

SWANSON SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	1521
Principal:	Leandro Piantelli
School Address:	703 Swanson Road, Swanson, Auckland 0612
School Postal Address:	703 Swanson Road, Swanson, Auckland 0612
School Phone:	09 831 0001
School Email:	office@swanson.school.nz

Members of the Board of Trustees

Name	How Position Gained	Position	Term Expires
Callum Marsh	Elected	Chairperson	May-22
Dray Rosanna	Elected	Staff Rep	May-19
Gaitau Meagan	Elected	Parent Rep	May-22
Maharajan Raj	Elected	Parent Rep	May-22
Piantelli Leandro	Principal	Principal	Current
Solomon	Elected	Parent Rep	May-22
Waite Roy	Elected	Parent Rep	May-22
Williams Rhian	Elected	Parent Rep	May-22
Woolrich Spencer	Elected	Staff Rep	May-22

Service Provider:

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

SWANSON SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
------	-----------

	Financial Statements
--	-----------------------------

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

	Other Information
--	--------------------------

	Analysis of Variance
--	----------------------

	Kiwisport
--	-----------

Swanson School

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

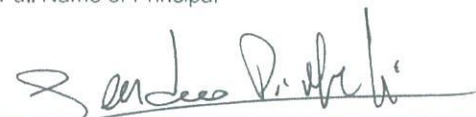
The School's 2019 financial statements are authorised for issue by the Board.

Callum Daniel Marsh
Full Name of Board Chairperson


Signature of Board Chairperson

28th May 2020
Date:

Leandro Picantelli
Full Name of Principal


Signature of Principal

28th May 2020
Date:

Swanson School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,862,919	3,836,642	3,785,739
Locally Raised Funds	3	181,880	35,800	155,124
Interest income		17,722	21,500	23,922
		<u>4,062,521</u>	<u>3,893,942</u>	<u>3,964,785</u>
Expenses				
Locally Raised Funds	3	44,614	22,100	126,878
Learning Resources	4	2,493,895	2,505,598	2,453,221
Administration	5	262,691	201,392	210,866
Finance		2,392	4,600	4,457
Property	6	1,035,555	1,030,739	1,039,602
Depreciation	7	137,783	125,602	130,411
Loss on Disposal of Property, Plant and Equipment		4,182	-	2,930
		<u>3,981,112</u>	<u>3,890,031</u>	<u>3,968,365</u>
Net Surplus / (Deficit) for the year		81,409	3,911	(3,580)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>81,409</u>	<u>3,911</u>	<u>(3,580)</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.

Swanson School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		1,259,116	1,259,116	1,262,696
Total comprehensive revenue and expense for the year		81,409	3,911	(3,580)
Equity at 31 December	23	1,340,525	1,263,027	1,259,116
Retained Earnings		1,340,525	1,263,027	1,259,116
Equity at 31 December		1,340,525	1,263,027	1,259,116

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.

Swanson School

Statement of Financial Position

As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	703,575	910,228	409,370
Accounts Receivable	9	194,711	177,804	177,805
GST Receivable		37,689	12,945	12,945
Prepayments		3,947	2,100	2,100
Inventories	10	3,414	3,053	3,053
Investments	11	50,170	-	418,608
		<u>993,506</u>	<u>1,106,130</u>	<u>1,023,881</u>
Current Liabilities				
Accounts Payable	13	261,326	219,186	219,181
Revenue Received in Advance	14	-	36,420	36,420
Provision for Cyclical Maintenance	15	12,956	5,538	5,538
Finance Lease Liability - Current Portion	16	9,007	30,274	30,274
Funds held for Capital Works Projects	17	(22,171)	(1,402)	(1,402)
		<u>261,118</u>	<u>290,016</u>	<u>290,011</u>
Working Capital Surplus/(Deficit)		<u>732,388</u>	<u>816,114</u>	<u>733,870</u>
Non-current Assets				
Property, Plant and Equipment	12	575,811	514,695	593,028
Work in Progress		93,707	-	-
		<u>669,518</u>	<u>514,695</u>	<u>593,028</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	52,252	60,226	60,226
Finance Lease Liability	16	9,127	7,556	7,556
		<u>61,379</u>	<u>67,782</u>	<u>67,782</u>
Net Assets		<u>1,340,525</u>	<u>1,263,027</u>	<u>1,259,116</u>
Equity	23	<u>1,340,525</u>	<u>1,263,027</u>	<u>1,259,116</u>

