit from some AA training.
- More clarification is needed between the original Attention Autism programme and the way people have adapted it in their classes.
- Implementing the Attention Autism assessment or linking it to the AET assessment could help us to track progress across the school.
- I think this is still a growth focus as there is a lot of new teachers. Could the AA be add to our teacher induction training?

7

**Positive Behaviour Support**

Key ideas for 2022

- Team meeting 24th Feb to develop key ideas-Postponed TBC

RT, NT, BC, (Lauren) Anna  
Contributor to report BC  
/ PR

**So what** - what were the outcomes (not outputs! ) for ākongā and or kaimahi and or systems / organisation.

- Behaviour consults have decreased this year due to the early intervention through Facilitated conversations
- The Te Ara Whakamana course has given us an insight about how behaviour can be interpreted
- Incident reports have decreased across school due to early interventions and at times we've realised that staff haven't reported them
- Utilising videos during Training have had a very positive impact amongst staff

**Now what** - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?

- Safety Intervention training must happen in Term 1 so new staff have a better understanding of our ākongā and through the training being able to influence the way our staff perceive, interact and support our ākongā.
- For the lead team to continue meeting weekly for Triage and also to consider how to incorporate the latest research about neuroscience, safety Intervention, Te Ara Whakamana and trauma Informed practice so that they continue influencing our practices (Weaving it all together) for the Safety Intervention refreshers
- The different teams doing consults and facilitated conversation to continue happening across school using same teams already established
- For PBS team to get together once term for Peer coaching sessions
- To include more videos with different scenarios to illustrate potential incidents, during the training sessions, as they create great discussions within the teams

8

**Coordinator of Mentor Teachers of PCTs**

Key ideas for 2022

- Ensure consistency of documentation
- Provide quality mentoring and support for BTs through covid - ensuring mentors have the tools required
- Provide a coaching forum for mentor teachers to problem solve, share ideas etc

Pilar

**So what** - what were the outcomes (not outputs! ) for ākongā and or kaimahi and or systems / organisation.

- They have valued this mentor meetings once a term, to make sure they are all on the same track
- Mentors have felt that their information to mentorees has been very well received and advices have been applied in their classes.
- They have considered how important has been to pace their learning.

	<p>● Important to share with the mentorees to slow down and focus on one thing at the time. Importance of having proper rest during the holidays to refresh and avoid burnt down.</p> <p>● Asking their mentorees to have boundaries in, the job never end.</p> <p>● Positive feedback to their mentorees has been crucial to keep the momentum.</p> <p>● Team management has also required a lot of support from mentors to their teachers.</p> <p>● They have also shared with their teachers how important and vital is to build relationships.</p> <p><b>Now what</b> - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?</p> <p>● For mentors to help their teachers to establish their portfolios.</p> <p>● To continue having mentors meeting once a term</p> <p>● To become familiar with the "Guidelines for Induction and Mentoring" from the Teaching Council document</p> <p>● Make sure that they have a weekly meeting with their mentorees and at least an observation once a term</p> <p>● To continue pacing their journey</p> <p>● To not forget that mentors are the only source of support.</p> <p>● Mentors to ask feedback to their mentees about they role supporting them</p>
<p>9</p>	<p><b>Holiday Programme</b> Key ideas for 2022</p> <ul style="list-style-type: none"> <li>● MSD Accreditation review April</li> <li>● Develop plan for managing and running programme in protection framework (Term 1 focus)</li> </ul>
<p><b>So what</b> - what were the outcomes (not outputs! ) for ākonga and or kaimahi and or systems / organisation.</p> <ul style="list-style-type: none"> <li>● Required actions identified from recent review have identified areas needing a 'tweak'.</li> <li>● Staff safety checklist (SS Accreditation requirement) is now implemented for each new kaiawhina employed.</li> <li>● Online enrolment has been a more effective option for whanau in enrolling their children within the timeframe, whanau find this easier then trying to get into Base school on enrolment days.</li> </ul> <p><b>Now what</b> - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?</p> <ul style="list-style-type: none"> <li>● Further work will be completed throughout the year to meet the required actions as highlighted in the recent review. These are small and manageable.</li> </ul>	<p>Bobbie</p>
<p>10</p>	<p><b>Physical Education Coordinator</b> Key ideas for 2022</p> <ul style="list-style-type: none"> <li>● Tū Manawa in ALE - Siannah recruited, specialist equipment has arrived to support the Programme for Terms 1 and 2..</li> <li>● Following up on Circability to see if they are another option to use for Tu Manawa funding</li> </ul>

