

OAKLYNN SPECIAL SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

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	Sep-22
Denish Kumar	Elected	Parent Rep	Sep-22
Karen Burns	Elected	Presiding Member	Sep-22
Louise Doyle	Appointed	Principal	Current
Maria Schuster	Elected	Parent Rep	Sep-22
Troy Mckenzie	Co-opted	Parent Rep	Sep-22
Virgina Jones	Elected	Parent Rep	Sep-22

OAKLYNN SPECIAL SCHOOL

Annual Report - For the year ended 31 December 2021

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Oaklynn Special School

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

KAREN BURNS

Full Name of Presiding Member

K Burns

Signature of Presiding Member

31/05/2022

Date:

LOUISE ANNE DOYIE

Full Name of Principal

L Doyle

Signature of Principal

31/05/2022

Date:

Oaklynn Special School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	9,189,124	7,944,159	8,208,037
Locally Raised Funds	3	103,221	41,000	55,306
Interest Income		11,161	14,000	15,933
		<u>9,303,506</u>	<u>7,999,159</u>	<u>8,279,276</u>
Expenses				
Locally Raised Funds	3	69,856	53,000	64,232
Learning Resources	4	7,532,647	6,806,486	6,320,268
Administration	5	369,865	330,009	325,857
Finance		4,460	5,220	5,218
Property	6	664,701	733,356	720,150
Depreciation	10	70,009	71,000	74,199
		<u>8,711,538</u>	<u>7,999,071</u>	<u>7,509,924</u>
Net Surplus / (Deficit) for the year		591,968	88	769,352
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>591,968</u></u>	<u><u>88</u></u>	<u><u>769,352</u></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 Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,457,889	986,585	1,082,637
Accounts Receivable	8	390,460	522,874	522,874
GST Receivable		3,336	(23,175)	-
Prepayments		8,642	5,001	5,001
Funds due for Capital Works Projects	16	6,403	-	-
Investments	9	1,151,512	886,053	785,995
		<u>3,018,242</u>	<u>2,377,338</u>	<u>2,396,507</u>
Current Liabilities				
GST Payable		-	-	23,175
Accounts Payable	11	460,850	422,031	419,113
Revenue Received in Advance	12	13,910	-	-
Provision for Cyclical Maintenance	13	5,473	5,427	5,427
Painting Contract Liability	14	8,117	8,685	8,685
Finance Lease Liability	15	21,950	35,293	35,293
Funds held for Capital Works Projects	16	56,588	-	-
		<u>566,888</u>	<u>471,436</u>	<u>491,693</u>
Working Capital Surplus/(Deficit)		<u>2,451,354</u>	<u>1,905,902</u>	<u>1,904,814</u>
Non-current Assets				
Property, Plant and Equipment	10	314,390	279,557	280,559
		<u>314,390</u>	<u>279,557</u>	<u>280,559</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	54,898	51,955	51,955
Painting Contract Liability	14	-	2,147	2,147
Finance Lease Liability	15	17,038	29,429	29,429
		<u>71,936</u>	<u>83,531</u>	<u>83,531</u>
Net Assets		<u>2,693,808</u>	<u>2,101,928</u>	<u>2,101,840</u>
Equity		<u>2,693,808</u>	<u>2,101,928</u>	<u>2,101,840</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 Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		2,101,840	2,101,840	1,308,738
Total comprehensive revenue and expense for the year		591,968	88	769,352
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	23,750
Equity at 31 December		2,693,808	2,101,928	2,101,840
Retained Earnings		2,693,808	2,101,928	2,101,840
Equity at 31 December		2,693,808	2,101,928	2,101,840

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 Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		4,580,598	4,700,805	3,825,172
Locally Raised Funds		106,281	(20,420)	50,886
Goods and Services Tax (net)		(26,511)	30,206	30,206
Payments to Employees		(3,223,017)	(3,486,890)	(2,728,070)
Payments to Suppliers		(621,132)	(337,623)	(425,296)
Interest Paid		(4,460)	(5,220)	(5,218)
Interest Received		11,116	13,565	15,498
Net cash from/(to) Operating Activities		822,875	894,423	763,178
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		-	378	130,000
Purchase of Property Plant & Equipment		(103,842)	(70,000)	(52,379)
Purchase of Investments		(365,517)	(79,699)	(380,825)
Net cash from/(to) Investing Activities		(469,359)	(149,321)	(303,204)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	23,750
Finance Lease Payments		(25,734)	(82)	(42,184)
Painting contract payments		(2,715)	(4,381)	(4,381)
Funds Administered on Behalf of Third Parties		50,185	-	-
Net cash from/(to) Financing Activities		21,736	(4,463)	(22,815)
Net increase/(decrease) in cash and cash equivalents		375,252	740,639	437,159
Cash and cash equivalents at the beginning of the year	7	1,082,637	245,946	645,478
Cash and cash equivalents at the end of the year	7	1,457,889	986,585	1,082,637

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 2021

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 reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property 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. 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 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.

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

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

Other Grants

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) 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 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 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.

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 years

j) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

k) 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.

l) 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 twelve 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.

m) 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.

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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' 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.

p) 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.

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

q) 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.

r) Budget Figures

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

s) 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	702,372	654,267	666,520
Teachers' Salaries Grants	4,187,542	3,383,783	3,783,935
Use of Land and Buildings Grants	472,290	566,154	530,349
Other MoE Grants	3,679,796	3,210,567	3,090,850
Other Government Grants	147,124	129,388	136,383
	<u>9,189,124</u>	<u>7,944,159</u>	<u>8,208,037</u>

The school has opted in to the donations scheme for this year. Total amount received was \$25,500.

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	8,644	1,000	1,700
Fees for Extra Curricular Activities	59,723	20,000	16,004
Fundraising & Community Grants	34,854	20,000	37,602
	<u>103,221</u>	<u>41,000</u>	<u>55,306</u>
Expenses			
Extra Curricular Activities Costs	66,272	48,000	57,094
Fundraising and Community Grant Costs	3,584	5,000	7,138
	<u>69,856</u>	<u>53,000</u>	<u>64,232</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>33,365</u>	<u>(12,000)</u>	<u>(8,926)</u>

4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	157,461	138,303	106,573
Equipment Repairs	3,545	3,500	3,529
Employee Benefits - Salaries	7,296,752	6,631,083	6,186,837
Staff Development	74,889	33,600	23,329
	<u>7,532,647</u>	<u>6,806,486</u>	<u>6,320,268</u>

5. Administration

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Audit Fee	7,000	5,830	5,540
Board Expenses	7,594	3,700	5,439
Communication	37,569	25,850	30,140
Consumables	26,148	31,500	26,914
Operating Lease	7,555	-	2,000
Other	55,799	52,929	50,400
Employee Benefits - Salaries	210,267	194,200	189,881
Insurance	3,263	2,500	3,143
Service Providers, Contractors and Consultancy	14,670	13,500	12,400
	<u>369,865</u>	<u>330,009</u>	<u>325,857</u>

6. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	67,550	52,600	77,655
Cyclical Maintenance Provision	9,953	9,046	9,716
Grounds	8,027	1,000	310
Heat, Light and Water	14,463	18,000	14,680
Rates	248	244	244
Repairs and Maintenance	21,874	21,200	18,713
Use of Land and Buildings	472,290	566,154	530,349
Security	5,971	7,000	6,941
Employee Benefits - Salaries	64,325	58,112	61,542
	<u>664,701</u>	<u>733,356</u>	<u>720,150</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	407,889	986,585	982,579
Short-term Bank Deposits	1,050,000	-	100,058
Cash and cash equivalents for Statement of Cash Flows	<u>1,457,889</u>	<u>986,585</u>	<u>1,082,637</u>