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

Swanson School

Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		985,753	977,434	943,911
Locally Raised Funds		119,025	62,912	182,235
Goods and Services Tax (net)		(24,744)	(1,901)	(1,901)
Payments to Employees		(475,215)	(472,458)	(449,680)
Payments to Suppliers		(436,502)	(418,687)	(498,408)
Cyclical Maintenance Payments in the year		-	1,391	(1,539)
Interest Paid		(2,392)	(4,600)	(4,457)
Interest Received		18,760	22,369	24,791
Net cash from Operating Activities		184,685	166,460	194,952
Cash flows from Investing Activities				
Purchase of PPE		(206,343)	(169,023)	(140,238)
Purchase of Investments		368,438	648,257	229,649
Net cash from Investing Activities		162,095	479,234	89,411
Cash flows from Financing Activities				
Finance Lease Payments		(31,806)	(21,230)	(33,473)
Funds Held for Capital Works Projects		(20,769)	(1,402)	(1,402)
Net cash from Financing Activities		(52,575)	(22,632)	(34,875)
Net increase/(decrease) in cash and cash equivalents		294,205	623,062	249,488
Cash and cash equivalents at the beginning of the year	8	409,370	287,166	159,882
Cash and cash equivalents at the end of the year	8	703,575	910,228	409,370

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

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

Swanson School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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

j) Investments

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

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

l) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

q) Provision for Cyclical Maintenance

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

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

r) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

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

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

s) Borrowings

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

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

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

t) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

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

2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	841,505	908,727	764,485
Teachers' Salaries Grants	2,065,841	2,044,563	2,049,751
Use of Land and Buildings Grants	811,325	786,395	799,683
Resource Teachers Learning and Behaviour Grants	54,942	29,648	55,031
Other MoE Grants	66,729	66,309	73,961
Other Government Grants	22,577	1,000	42,828
	3,862,919	3,836,642	3,785,739

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	103,789	8,200	42,000
Activities	23,168	8,300	85,591
Trading	15,610	9,600	10,188
Fundraising	39,313	9,700	17,345
	181,880	35,800	155,124
Expenses			
Activities	31,398	19,050	122,101
Trading	3,991	1,800	2,849
Fundraising (Costs of Raising Funds)	9,225	1,250	1,928
	44,614	22,100	126,878
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	137,266	13,700	28,246

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	83,539	89,832	72,330
Equipment Repairs	400	-	297
Library Resources	928	1,200	1,020
Employee Benefits - Salaries	2,341,665	2,349,566	2,313,349
Staff Development	67,363	65,000	66,225
	2,493,895	2,505,598	2,453,221

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,190	6,190	6,030
Board of Trustees Fees	2,525	4,000	2,580
Board of Trustees Expenses	12,264	10,860	3,913
Communication	9,575	7,820	7,049
Consumables	26,321	14,165	8,864
Other	48,037	23,350	33,705
Employee Benefits - Salaries	142,647	119,500	133,240
Insurance	5,022	4,757	4,775
Service Providers, Contractors and Consultancy	10,110	10,750	10,710
	<u>262,691</u>	<u>201,392</u>	<u>210,866</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	51,830	50,600	51,497
Cyclical Maintenance Provision	(556)	12,000	14,930
Grounds	16,344	7,500	16,317
Heat, Light and Water	54,382	45,000	41,636
Rates	96	100	88
Repairs and Maintenance	36,128	61,144	48,761
Use of Land and Buildings	811,325	786,395	799,683
Security	4,301	6,000	7,409
Employee Benefits - Salaries	61,705	62,000	59,281
	<u>1,035,555</u>	<u>1,030,739</u>	<u>1,039,602</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	3,826	3,488	3,826
Furniture and Equipment	58,382	53,220	51,813
Information and Communication Technology	39,806	36,287	40,275
Leased Assets	32,643	29,757	31,637
Library Resources	3,126	2,850	2,860
	<u>137,783</u>	<u>125,602</u>	<u>130,411</u>

8. Cash and Cash Equivalents

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	200	200	200
Bank Current Account	216,400	454,534	372,284
Bank Call Account	36,975	36,886	36,886
Short-term Bank Deposits	450,000	418,608	-
Cash and cash equivalents for Cash Flow Statement	703,575	910,228	409,370