- Rocketboard - enquiry into Tū Manawa funding .
- SONZ to provide sessions for Senior School
- Senior Sports day Term 1
- Junior School PE In scanning phase - has timetabled Chaucer and Te Ara Hou
- Therapy Team meeting to deliver the PE Programme Outline for 2022 for Junior Classes for Collaborative Practice with the Therapy Team and Class Teachers..

**So what** - what were the outcomes (not outputs! ) for ākonga and or kaimahi and or systems / organisation.

**Now what** - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?

We have been able to increase the amount of physical activity and education across all areas of the school by mapping out what was happening where and making sure that every section of the school had access. For example:

- We have used Tū Manawa funding in ALE in 2022 to provide a specialist PE programme. Due to another successful Tū Manawa funding application we will be able to continue this in 2023.
- In Term 1 and 2 the Intermediate have accessed the Rugasoc programme however the facilitators were no longer able to provide this in from Term 3. Due to the success of the programme funded by Tū Manawa we were able to replicate this programme for the Intermediates as soon as we found out. There was a slight shortfall in funding however the size of the most recent Tū Manawa project meant we could cover that shortfall from the funding.
- A funded Junior School Festival through Tū Manawa held at Chaucer school's sportsground. This is being supported through a collaboration between Therapy, the PE Coordinator and the sports Facilitators plus teaching staff and SMT.
- 2022 increase in access for our ākonga and staff across the school to PE/Sports sessions with specialist inhouse support. These specialist Sports facilitators have been provided with Tū Manawa funding as well as allocated 0.4 FTTE for the PE facilitator. This has given greater face to face contact with teams and ākonga and access to specialist equipment and adapted activities.
- Special Olympics NZ has provided in school sessions for our Senior School in term 3. The Young Athlete Programme didn't occur due to Covid. Both gave less support to our learners than expected.
- We had a Senior Sports day planned for Term 1 which unfortunately had to be cancelled due to bad weather.
- We have signed on with Healthy Active Learners to be a HAL school. This is in partnership with Sport Waitākere so gives us a wider network to connect with. We are in the scanning phase at the moment but already we have:
  - Had some of our junior classes attend the Weetbix Tryathlon at Konini School
  - Have signed up to be a Garden to Table School for 2023.

- Met with the Therapy Team to deliver the PE Programme Outline for 2022 for Junior Classes for Collaborative Practice with the Therapy Team and Class Teachers. As a result collaboration between PE and Therapy teams has meant more students are receiving support with their physical movement and physical education
- Netball Waitākere and Arohanui School Meeting Term 4 to discuss Adapted Netball and the possibility of inter school competitions/activities for students for 2023 scanning phase.

**Now what** - what are your recommendations for 2023 - is there anything that didn't get completed? - is this work still a growth focus or can it be 'business as usual'?

- Implementation in the junior school has been slower than we wanted due to staffing changeability caused by Covid. By nature of this section of the school (e.g ākongā who are newer to school life) it takes longer to embed practice than other areas of the school. This needs to be considered into planning e.g. spending longer in junior classrooms than other areas of the school.
- How to give Teaching Teams support to 'own' PE/physical activity in their satellites by providing equipment, literature and PD. I am currently in the scanning phase of Neurosequential Sport Model NSM and Polyvagal Theory in a sporting and play based and I would like to explore this further with the idea to include it into Oaklynn PE Curriculum. This could be an area of big growth development.
- To continue delivering specialist led sessions with a more collaborative approach complimented with Tū Manawa play based sessions to more students.
- To source and continue gaining support from outside agencies to increase our network partnerships in 2023. These include for example, SONZ, Circability (who have secured Funding for 2023 to partner with Oaklynn), Smart Netball, Netball Waitākere, HAL (ongoing), Sport Waitākere etc.
- Sourcing of specialist equipment for each satellite class in the Junior Dept. This equipment has been affected by supply chain issues due to Covid. With this equipment we could set up PE/physical activity sessions using a TEACCH structured activity rotation. This way class teams could continue to run the sessions once they had been modelled, embedding these into daily programmes. I would like to support this by providing PD, literature support and modelling presentations to ensure it can be successfully implemented across the Junior/Intermediate Classes.
- More Special Sports Events e.g. Senior School Sports Day and Junior School Sports Festival, SONZ Athletics, Soccer, Basketball Days, delivery of PE to Junior School Classes, HAL Interschool Day
- Supply chain has affected the success of ordering equipnet throughout 2022 and may continue into 2023