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

Of the \$1,457,889 Cash and Cash Equivalents, \$56,588 is held by the School on behalf of the Ministry of Education. These funds have been provided for 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 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	29,190	69,646	69,646
Interest Receivable	3,100	3,055	3,055
Banking Staffing Underuse	-	146,108	146,108
Teacher Salaries Grant Receivable	358,170	304,065	304,065
	<u>390,460</u>	<u>522,874</u>	<u>522,874</u>
Receivables from Exchange Transactions	32,290	72,701	72,701
Receivables from Non-Exchange Transactions	358,170	450,173	450,173
	<u>390,460</u>	<u>522,874</u>	<u>522,874</u>

9. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,151,512	886,053	785,995
Total Investments	1,151,512	886,053	785,995

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	80,296	-	-	-	(5,968)	74,328
Furniture and Equipment	112,904	58,328	-	-	(16,549)	154,683
Information & Communication Technology	5,493	8,751	-	-	(3,665)	10,579
Motor Vehicles	20,284	26,504	-	-	(6,527)	40,261
Leased Assets	61,582	10,257	-	-	(37,300)	34,539
Balance at 31 December 2021	280,559	103,840	-	-	(70,009)	314,390

The net carrying value of equipment held under a finance lease is \$34,539 (2020: \$61,582)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	248,672	(174,344)	74,328	248,672	(168,376)	80,296
Furniture and Equipment	415,074	(260,391)	154,683	356,746	(243,842)	112,904
Information & Communication Technology	53,635	(43,056)	10,579	44,884	(39,392)	5,493
Motor Vehicles	163,733	(123,472)	40,261	137,229	(116,945)	20,284
Leased Assets	91,363	(56,824)	34,539	134,087	(72,506)	61,582
Balance at 31 December	972,477	(658,087)	314,390	921,618	(641,061)	280,559

11. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	13,500	44,633	41,715
Accruals	6,710	5,540	5,540
Employee Entitlements - Salaries	358,170	304,065	304,065
Employee Entitlements - Leave Accrual	82,470	67,793	67,793
	460,850	422,031	419,113
Payables for Exchange Transactions	460,850	422,031	419,113
	460,850	422,031	419,113

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Other revenue in Advance	\$ 13,910	\$ -	\$ -
	<u>13,910</u>	<u>-</u>	<u>-</u>

13. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Provision at the Start of the Year	\$ 57,382	\$ 57,382	\$ 52,671
Increase/ (decrease) to the Provision During the Year	9,953	9,046	5,051
Use of the Provision During the Year	(6,964)	(9,046)	(340)
Provision at the End of the Year	<u>60,371</u>	<u>57,382</u>	<u>57,382</u>
Cyclical Maintenance - Current	5,473	5,427	5,427
Cyclical Maintenance - Term	54,898	51,955	51,955
	<u>60,371</u>	<u>57,382</u>	<u>57,382</u>

14. Painting Contract Liability

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Due within one year	\$ 8,117	\$ 8,685	\$ 8,685
Due after one year	-	2,147	2,147
	<u>8,117</u>	<u>10,832</u>	<u>10,832</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.

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:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
No Later than One Year	\$ 24,456	\$ 35,293	\$ 39,526
Later than One Year and no Later than Five Years	18,057	29,429	31,711
Future Finance Charges	(3,525)	-	-
	<u>38,988</u>	<u>64,722</u>	<u>62,280</u>
Represented by			
Finance lease liability - Current	21,950	35,293	35,293
Finance lease liability - Term	17,038	29,429	26,987
	<u>38,988</u>	<u>64,722</u>	<u>62,280</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.

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 Due from the Ministry of Education	(6,403)
	<u>50,185</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 Board members, Principal, Deputy Principals and Heads of Departments.

	2021 Actual	2020 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	7,594	5,439
<i>Leadership Team</i>		
Remuneration	916,166	794,418
Full-time equivalent members	8	7
Total key management personnel remuneration	<u>923,760</u>	<u>799,857</u>

There are six members of the Board excluding the Principal. The Board had held eight 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:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	160-170
Benefits and Other Emoluments	0-5	0-10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	6.00	4.00
110-120	3.00	2.00
	9.00	6.00

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total	\$0	-
Number of People	0	-

20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: 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 2021, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

(a) \$73,745 contract to install a storage shed and teachers' breakout space as agent for the Ministry of Education. This project is fully funded by the Ministry and \$83,290 has been received of which \$36,872 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2020: \$nil)

22. 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	1,457,889	986,585	1,082,637
Receivables	390,460	522,874	522,874
Investments - Term Deposits	1,151,512	886,053	785,995
Total Financial assets measured at amortised cost	<u>2,999,861</u>	<u>2,395,512</u>	<u>2,391,506</u>

Financial liabilities measured at amortised cost

Payables	460,850	422,031	419,113
Finance Leases	38,988	64,722	64,722
Painting Contract Liability	8,117	10,832	10,832
Total Financial Liabilities Measured at Amortised Cost	<u>507,955</u>	<u>497,585</u>	<u>494,667</u>

23. Events After Balance Date

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

24. Comparatives

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

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656
www.rsmnz.co.nz

Independent Auditor's Report

To the readers of Oaklynn Special School's Financial statements For the year ended 31 December 2021

The Auditor-General is the auditor of Oaklynn Special School (the 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 2 to 16, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 31 May 2022. 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 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, 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: *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 that reads 'Jason Stinchcombe'.

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

ANALYSIS OF VARIANCE

Ongoing Monitoring of Oaklynn Annual Plan 2021

Part A - Pedagogy		
	Goal / target	Lead
1	<p>Independence through communication = Fundamentals of Learning</p> <p>All students will have a system / ability to communicate. “ All students can say what they want, when they want to and to who they want” - most students will leave competent in using a communication system</p>	SR
	<p>What:</p> <p>20/05</p> <ul style="list-style-type: none"> ● All staff attended a staff only day on the 26th of March. The focus was on creating communication opportunities throughout the school day. ● Class support Meetings took place where the team had a opportunity to discuss supports for communication support in the class with the teacher and SLT ● SLT/Teachers are encouraged to work collaboratively within the class setting to establish communication systems ● Proposal was approved to have an increase in the trial pool equipment for SLTs to assess a range of AAC devices both mid and high tech. As the current trial pool meant it would take 18 years to get through all the current students waiting for trials. <p>17/06</p> <ul style="list-style-type: none"> ● Work is continuing as usual ● Trial pool of AAC equipment has arrived and is awaiting set up ● SLTs are doing some targeted training on some staff around use of/set up of devices for communication ● OTs delivered some very successful training on sensory processing to all staff including TAs <p>18/08</p> <ul style="list-style-type: none"> ● Trial AAC equipment are all set up ● We have a schedule of students that are having trial devices for term 3 ● We have run class team AAC trainings after school to support staff to learn how to use the devices with the students ● Lauren Smith has been exploring another communication app that we do not have at school yet but may be be suitable for many of our learners. The app is called LAMP - words for life. <p>09/09</p> <ul style="list-style-type: none"> ● Lockdown has had some impact on the current plan ● Trials have paused and students currently trialing are able to extend their trial has they have the device at home ● Some training has continued via zooms for class teams 	
	<p>End of Year Review</p> <p>So what: With all staff trained in the “Basics of Creating Communication Opportunities Throughout the School day” everyone has a shared</p>	

understanding of the basics. This year the SLTs focused on identifying students that needed a more robust system for communication - such as an iPad with a communication app. The school has funded a trial pool of equipment so that we do not need to wait for talklink or ATANZ to have a piece of equipment available for us to trial. This is going to significantly impact the effectiveness and timeliness of our AAC trials. These organisations share their equipment out to all of NZ so there are long waiting lists. Covid has significantly impacted on the number of trials that have been able to be carried out. There are some pockets of classes that are doing very well with supporting our students' communication development. However, there is a general belief that communication is an "SLT thing" and that when the SLT leaves that classroom the AAC device gets put away.