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

9. Accounts Receivable

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	35,914	9,478	9,479
Interest Receivable	1,152	2,190	2,190
Banking Staffing Underuse	11,399	-	7,763
Teacher Salaries Grant Receivable	146,246	166,136	158,373
	194,711	177,804	177,805
Receivables from Exchange Transactions	37,066	11,668	11,669
Receivables from Non-Exchange Transactions	157,645	166,136	166,136
	194,711	177,804	177,805

10. Inventories

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Stationery	604	3,053	3,053
School Uniforms	2,810	-	-
	3,414	3,053	3,053

11. Investments

The School's investment activities are classified as follows:

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	50,170	-	418,608
Total Investments	50,170	-	418,608

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	80,780	-	-	-	(3,826)	76,954
Furniture and Equipment	388,294	48,287	(14)	-	(58,382)	378,187
Information and Communication Technology	66,371	58,838	(3,648)	-	(39,806)	81,755
Leased Assets	37,562	12,110	-	-	(32,643)	17,030
Library Resources	20,021	5,511	(521)	-	(3,126)	21,885
Balance at 31 December 2019	593,028	124,746	(4,183)	-	(137,783)	575,811

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	153,036	(76,082)	76,954
Furniture and Equipment	728,067	(349,880)	378,187
Information and Communication Technology	348,410	(266,655)	81,755
Leased Assets	30,751	(13,722)	17,030
Library Resources	55,420	(33,536)	21,885
Balance at 31 December 2019	1,315,684	(739,875)	575,811

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	84,606	-	-	-	(3,826)	80,780
Furniture and Equipment	321,992	119,536	(1,419)	-	(51,813)	388,294
Information and Communication Technology	91,544	15,102	-	-	(40,275)	66,371
Leased Assets	60,741	8,459	-	-	(31,637)	37,562
Library Resources	18,789	5,602	(1,510)	-	(2,860)	20,021
Balance at 31 December 2018	577,672	148,699	(2,929)	-	(130,411)	593,028

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	153,036	(72,256)	80,780
Furniture and Equipment	686,964	(298,670)	388,294
Information and Communication Technology	337,234	(270,863)	66,371
Leased Assets	136,353	(98,791)	37,562
Library Resources	51,243	(31,222)	20,021
Balance at 31 December 2018	1,364,830	(771,802)	593,028

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	58,576	13,066	13,065
Accruals	6,190	6,030	6,026
Employee Entitlements - Salaries	146,246	200,090	200,090
Employee Entitlements - Leave Accrual	50,314	-	-
	<u>261,326</u>	<u>219,186</u>	<u>219,181</u>

Payables for Exchange Transactions	261,326	219,186	219,181
	<u>261,326</u>	<u>219,186</u>	<u>219,181</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	-	36,420	36,420
	<u>-</u>	<u>36,420</u>	<u>36,420</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	65,764	65,764	52,373
Increase/ (decrease) to the Provision During the Year	(556)	-	14,930
Use of the Provision During the Year	-	-	(1,539)
Provision at the End of the Year	<u>65,208</u>	<u>65,764</u>	<u>65,764</u>
Cyclical Maintenance - Current	12,956	5,538	5,538
Cyclical Maintenance - Term	52,252	60,226	60,226
	<u>65,208</u>	<u>65,764</u>	<u>65,764</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	10,230	30,274	32,255
Later than One Year and no Later than Five Years	9,786	7,556	8,112
Later than Five Years	-	-	-
	<u>20,016</u>	<u>37,830</u>	<u>40,367</u>

17. 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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block 2 Upgrade	<i>In Progress</i>	(1,402)	522,465	(543,235)	-	(22,171)
Totals		<u>(1,402)</u>	<u>522,465</u>	<u>(543,235)</u>	<u>-</u>	<u>(22,171)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-
(22,171)
22,171

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block 2 Upgrade	<i>in progress</i>	-	-	(1,402)	-	(1,402)
Drainage	<i>Completed</i>	-	64,181	(64,181)	-	-
Totals		<u>-</u>	<u>64,181</u>	<u>(65,583)</u>	<u>-</u>	<u>(1,402)</u>

18. 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.

19. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,525	2,580
Full-time equivalent members	0.11	0.07
<i>Leadership Team</i>		
Remuneration	381,596	406,121
Full-time equivalent members	4	4
Total key management personnel remuneration	384,121	408,701
Total full-time equivalent personnel	4.11	4.07

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
0	0.00	0.00
	0.00	0.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

(b) \$580,517 contract to have the Block 2 Upgrade Interior Classroom & Toilet Block as agent for the Ministry of Education. This project is fully funded by the Ministry and \$522,465 has been received of which \$544,636 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2018: \$nil)

23. Managing Capital

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

24. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	703,575	910,228	409,370
Receivables	194,711	177,804	177,805
Investments - Term Deposits	50,170	-	418,608
Total Financial assets measured at amortised cost	948,456	1,088,032	1,005,783

Financial liabilities measured at amortised cost

Payables	261,326	219,186	219,181
Finance Leases	18,134	37,830	37,830
Total Financial Liabilities Measured at Amortised Cost	279,460	257,016	257,011

25. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

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

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

26. Comparatives

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

27. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments:

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

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

Independent Auditor's Report

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

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

Opinion

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

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 28 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



Kumar Aravinda
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Swanson School

Analysis of Variance 2019

School Name:	Swanson School	School Number:	1521
Strategic Goals:	<ol style="list-style-type: none"> 1. Excel by providing meaningful learning experiences 2. Engage with our students, our whānau and our community 3. Empower our people to believe in themselves 4. Evolve by developing our practice through learning and creativity 		
Core initiatives for achieving strategic goals:	<ol style="list-style-type: none"> 1. Excel <ol style="list-style-type: none"> a. Deliver exciting, meaningful classroom programmes b. Develop a culture of inquiry c. Explore the width and depth of the New Zealand Curriculum d. Celebrate success e. Use data formatively 2. Engage <ol style="list-style-type: none"> a. Emphasis on relationships, trust and respect b. Create spaces for all stake holders to have a voice c. Cater for diverse learning styles d. Tuakana teina – We are all learners and teachers 3. Empower <ol style="list-style-type: none"> a. Resource strategically b. Promote collaboration c. Celebrate diversity d. Generate ownership and synergy 4. Evolve <ol style="list-style-type: none"> a. Build teacher capacity b. Strong focus on 21st Century skills and key competencies c. Promote collaboration d. Distribute leadership 		