11

**NEW FOR TERM 1 and 2 (and now ongoing) - Senior Teachers**

Key ideas for 2022

- An individual plan of action has been develop in conjunction with Senior teacher and their Section leader
- In term 3 we have reviewed leadership - this is the rationale that we have shared with staff:

*"As previously mooted rather than replace the DP role from last year, SMT have been investigating where the actual*

Naomi L, Marisa, Rachael T, Marta, Elena

*needs are for leadership in the school. We have identified that we need 'senior leaders - off site' a new role that picks up the day to day problem solving in satellites. This role gives the opportunity for middle leaders to grow and develop skills and also eases the load for our Associate Principals Jonathan and Sian. "*

Whilst many of the 'senior teachers' are working on the day to day problem solving of class issues Naomi L will be adapting her role to support the ongoing training of new to Oaklynn staff in the Junior area of the school.

### **So What / Now What**

#### **Collective responses**

#### **So what - our role has developed over the year and included critical aspects**

- Being able to empower my colleagues in their roles
- Supporting the team to use their skills and take on more leadership opportunities
- Taking on the more 'tough' stuff
- Needing to play 'buffer' on occasion and engage in challenging conversations
- Using coaching and mentoring strategies in problem solving and creating a safe-for-all learning and teaching environment
- Supporting others to take ownership and use initiative.
- Working through issues in a way that allows everyone to feel supported, heard and repairs damage done in times of stress.
- Working collaboratively in everything that we do
- Mixing it up with the students & staff (between both classes) so that they can experience something different and learn new skills.
- Working as an equal with the teacher next door
- Supporting staff with the management of individual students and their behaviours
- Supporting others to deal with change and the unknown
- Improving cultural responsiveness within our unit
- Supporting teachers to be reflective and open to improve their teaching.
- Facilitating positive and respectful relationships across the unit.
- Supporting TAs to take on more responsibilities and become leaders in some activities

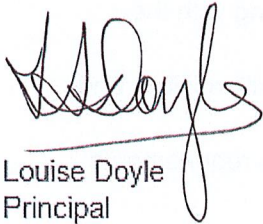
#### **Now what - our role could be further developed to include the following**

- developing the connection between tertiary spaces, (TEC and Base 7).
- bringing and developing school programmes like LAMP and Te Ara Whakamana to the unit.
- managing and supporting more teachers, support staff & students
- ensuring for successful transition of both staff and students.
- planning and working more collaboratively across different curriculum areas with other teachers



22nd November 2022

Kiwisport is a Government funding initiative to support students participation in organized sport. In 2022 the school received total Kiwisport funding of \$4061.66 (excluding GST). The funding was spent on equipment to enhance students' participation. The number of students participating in organized sport was for 197 of the school roll.

A handwritten signature in black ink, appearing to read "Louise Doyle", is written over a horizontal line. The signature is fluid and cursive.

Louise Doyle  
Principal



31st December 2022

As at 31st December 2022, the Oaklynn Specialist School (1397) Board of Trustees has ensure the faire and proper treatment of its employees in all aspects of employment by:

- Confirming that policies and procedures relating to personnel have been reviewed.
- Confirming that it meets the requirements identified as best practice
- Confirming that at all times it aims to be a good employer, complying with the conditions stated in all employment contracts
- Confirming that all employees are treated fairly according to the skill, abilities and qualifications they bring without bias
- Confirming that it all meets all its Equal Employment Opportunities requirements.

Nāku noa nā

Louise Doyle ([She/Her](#))  
Tumuaki  
Oaklynn School  
0272038238

He aroha whakatō, he aroha ka puta mai.  
If kindness is sown, then kindness is what you shall receive.