Now what: We need to continue to see the fundamentals of learning with the development of independent communication of all students as a school wide responsibility - Teacher Aides, Teachers, Therapists, Specialist Teachers, SMT, Administration and the BOT all need to work together to ensure this happens. We need to encourage staff to be using AAC throughout the school day with students and also without students so that we create a culture of using AAC as part of our daily interactions. Next year it would be good to invest in how to make AAC and teaching communication part of our school culture and daily practice. Part of that would be to investigate,

- What the pockets of good practice in the school are doing
- What are the barriers in other classes that inhibit AAC use
- What other schools are doing
- What role does SMT playing in supporting this development

2	Strengthen Relationship approaches to learning across school = staff as Responsive Adult Staff will shift one level in the Int Int / Ex Sh 'Skills Matrix'	KH PR
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Experience Sharing

What:

20/05

- All the Junior students have an Experience Sharing goal in their PLP
- CSM identified the levels of support required for Experience Sharing in the classrooms
- In class support has been provided by Speech language therapists and Section Leaders in the Junior sectors
- SMT is in the process of discussing how best integrate Relationship approaches for our Senior Learners
- "Engage Me" session on the 19th May for external training
- Experience Sharing leading group meeting in the 26th of May

17/06

- Experience Sharing goals are monitored for all students in the different settings
- Identified teams are receiving individualised support from the Experience Sharing team
- New to Oaklynn students have been assessed for baseline and to establish new PLP goals
- SIG for teachers and therapists on May the 16th for Sharing Practice
- Engage Me call Back day scheduled for all staff on Term 3

- Engage me team presenting ENGAGE ME for LSC, Sencos and Outreach teams from different South Auckland schools at Patumahoe School
- Submission to wider school (staff only day) for PR, SP,SR,LR to present the *fundamentals of Experience Sharing: Developing the fundamentals of learning through joyful interactions with attuned adults. Experience Sharing will be presented as An Educational Approach: Laying the foundations for social communication, relating to others, engagement and ongoing learning through Experience Sharing*

18/08

- Engage Me Team presented the updated version of Engage Me to staff on the Call Back Day the 23rd July. Staff enjoyed the concept of linking the use of Experience Sharing (Responsive adult) to support student regulation.
- “A newborn whose body is regulated has remarkable abilities for engagement, the next process of development, which spontaneously emerges from feelings of safety..... Engagement and connection emerge out of a physiologically regulated system between baby and caregiver. Engagement and connection emerge out of a physiologically regulated system between baby and caregiver”(Mona Delahooke)
- Experience Sharing goals are monitored for all students in the different settings
- Identified teams are receiving individualised support from the Experience Sharing team
- New to Oaklynn students have been assessed for baseline and to establish new PLP goals
- “Engage Me” session on the 11th August for external training. 3 staff from Avondale High school are attending
- Experience Sharing leading group meeting in the 26th of May

09/09

- The Engage Me Team presented the updated version of Engage Me to other schools in August. We had participants from different schools from New Zealand. The feedback the team received from the training was outstanding and underlined the importance of Engagement and a regulated adult to support any future learning for our akonga.
 “Thank you Oaklynn! Best training Session I had in my career. I can see how relationships are so important for learning and how important is to get students regulated through our interactions”
- Identified teams continued receiving individualized support catered to tier needs from the Ex Sharing Team
- Experience Sharing leading group met via zoom to make a plan to target the Use of Experience Sharing in the Intermediate and Senior schools
- Experience sharing zoom sessions have been offered during lockdown to both Upper Juniors and New Entran sections including teachers and teacher Aides. Sian Pinchen and Pilar Romero have lead the sessions supported by Lauren and Leanne Rumney from the SLT team.

End of Year Review

So what: Having all professional staff trained with the updated version of Engage Me was a great success and invited us the leading team to reflect on our approaches when targeting different sections of the school. The Staff commented how crucial it was to identify us adults, as regulating agents that can make such a difference in the learning process of our students.

Unfortunately due to Lockdown we haven't been able to do our annual Experience Sharing assessments across school which give us vital information to write new goals for PLPs.

Neuroscience is giving us scientific evidence that proves how beneficial it is for our akonga to have an attuned adult that supports them to feel safe. It is through these joyful interactions, that the needs to be connected to the world emerge.

Now what: Experience Sharing Assessment will be happening during Term 1 2022 across school.

New staff will be trained joining in with the Outdoors Training for Engage Me sessions offered through the year.

Individualised support will continue to be offered to different classes across school. Video feedback will be part of these individualised packages. Experience Sharing Team will meet at the beginning of the year to 'rethink' and formalise a targeted plan to work around Engagement with the Intermediate and the Senior schools.

New Engage Me training will be scheduled and offered to Organisations and schools related to our field across New Zealand for 2022.

The team is committed to continue researching and establishing connections with Neuroception and Trauma informed researchers.

Intensive Interaction

What:

26/05

- New practitioners - TAs/teachers - individual inductions with KH (correlations between I.I practice and supporting co-regulation for learners discussed)
- Wider school I.I Practice Group - restarted for Term 2 (post COVID) - 17.06.21 (at Oaklynn - reps from Arohanui and Wilson - regular attendance). KH in admin and facilitation role
- Contact made with Mark Barber, regarding future P.D visit to Auckland (post COVID trans-Tasman bubble)
- Classroom I.I meetings - lead by KH with class teachers - significantly Room 3 and Room 4
- SMT discussions regarding future thinking around how both significant Relationship Approaches (I.I and Ex Sh) co-exist and make sense of each other in regard to student assessment, programme suitability, transparency around best practice to school-wide staff
- I.I coaching (with KH) begun for the year, with TAs/teachers
- Submission to wider school (staff only day) for KH to present the *fundamentals of I.I*
- Oaklynn in-house Practice Group meeting (19.05.21) presentation **Intensive Interaction Implementation**

17/06

- Submission to - Northern (previously known as ASSPA) Special School's Teacher Only Day - accepted.
 - Synopsis/overview of presentation (paragraph):
 - Intensive Interaction: an introduction to fundamental communication learning

I will unpack what Intensive Interaction is, how it works and why it is fundamental to relationship building, tuning-in students to their environment, the world, and how the people around them are the key to happiness and positive self-discovery. I will look at the overarching principles of this approach, how the "fundamentals of communication" (Hewett) is the most important learning we can do. Furthermore, how this approach can support the reduction of self-injurious and/or challenging behaviours - as our complex PMLD learners begin to recognise themselves in others. This presentation will act as a taster for the larger domains of implementation and practice in schools.

- Ongoing work - KH working with learners in classrooms.
- Videoing happening within Base classes to record sessions for assessment.
- Wider school I.I PLG (attended by 2 other Auckland schools) hosted by Oaklynn, facilitated by KH - Thursday 17.06.21

18/08

- Ongoing work - KH working with learners in classrooms.
- Induction of staff - Galina new teacher for R3 (has read through onsite I.I texts and had discussions with KH). Galina working with KH and Leanne to make this work more foundational and take up deeper implementation of this work for R3.
- *The underlying premises are that for those with severe and complex learning difficulties in learning, the primary learning needs are in the realm of abilities in relating to others and communicating; that making developments here will facilitate subsequent development in other areas; and that the process fundamental to interaction sequences which take place between caregivers and infants in early development offer a powerful and cogent model for promoting sociability and learning, especially when applied with intensity and critical reflection. (Melanie Nind, 2000) - quote from **Intensive Interaction: an introduction to fundamental communication learning***
- Wider school I.I PLG - booked at Arohanui - facilitated by KH - Thursday 16.09.21
- Videoing happening within Base classes to record sessions for assessment.

09/09

- Ongoing Zoom P.D (1 hour sessions) for 3 Base classes (teachers/teacher aides/SLTs)- who are using Intensive Interaction extensively within the practice/programming. First sessions were done within Term 3 Lockdown, second sessions now underway in Term 4.
- Selected attendees (Kieron Hubrick, Louise Dore, Galina Nam, Lisa Knightly) - were part of the **Intensive Interaction Institute Online Conference 18 October 2021**. This international online P.D was a great opportunity to learn and further develop deeper understanding/practice in Intensive Interaction. It also allowed attendees to connect with I.I practitioners around the world.

End of Year Review

So what: This year we have continued to strengthen and imbed I.I knowledge, assessment and practice - while working with our complex learners to support them to develop the Fundamentals of Communication (Hewett). There have been a number of meetings facilitated by KH to implement and support the developing I.I culture at Oaklynn (including I.I induction, professional SIGs, one to one video analysis, class team meetings). However, one of the fundamentals of I.I is to develop a community of practice, which supports:

- a practitioner's own reflection, and growing awareness of their work
- shared support with challenging/unique I.I queries/fine-tuning
- the development of more richly imbedded knowledge/understanding as a community
- morale and courage with "intensive" and often challenging work

This important element has become more prominent this year as practitioners are more able to support others, rather than look to singular leadership for all outcomes/concerns.

Further, beyond Oaklyn,n KH spoke at the *Special Schools Only Day* to 70 professionals - supporting the uptake/dissemination of I.I to the wider special school community. Part of an I.I practitioner/facilitator's role remains to not only support the development of I.I within his/her immediate setting - but to support the dissemination of this work outwards as a fundamental approach for our complex learners.

Now what:

It seems that there is no endgame. I believe that an I.I culture needs to be constantly tended to, progressed upon, and held paramount as one of the most effective methodologies for supporting our special students to develop as people with all the rights we take for granted just to be ourselves. Just be yourself, they say as a general rule for most situations. In my experience, that might take more work than anyone first realises. - KH - from the book "Intensive Interaction Across Settings" (edited by Graham Firth; Mark Barber - 2019).

The culture continues to grow and develop as ownership spreads from a facilitator (KH) to strategic community implementation. Theoretical understanding about the governing principles of I.I need to be in place before - good practice can provide good learner results, and assessment which helps validate/record such results. The plan for 2022 would be to more deeply imbed good learner - and practitioner - assessment. Through 2021 solid P.D (either in-house or from the recent international conference) has supported such "theoretical" understanding and development; with the natural step next - further developing and consolidating assessment ahead.

Strengthen TEACCH practice across school = management of class and resources
staff shift levels in Skills Framework

PR
MMo

What:

26/05

- Two teachers asked for help with linking their PLP goals with our TEACCH practice expectations.
- In Classroom support meetings, TEACCH is one of the main focus areas for to be targeted
- Section Leaders identified teachers in their section needing extra support.
- 7 teacher across all sections will be getting support from TEACCH leader
- Lead Teacch teacher has visited 3 of the teachers and agreed with them on their action plans
- Some teachers asked for extra time in order to organise their classes and/or postponed my visits.
- Leading TEACCH team has designed a powerpoint that will be presented on the 4th June during Staff Only Day

17/06

- All staff attended a professional learning day on TEACCH on Friday 4th June the training was delivered by a representation of the different roles in the school: Senior leader, TEACCH leader, OT, SLT, two Teachers and two Support staff
- Staff meeting date for TEACCH on 15th of June - gain feedback from Staff Only Day, discuss TEACCH skill Matrix, and student assessment tool.
- Meeting with PR on the 17th of June to discuss the feedback given and our next steps for our TEACCH practice within the school.
- TEACCH lead person Marta Morton keeps continuing individualised support for identified teachers and teams.

18/08

- Meeting with PR to plan the next SIG meeting which aims to present the student assessment tool to the teachers.
- The leading TEACCH team will put together a short presentation for the next SIG.
- PR and MMo discussed the possibility of implementing the TEACCH Transition Assessment Profile in our senior classes (especially at Base). PR to share the idea with the SMT.
- MMo has managed to meet with some teachers and organised individualised action/support plans for them.

09/09

- nothing to report

End of Year Review

So what:

- The junior teachers have been asked to include within students' PLPs a goal around the TEACCH approach.
- Teachers who have needed extra support with implementing TEACCH strategies across their classes were contacted by the lead teacher.
- After delivering a professional learning day on TEACCH, a list of school-wide needs (with respect to this) was put together.
- There was discussion about the continuity of TEACCH across the whole school and how it could be differentiated for our older students (16 and over).

Now what:

- There is a need for strengthening our TEACCH approach across the school.
- Some teachers will need more support next year as they were unable to introduce some stages of TEACCH, as planned, due to the lockdown.
- Some teachers need to develop a better understanding of the implementation of 'next step' tasks.
- Some teachers' practice needs to be evaluated against Oaklynn's TEACCH Matrix.
- The implementation of the school-wide TEACCH assessment has had to be postponed until next year.
- Work around implementing the TEACCH Transition Assessment Profile in our senior classes will need to be reviewed next year.

4 **Establish and maintain Physical / Sensory programmes** to support student needs = **students as individuals**
Plans in place for each class to address physical and sensory needs

SR / JC

What: 26/5

- Teachers, Physio and Occupational therapists are working collaboratively providing students with sensory programs including physical programs across most areas of the school. These include an increase in therapy swimming at Westwave .
- Rugasoc, an adapted ball skills program, is provided by an external organisation.
- A staff member has been making resources for the TacPac sensory program. This program targets most of the senses including proprioception.
- OTs are doing a presentation to the staff on sensory processing with class teachers Tuesday 25th May

17/06

- OTs have completed their sessions on sensory processing with all staff including Teacher Aids .
- Kylie has started to adapt the spare room in the base unit as a sensory room. She is also researching which resources will be more appropriate for the cohort of students and will fit into a small area.

18/08

- Kylie has met with a supplier that can fit out a sensory room
- Kylie will coordinate a proposal into what is needed in the sensory room and how it will be used and who it will benefit. Part of her proposal involves researching and visiting other schools to see their sensory rooms.
- Investigations are underway to look into the base grounds and look at playground/sensory experiences. Sarah R will look into getting some playground designs created for us.

09/09

- Tripti is running the second part of the OTs sensory processing presentation via zoom PD sessions
- Team (RR, DM, JCL, LD, SR) meet with crec playground (Ben) to discuss plan for the outside area for base

End of Year Review

So what: There have been a number of projects and areas of interest that people have investigated this year. Physical programmes have been well supported by the Physiotherapist with hydrotherapy, Rugasoc and other programmes. Even with lockdown the physios supported regular zoom sessions. Occupational therapists have supported sensory experiences for our students to support regulation especially in the intermediate school and with the zones of regulation. Kylie has been investigating the sensory room for the school and will have completed a proposal to hand in by the end of the year. A small group has been meeting for the planning for a playground at base. This is still a work in progress.

Emma and Anna have been supporting some great learning around interoception and Professional Development has been given to all staff including Teacher Aides. This learning would not have been possible without the current lockdowns. We saw an opportunity with Teachers Aides being at home and have offered Professional Development. Resources for programmes such as TAC PAC have been supported by STOS teacher, Janet. Janet has been very helpful with organising and making up packs.

Now what:

- There needs to be a lot of follow up with the different things that have been going on. With the development of interoception learning and implementation throughout the school, it would be beneficial to set up a small lead group including Anna, Emma and some key therapists. They could explore the use of an interoception curriculum.
- We would like to continue to support the Physiotherapists in introducing and maintaining the different physical activities. The school would benefit from SMT committing to the funding of the highly successful programmes such as Rugasoc and hydrotherapy.
- SMT will review Kylie's sensory room proposal and look to fund and fit out the room next year.
- The lead group will continue to plan the fit out of the base playground.
- The Occupational therapists will continue to support sensory programmes and run PD around successful programmes such as Mat Man.
- SMT recognises that in order for programmes to be run effectively - there is a need for people to make, update and manage resources. SMT will continue to provide people to do this.

5 Curriculum / Assessment development = student as individual fundamentals = self reg
Develop assessment tools and curriculum guides keeping a lens on culturally responsive practice?

SP
JCL
SLs

What:
I- CoL
17/06

- The three i-COL teachers continue to work on their inquiries. One inquiry includes a trial of a new assessment approach with five teachers across the school. Another inquiry continues to look at what works in terms of curriculum and assessment for our learners preparing for life after school. The third inquiry on culturally responsive practice and whānau voice is moving into how school structures prepare, enable and support teachers in this area. As a group, the i-COL team is preparing some recommendations for consideration by SMT in Term 2, which will guide the next steps of the inquiries.

18/08

- Work continues. Sian has meeting planned with i-CoL team Week 4

09/09

- The three i-COL teachers have continued their research through lockdown to the best of their ability.
- The Junior inquiry is complete and the report will soon be in. The i-COL team has proposals based on that work to bring to SMT when the report is completed.
- The Tertiary inquiry is continuing, and an interim report will be submitted to SMT to inform decision making about next year
- The Student Voice/Whanau Voice work has led to a new line of inquiry which is about student voice and readiness to learn in the light of neuroscience. This work is already being fed back into school life through PD and PBS.
- With regard to the overarching form and product of the inquiry, anecdotal evidence suggests staff are anxious to begin to access curriculum and assessment resources as soon as possible, even if these are in a partial form.

End of Year Review

So what:

Lockdowns have seriously impacted some of the work which was being done by the i-COL team in a number of ways, as follows.

- Disruption to teachers has meant staff who volunteered to be involved in the inquiries have had less time available.
- Lockdowns have disrupted the working hours and workloads of the i-COLs and slowed down progress on the inquiries.
- Lockdowns have seriously impacted on SMT time and pushed back the reporting to SMT and decision making which is an essential part of the process.

Despite these very severe drawbacks, i-COLs continue to research and report, and also feed their knowledge back into the school through their professional practice and influence in support and leadership roles. The process is slower, but no less vital and transformative than it would have been in a pre-Covid world.

The questions that i-COLs are asking have shifted in some cases as the evidence leads in new directions. This confirms that i-COLs are following the evidence and the needs they discover through inquiry.

Now what:

- Reports to be completed and submitted by the end of Term 4;
- SMT to meet and consider the evidence of the report and make decisions about future directions;

- Because of the disruption of the past two years, i-COLs will continue to their work for one more year;
- We aim to have assessment and curriculum resources available to teacher ongoing through 2022;
- We aspire to provide resources in a coherent and easy-to access format based on technology already available to us;
- We will look at if and how IT staffing hours can be allocated to support this.

6 **Investigate further ways to enhance student wellbeing**
 Seeing the Neuroscience of regulation as the foundation in all our practice

JCL
 EC, SP

What:
 17/06

- Co regulation presentation delivered to teacher aides and professional staff.
- Louise attending Self Reg course for school leaders.
- LD, AB, EC meeting with Norah - self reg expert to further develop our work.
- Principles of neuroscience are being considered and included in classroom practice through programmes such as Experience Sharing and sensory play. Discussions in team meetings, Class Support Meetings and behaviour conversations enable practical uptake of the training given to the whole staff. Review of the literature continues.

18/08

- Session 1 of Co-regulation presentation presented to parent support group.
- Presentation to admin team on Co-reg 12/08
- Self-Reg SIG started at school.

09/09

- Over lockdown in Term 3 Teacher aides, STOS team and therapists completed five 2 hour sessions on Interoception which is an integral part of applied neuroscience.
- Teachers are now completing these same sessions (as listed above) in Term 4.
- A Masters inquiry into the possibility of adapting Experience Sharing strategies to provide a simple and accessible “nervous system informed” daily activity programme was postponed due to lockdown.

End of Year Review

So what:
 A number of staff have been introduced to relational neuroscience over this school year. We also have different staff studying at different levels of expertise e.g. Louise and some senior members of staff have undertaken more formal courses but they have also then shared their knowledge with quite a range of teams throughout the school e.g. admin team, teacher aides, professional staff and small teams around individual students where this approach has been needed in particular to support behaviour.

Now what:
 Many staff have only had a taster of information so we have been investigating options of upskilling a wider range of staff via distance learning through one of the more established international providers in this area. Over lockdown we have also offered PD to mainstream school staff

from schools enrolled with our Outreach service. We now have a package of learning that we could offer other schools so we will begin to advertise this next year. This will help to cement our reputation as early adopters of this paradigm shift. We would also like to offer these sessions to Oaklynn whānau as we have a number of school staff with neurodiverse children who have found this information helpful for using with their children at home. If this was done at school it might also provide an opportunity for parents to connect with other parents in a relaxed setting.

Other areas of work - SMT

1	Class Support Meetings	PR,SR
	<p>What: 17/06</p> <ul style="list-style-type: none"> As per the schedule there were no CSM this term. However for a few new teachers we did run a meeting for them e.g. Belinda's class <p>18/08</p> <ul style="list-style-type: none"> CSMs have been scheduled this term. They are being carried out on Tuesday and Thursday afternoons. <p>09/09</p> <ul style="list-style-type: none"> CSMs have continued to occur during lockdown. There are a few more to go for the term. Then everyone has had two meetings this year. 	
	<p>End of Year Review</p> <p>So what: Class support Meetings were able to be carried out with minimal disruption from Covid lockdowns. So every class received two meetings to get together to discuss the needs of their students and programming this year. These meetings have proven to be highly effective to strengthen the collaborative work between teachers and therapists involved in their classes.</p> <p>Now what: To continue with these meetings next year. It would be good to receive feedback from therapists, teachers and SMT on the effectiveness of the format and content discussed. These will help to support a more consistent approach in all sections of the school</p>	
2	Strengthening Support for Teacher Aides	PLD team
	<p>What: 17/06</p> <ul style="list-style-type: none"> PLD - at the Staff Only Day the group of presenters included teacher, therapists and teacher aides. Feedback was that teacher aides in particular had a sense of belonging and connection when members of their work team presented. We will be looking to recruit more teacher aides to lead some training for teacher aides. 	

	<ul style="list-style-type: none"> ● Job descriptions - section leaders are working on completing teacher aide job descriptions for the new grades. <p>18/08</p> <ul style="list-style-type: none"> ● Full teacher aide meeting 11/08. This meeting included teacher aides from OakTEC, Base School and Greenbay High School. Draft Job descriptions shared with teacher aides - checking for clarity, accuracy and agreement. Teacher aides were involved in the process of determining how teacher aides select their learning areas for the year. Teacher aides gave their ideas and support for a new and revised way of recording the end of year summary. <p>09/09</p> <ul style="list-style-type: none"> ● Teacher aides had 10 hours of PLD on interoception with Kelly Mahler over lockdown. ● An optional SIG on Relational Neuroscience has been set up for those who are interested. ● A teacher Aide representative has been recruited to represent the sector across the organisation 	
	<p>End of Year Review</p> <p>So what: There has been overwhelmingly positive feedback from the teacher aides at being able to learn new and innovative content.</p> <p>Now what: A position was advertised for a Teacher Aide who will be a conduit between the body of teacher aides and SMT so that teacher aids will be able to be consulted and involved in future planning of teacher aide professional development. Kate Harworth from Te Ara Hou I was the successful applicant that gained the position</p>	
3	Strengthening Fundamentals of Learning	KH
	<p>Summary</p> <p>Attempts to focus SMT efforts on capturing (on paper as a linked concern) the myriad ways we approach and support Oaklynn's fundamentals of learning have been thwarted this year - due to Lockdown situations which demanded that SMT be responsive in urgent managerial areas (for the safety and well-being of the full school community). In saying that, the threads that are part of this overarching concept have all been 'at work' in the school.</p> <ul style="list-style-type: none"> ● The continued support and implementation of solid Relationship Approaches work (Experience Sharing/Intensive Interaction) ● Coreboard training/support and implementation ● Neuroscience - extensive P.D training for full staff ● ICT - plan for supporting learners to functionally use ICT aids for communication ● An extension of Arts within the school - with our Music Therapist extending her days, and the recruitment of a Dance specialist. Plus added discussion and thinking around how the Arts connect with co-regulation methodology 	

	<ul style="list-style-type: none"> MAPA/Safety Intervention - a number of freshly qualified S.I trainers have joined the MAPA/SI team 	
4	Overview Statement	
	Not completed this year	

Part B - Staff with Delegated Responsibilities (unit holders)		
1	<p>Inclusion Leaders: Group meets once a term</p>	Inclusion leaders with section leaders
	<p>What: 26/05 (this report is written collectively with selected section leaders)</p> <ul style="list-style-type: none"> Inclusion Leaders ongoing recording of outcomes in their action plan Scheduled meetings with mainstream liaison person Presentations to Host schools scheduled during term 1 and 2 Ongoing support to host schools identified in liaison meetings <p>17/06</p> <ul style="list-style-type: none"> Nothing to report <p>18/08</p> <ul style="list-style-type: none"> Nothing to report <p>09/09</p> <ul style="list-style-type: none"> Nothing to report 	
	<p>End of Year Review</p> <p>So what: All inclusion leaders have enjoyed representing Oaklynn in our Satellite Units this year and they all have shared how crucial is their role to the participation of our Oaklynn students on inclusive programmes. Presentations to host schools have proven to be a great introduction for the new staff and students and also help to create a sense of belonging and brotherhood. There has been good communication between Inclusion leaders and host school leadership during this lockdown period. It was also very difficult to sustain more inclusion programmes due to Covid 19 restrictions.</p> <p>Now what: All Inclusion leaders will meet at the beginning of the year with senior leaders to share their delegation statements and action plans.</p>	

Inclusion leaders meeting will be termly scheduled through the year.
Inclusion leaders will once again encourage their teams to re establish some inclusive practices and programs.

2 Transition Coordinator

BC

What:

26/05

- Oaklynn has 3 learners transitioning out of school at the end of the year, they are all at OakTEC.
- A lot of preparation and organisation is involved in connecting families with Transition Coordinators, most of this work was done in Term 4 of 2020.
- MOU (Memorandum of Understanding) signed between school and coordinator.
- In term 1, one of our transition coordinators resigned from their position at Hohepa, a new coordinator has been appointed. Families were informed and one has since chosen to change providers to best suit the family needs. They have been supported to connect with the new transition provider.
- Supported family in ongoing discussions with Taikura re further support post school alongside transition coordinator.
- Information ready to share wider re Transition Expo in September.

17/06

- Liaison with external Transition coordinators ongoing
- Supporting learner and parent with accessing formal diagnosis (additional) under adult services
- Engagement with a team developing clinical guidelines for Down Syndrome with focus on transition. Met with Rosemary Marks to discuss participation
- Support and advice group 'GravitasOPG' entered a proposal for 'Evaluation of Employment Support in Schools Pilot for Disabled Young People'. Role to provide feedback and support to design their approach to engaging with students and whanau. 2x Zoom conference with group and MSD. (Update: Gravitis was shortlisted however have been unsuccessful in their bid for this project)
- Attending West Auckland Collaboration Meeting - 29th June, 'Work better together around transition to adulthood'.

18/08

- Information shared with section leaders (KH & JCL) re Transition Expo to share with teams
- Supporting families x2 with SLP paperwork
- Meeting (zoom) booked with team DSCG Thursday 19th evening, lead by Dr Rosie Marks
- Ongoing liaison with Transition coordinators
- Support re WG paperwork for family

- Initial discussions on confirming date Transition morning tea

09/09

-

End of Year Review

So what:

Oaklynn has been working with two different transition providers for our three 2021 graduates. Two of our school leavers have selected their options for post school and these are currently in process of being finalised, one graduate is still investigating his options. While there has been a very small number of graduates in 2021, connecting with outside agencies and providers, including those not directly working with our graduates, has continued to be an important part of relationship building and investigating avenues available to our school leavers. Due to Auckland’s Alert levels, the annual Transition Expo had been postponed to mid-November, and this will likely be cancelled. To date there has been no notification of an online forum to replace this. In Term 4, Oaklynn usually hosts a morning tea for whanau of school leavers for the following year to meet with transition providers. This provides an opportunity for whanau to make decisions on who may be a ‘best fit’ for their rangitahi. This year, we will organise a Zoom session for whanau to meet Transition providers. This is currently in process for six 2022 school leavers.

Now what:

With the absence of the Transition Expo, this further endorses the idea that a school-led Transition workshop (daytime and/or evening) could be worth investigating. Over the last several years, I have collated a range of relevant information to support this idea and would be ready to set this into action when required. An ongoing point of conversation has been to encourage whanau and staff from the high school/Base high school age classes (16/17/18 year olds) to attend the Expo to gain further understanding of the processes as their rangitahi get older and move towards their transition years. Creating an information pack on the process at Oaklynn, and including funding processes and post-school options would be beneficial.

3

TEACCH

MMo

Will be reported on in Section A as school wide focus. No reporting here

4

Tātaiako

LDo / JCL

What:

26/05

- Induction module completed and presented for new to Oaklynn staff.
- In process of appointing delegation holder

17/06

- Louise Dore has been appointed
- Tasks and planning to be worked through
- A number of staff attended the after-school hui at Fruitvale presented by Robin Taua of Te Kawarau ā Maki about local kawa.
- Louise Doyle has organised a meeting for interested staff in the Papa Tikanga course with Te Wananga o Aotearoa
- PD continuing for some staff in Te Ara Whakamana

18/08

- **Kōtuitui initiative: ‘Te Wao Nui a Tāne’:** Staff attending 5 workshops at GBHS
- Objectives: To develop an understanding of Māori cultural competencies that support community partnerships.
- Improve understanding and confidence to create space for Māori and Pacific teacher, student and whānau agency.

09/09

- Te wiki o te reo Māori activities planned and resources gathered
- Daily te reo emails with whakataukī, kupu hou, sentences, resources and waiata sent during the week.
- Zoom session for Pepeha learning and writing, which included support staff.
- Zoom session for practising sentences for the classroom and daily interactions planned (but postponed)
- Weekly waiata Māori sessions for Base via Zoom.
- Informal support and mentoring continuing, including suggestions for Māori input into class planning.
- Still 2x Te Wao Nui a Tāne meetings to go via Zoom.

End of Year Review

So what: Good to have programmes up and running again, have made the best of learning via Zoom especially for te wiki o te reo Māori. Good feedback with reports of people introducing themselves and using karakia with te reo in other settings. Variety of people taking the lead with now established karakia and waiata. There is an increasing number of support staff willing to engage in and learn about te reo me ōna tīkanga.

Now what: Continue vocabulary and sentence building, normalising and building “comfort” around naturalising the use of te reo. More practise needed on pronunciation which should develop as people feel more comfortable to “give it a go.” More work needed to keep te reo me ōna tīkanga in people’s minds in their class programmes and daily practice. Support at Base to incorporate more Kapa Haka during weekly programmes. Ensure that programmes and initiatives are inclusive of support staff as well as professional staff.

5

ICT

-

JCL

What:

26/05

- In process of appointing delegation holder

17/06

- We have appointed Tracy Byrne and Naomi Laycock
- We are working through a job description and specific task allocations.
- Tracy has been tasked with completing the audit of ICT usage across the school and collating the data for ICT requests for hardware and software.
- Naomi is currently working on her other areas of responsibility : Behaviour Support and Coordinator of mentoring teachers

18/08

- The ICT Team have been meeting regularly to look at equipment required under the new lease
- We are considering network upgrade to better support the needs of classroom teachers especially in regard to I pads
- Tracey is completing the audit information from every class to establish what equipment is needed in each class

09/09

End of Year Review

So what: The ICT has completed the audit of ICT equipment across the school and surveyed all classroom teachers on what equipment they require for their classrooms. The group has received great assistance from Tracy Byrne, the delegated responsibility holder in completing these tasks. The group has also agreed on minimum requirements for classes. We will work towards ensuring that each class having one Ipad for modelling communication systems, One Ipad for educational uses, a screen or projector and a class chromebook.

The contract with New Era is currently being finalised to provide the necessary leased equipment and a cloud support for I pads. The cloud facility will greatly enhance the ability to update and make applications available to students and teachers. Greater agreement has been reached to utilise more chromebooks across the school in order to reduce costs. The work of the ICT group was shared with SMT on 1/11 . The presentation is [here](#).

Now what: While the roll out of new equipment was delayed by the Covid lockdown; new equipment should be installed in classes ready for the start of 2022. Additional grant funding applications to purchase additional equipment are being investigated and will be submitted in the new year . A need for more professional development on the use of ICT across the school has been identified and this will also be addressed in 2022 in conjunction with the Professional Development team.

6 Attention Autism

MMo

What:

26/05

- In process of appointing delegation holder

17/06

- The first Attention Autism SIG meeting took place on the 9th of June (12 professionals attended the meeting including teachers and speech therapists).
- The teachers asked for longer lasting and motivating resources which could be rotated across their junior classes (with the possibility of creating a potential Attention Autism library?).
- The teachers suggested the possibility of creating 'buckets' for each topic.

- The group has agreed to meet again in week nine of term one to plan together for term two's topic.
- The session leader shared some generic Attention Autism assessment framework documents with the group (which some teachers expressed an interest in including in their planning).
- The group asked for training for their teams and receiving Gina Davies' official training, if possible (or at least a full school training session).

10/08:

- After hearing about the different techniques of delivering the programme (currently occurring within our classes), we feel like we should discuss with the SMT whether we can provide training for the whole school including; its philosophy, an understanding of how attention develops and the dos and don'ts etc (so that everyone is on the same page, hopefully promoting more consistency and ultimately be more compliant with how things should be delivered).
- The teachers were asked if it is okay with them to use \$30 from their class budget towards a juniors' bucket resource update. They were also asked what they would like to talk about during our next session. The suggestions made were to:
 - Discuss each stage of the Attention Autism programme step-by-step.
 - Practice one's own way of delivering Attention Autism in a non-judgemental environment (with optional feedback).
 - Focus on understanding attention development and attention assessments.
 - Review some online Attention Autism videos.
 - Implement Attention Autism techniques in a variety of subjects/activities.
 - Plan for term four.

MMo is still waiting for some teachers to reply with their session preferences. MMo will meet with SP on the 12th of August to discuss our next SIG meeting and how we could update the current Attention Autism resources for stage one of the programme (Bucket stage).

- The SIG group met at the end of term two to plan activities for term three (for our new entry and upper junior classes).
- SP contacted our speech and language therapists in order to try and allocate and review some resources from the previous years.
- The Attention Autism presentation has been completed by MMo and it is going to be delivered as part of the staff-only day on the 13th of August.

09/09

- The Attention Autism training was delivered on the 12th of August and it received positive feedback.

End of Year Review

So what:

The SIG group managed to meet a few times during the school year. The junior teachers found it really useful getting together to discuss an implementation of the programme in their classes. It was also very beneficial working collaboratively to create some theme-based planning for the junior classes.

It was agreed that our AA resources need to be reviewed and updated. All junior classes were happy to spend some money from their budget to accomplish this.

Support staff received induction training to the programme (which received positive feedback).

Now what:

As the programme is used across all junior classes, we intend to continue to work collaboratively and plan for each term together. It would also be good for the group to practice one's own way of delivering Attention Autism in a non-judgemental environment and review some online AA resources.

Our staff would also benefit from a full day of training in order to follow the programme's techniques accurately. Because of the lockdown, we have not had a chance to review the resources and create more of them.

Support staff require more sessions in order to build more confidence and an understanding of attention development as well as attention assessments. There has also been discussion about using some AA techniques during some subject/topics' introductions and how they could be used across the whole school. We think it would be valuable to review whether they could be implemented in (some) senior classes.

7

Positive Behaviour Support

BC

What:

26/05

- Several changes to PBS systems have been made as shared in previous P's report.
- Team has increased to include a wider range of personnel.
- In process of appointing delegation holders

17/06

- Team to assist in this area are Lauren - SLT and teacher Rachael Taylor, Naomi Laycock, Naomi Taare and Anna Boikov.
- PBS lead team meet weekly to check the PBS email and assign tasks / support required

18/8

- Lead PBS team meeting weekly-assigning tasks and support as required across school-working well and teachers requesting support are being responded to in a more timely way

- New members of the PBS team facilitating conversations and 'sitting in' on consults to learn processes.
- Feedback from teachers who have had a FC:

"We had a facilitated conversation for J last term with N and my team. My team was part of the conversation, they shared their concerns, asked questions and were open to feedback. Everyone was respected and felt valued when sharing their ideas/experiences. Later on N and I met to clarify things and add in further details which was great. I personally think it's a good process to get everyone involved who works with the student on a daily basis. " S.O.

"The process was very helpful indeed! It was nice to have a fresh pair of eyes look at the situation and come up with a solution which should have been obvious to me but wasn't simply because I was right in the middle of it!" S.A.

- Feedback from one of the team:

"I think that the FC format is a good way to give us direction and guide us through the process during these conversations. The FC's that I have attended have been in team meeting situations (not ideal) where it has been difficult to:

- *Keep staff on track*
- *Everybody speaking at the same time*
- *Wanting on the spot solutions/resolutions/answers/strategies*
- *And for myself, not having enough background information on the student.*

For the more complex meetings, I think that we need two facilitators.

I found it difficult to take notes as well as run an effective meeting.

I was also thinking that the FC document could be shared with teachers and completed prior to the meeting which would save time"

09/09

End of Year Review

So what:

As indicated in feedback from staff who have participated in Facilitated Conversations and Behaviour Consults, the new processes are working well and any minor 'hiccups' can be addressed through tweaking processes. The PBS lead team have continued to meet weekly to discuss support for teachers who have indicated they would like help with student behaviours. With the information provided directly to the Positive Behaviour Support email, the lead team have been able to identify the most appropriate and timely support. To date, since establishing the new team, five behaviour consults, 2 reviews and 7 facilitated conversations have been completed. Two-weekly dedicated meeting time with two classes managing on-going challenging behaviour was established and this has been a great opportunity for the whole team to discuss 'what's on top' in a safe and supportive way.

The PBS drive has been organised into school sections, making the notes from Facilitated Conversations and Behaviour Consults more accessible to the team working with the student displaying challenging behaviour.

Now What:

- Further opportunities for the wider team to attend Facilitated Conversations and Behaviour consults to support learning in how to lead these sessions-releasing team members to attend meetings as appropriate
- Two PBS staff to support meetings where possible to help with note taking (as indicated in feedback-facilitating and note-taking can be difficult to keep up)
- Maintaining a dedicated time on Wednesday pm for Behaviour consults. Facilitated conversations are organised between teacher and PBS team member
- PBS system/process induction/meeting for staff; all correspondence is kept in one place, for example via the dedicated email, keeping communication transparent and easy for follow up and reviews, and how to complete the incident report
- Keeping good data: for example, recording of repetitive behaviours (daily)-ticking on a blank timetable or developing a new recording sheet. This information is very helpful when bringing a challenging behaviour for discussion and will support planning
- Allocated time for team members to complete notes from meetings, and to have regular catch-ups with wider team to be considered

8

Coordinator of Mentor teacher of PCTs

NL

What:

26/05

- In process of appointing delegation holder

17/06

- Met with Joan to check expectations of the role

18/08

- Naomi met with all the mentor teachers at the end of term 2 we reviewed:

- What we currently do with our mentees
- What documentation is kept
- What the mentees need
- What the mentors need

- We are looking at how we can ensure we meet individual needs of the mentees whilst having consistent expectations especially around paperwork

09/09

End of Year Review

So what: Discussions highlighted the following :

- School provides much support eg. time for observations, extra time when needed, resources, professional development etc. Support with planning

- Parent information to be summarised (in process) as a reminder of processes and shared on enrolment with all parents (focus to improve system for payment of fees/what happens when there are missed fees)

09/09

End of Year Review

So what:

The holiday programme has continued to enrol an increasing number of students and July saw the highest number of enrolments to date. The programme is seeing a higher number of students in the senior section joining and the focus has been to staff this section at a higher level given the needs of the enrollees. Before knowing where our Alert levels would stand, Oaklynn was preemptive and notified families that we had made the decision to not run in the October School Holidays. Current Public Health Order restrictions prevent OSCAR school holiday and after school programmes from operating at Alert Level 3. OSCAR has shared information from the MSD with guidelines on the regulations that are in line with schools.

Now what:

- Updating policies to meet new guidelines, in line with school policy and procedures to be completed.
- There is occasional difficulty in enlisting staff. Information is emailed out to staff as well as paper copies. It would be useful to investigate ways to enlist staff earlier as there is on occasion last minute 'scrambling' to get reasonable staff/enrollee ratios for each section.
- Still to be completed: Parent information to be summarised (in process) as a reminder of processes and shared on enrolment with all parents (focus to improve system for payment of fees/what happens when there are missed fees)
- Carer Support claims will move to an online system in December in line with EGL (Enabling Good Lives). This may possibly have some effect on how we invoice fees and we will need to look into this further for future programmes.

10

Learning Support Co-ordinator

EC

18/08 moving this information from Principals' report to this monitoring document.

- LSC Facilitated and coordinated the Kōtuitui Learning Support Panel.
- Represented Oaklynn within NASSPA joint staff only day planning committee.
- Emma and Anna attended two parent support group sessions. One as informal support for parents and second presenting around Relational Neuroscience for the group.
- LSC met with Sian and new entrant parent around support for behaviour at home. Have organised follow up meeting for Autism education and have connected this parent with Oaklynn parent support group.
- LSC provided behaviour consult to Kaurilands school for student with ASD/ADHD who meets no requirements for funding but is struggling at school.
- LSC attended Oranga Tamariki meeting with Jonathan for his student who is now being cared for by an Oaklynn teacher aide. This was to ensure the child's caregiver receives adequate support from external services. Emma is providing ongoing coaching to caregiver around

working with these external services to help support the placement. Anna supporting caregiver and class team with behaviour consult and FASD and trauma support.

- Emma and Louise met with Lynfield Kāhui Ako lead principal (Neil Robinson) to discuss how Oaklynn can support this cluster to work as connectedly as Kōtuitui Kāhui Ako.
- Emma provided behaviour consult for parent of GBHS student. This student has ASD/ADHD and meets no funding requirements but is struggling at school. We have supported this whānau in this way since he was Year 2.
- Emma met with Blockhouse Bay Primary senco to advise on Teacher Aide Hour review forms. The work we did together resulted in the student being allocated maximum available. Also peer reviewed their recent ORS application (waiting on judgment).
- Emma, Anna and Louise coordinating Neuroscience SIG for Oaklynn.
- Emma and Anna writing "Intensive Wrap Around Service" IWS application for child in ALE. Also supporting Kieron with the writing of another one.
- Emma and Anna making weekly visits for student refusing to come to school. This has included staying at home with child so parent could attend Strengthening Families meeting. Have also arranged for Istvan to do Arts Therapy in the home this term.
- Emma and Kirsty did behaviour consult for Green Bay High - around the number of students they have who have both ASD/ADHD and are finding it difficult to cope.
- Emma and Anna presenting at Kaurilands staff meeting on students with ASD/ADHD.
- Emma provided Fruitvale SMT with Behaviour Consult around student with ASD who does not meet any funding requirement but who is struggling at school.
- Kirsty has recruited and inducted specialist teacher aide to roll out Tu Manawa funded physical education programme at base.
- Kirsty coordinated and facilitated Oaklynn's Special Olympics (Athletics) enrolment.
- Tracy supporting ICT lead group with creating ICT database of equipment across the school. This requires her to survey what equipment we have across the school and record it with serial numbers.

09/09

- Centre of Extra Support (COES) students moved under LSC's management. Currently these are the students who are not engaging with an onsite programme and will need a transition programme to do so. Their whānau may also need support to access services. There are currently 3 students permanently learning from home.
- Intensive Wrap Around Service application and resubmission completed for a student in COES (accepted on the resubmission)
- Lockdown series of PLD on Relational Neuroscience delivered to schools in the community by Anna and Emma. Attended mainly by TA's, but also teachers, sencos, senior management and RTLB. We have recorded some of these sessions so they can be shared with others. Very positive feedback and we now have a package of training that could be rolled out to others.
- Emma facilitated five 2 hour sessions on Interoception by Kelly Mahler for Oaklynn TAs, STOS team and Therapy team - teachers will be next.
- Emma has supported Glenavon senco to complete an ORS application for one of their students.
- Kirsty and specialist teacher aide (Joe) have begun Tu Manawa funded physical education at base.
- Tracy has been continuing to support the ICT lead team in their process of implementing a standard set of ICT equipment across the school.

End of Year Review

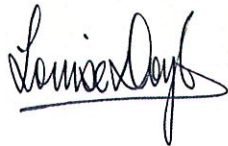
So what:

Splitting the LSC role across a number of people has been very effective this year. In practice it has meant the ability to make use of the specialist nature of a number of Outreach staff for students and teachers in Oaklynn instead of just using their skills in our enrolled mainstream schools. This year we have capitalised on staff's knowledge and experience in behaviour support, applied research in neuroscience, assistive technology, physical education, funding applications and connections with external agencies and services.

Now what:

We will continue this cross pollination of team work e.g. Outreach staff in Oaklynn classrooms. In fact one of our teachers (Anna Boikov) will now hold a 'virtual' classroom of Oaklynn students who are the students who are unable to access onsite learning and wish to continue learning from home.

Kiwisport is a Government funding initiative to support students participation in organised sport. In 2021 the school received total Kiwisport funding of \$3630.05 (excluding GST). The funding was spent on equipment to enhance students' participation. The number of students participating in organised sport was for 189 of the school roll.



Louise Doyle
Principal