MASAM, STEAM, Math and Literacy action plans coverage against Strategic Goals

1. Excel	2. Engage	3. Empower	4. Evolve
<p>a. Deliver exciting, meaningful classroom programmes</p> <p>STEAM</p> <ul style="list-style-type: none"> - Get more IT in every classroom <p>MASAM:</p> <ul style="list-style-type: none"> - Kapa Haka (Waiaata, Poi, & Haka) - Celebrations (Waitangi Day, ANZAC, Māori Language Week, Matangi) - Te Reo (Pepeha, Kēmu, Tikanga) - Whare Whakairo (Taonga, bone, wood, Year 8 leavers pou, kete) - Support school wide planning for classes (Tikanga & Te Reo) <p>Literacy</p> <ul style="list-style-type: none"> - to conduct own inquiry on current teaching practices in our classrooms through google forms, collect information for our inquiry - possibly "how can we be sensitive to teacher's beliefs while promoting change" - come up with a good question - "How can we promote effective literacy practices in a culturally sensitive way" <p>b. Develop a culture of inquiry</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Pepeha (School pepeha / mōteatea, student & whānau pepeha) - Understand the background story to Māori - Waharoa (Front entrance & Hikoi o Wairua, Year 8 Pou) <p>Literacy</p> <ul style="list-style-type: none"> - teaching as inquiry into oral language, based on Sheena Cameron - student inquiry into end of year book - own literacy team inquiry <p>c. Use the width and depth of the New Zealand Curriculum</p>	<p>a. Emphasis on relationships, trust and respect</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Hui - Te Reo (knowing background story, Pepeha, Mihi) <p>b. Create spaces for all stake holders to have agency</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Adult Te Reo monthly wananga - Term hui <p>Math</p> <ul style="list-style-type: none"> - Student survey <p>STEAM</p> <ul style="list-style-type: none"> - Ask parents to donate things they have at home to put 'Bits and Bobs' box in classrooms - STEAM <p>Literacy</p> <ul style="list-style-type: none"> - promote literacy through the library - Reading together programme - create a year book, student led inquiry <p>c. Cater for diverse learning styles</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Te Reo - Whare Whakairo <p>Literacy</p> <ul style="list-style-type: none"> - team inquiry into school wide practise <p>d. Tuakana teina – We are all learners and teachers</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Kapa haka - Te Reo <p>STEAM</p> <ul style="list-style-type: none"> - Classroom practice - Create a STEAM team of students to lead activities <p>e. Build on inclusive practices</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Build culturally responsive practices <p>STEAM</p>	<p>a. Resource strategically</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Professional Development (Te Reo, Staff meetings, Treaty of Waitangi, Professional reading) - Manage and prioritise budget for resourcing <p>Math</p> <ul style="list-style-type: none"> - Give teams a budget to buy their own resources <p>STEAM</p> <ul style="list-style-type: none"> - More STEAM team kits going into classrooms - Get more IT in every classroom - Ask parents to donate things they have at home to put 'Bits and Bobs' box in classrooms - Buy robotics resources <p>b. Promote collaboration</p> <p>MASAM</p> <ul style="list-style-type: none"> - Whānau hui (Hangi) - Professional development - Supporting classroom programmes - Listening and learning about background story to Māori and history) <p>Maths-Keep encouraging the use of shared folder</p> <p>All teams</p> <ul style="list-style-type: none"> - Leaders to observe classroom practice and encourage sharing - Moderate OTJ – Have short slots of time at team meetings to share assessments and moderate <p>c. Celebrate diversity</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Kapa haka - Whānau hui - Classroom practice - Celebrations <p>d. Generate ownership and synergy</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Whānau hui 	<p>a. Build teacher capability</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Staff professional development - Maths- Deliver Math workshops about flexible grouping and formative assessment <p>Maths</p> <ul style="list-style-type: none"> - Identify external PD opportunities - Run 1 staff meeting per term - Identify teachers that we can send to ALIM - Leaders to observe classroom practice and encourage sharing - Model flexible grouping at math workshops <p>STEAM</p> <ul style="list-style-type: none"> - Observe other teachers doing STEAM activities - Secure 2 staff meeting per term - Attend PD for leaders - Offer a time when teachers can meet with leaders to get help/guidance <p>Literacy</p> <ul style="list-style-type: none"> - Secure staff meetings to share what teachers are doing , - share conclusions on inquiry - complete current spiral of inquiry, draw conclusions and identify next learning steps <p>b. Strong focus on 21st Century skills and key competencies</p> <p>All Teams:</p> <ul style="list-style-type: none"> - Tātaiako / Ka Hikitia / NZC <p>c. Promote collaboration</p> <p>MASAM</p> <ul style="list-style-type: none"> - Supporting classroom programmes - Whānau hui <p>STEAM</p> <ul style="list-style-type: none"> - Use PADLET/TRELLO to help teachers share how they include STEAM in their classrooms

<p>MASAM:</p> <ul style="list-style-type: none"> - Ka hikitia - Principles (Treaty of Waitangi, Cultural diversity, Community engagement, Inclusion) - Te Reo Māori <p>Literacy</p> <ul style="list-style-type: none"> - promote integration <p>d. Celebrate learning</p> <ul style="list-style-type: none"> - lead and supporting events with a focus on literacy <p>MASAM:</p> <ul style="list-style-type: none"> - Kapa haka - Hui (Taonga, Pou) - Te Reo - Celebrations <p>e. Use formative practice</p> <p>Maths</p> <ul style="list-style-type: none"> - Profiles included in learning logs - Share with staff how to use the profile sheets for formative assessment and planning - Collect and analyse data every term <p>Literacy</p> <ul style="list-style-type: none"> - staff meeting week 6 - share learning log sheets formative sheets <p>STEAM</p> <ul style="list-style-type: none"> - Run a STEAM week - Create a model of what a passion project/genius hour could look like 	<p>- Create a model of what a passion project/genius hour could look like</p>	<p>- Staff & Whānau professional development</p> <ul style="list-style-type: none"> - Effective classroom programmes <p>STEAM</p> <ul style="list-style-type: none"> - Create a model of what a passion project/genius hour could look like 	<ul style="list-style-type: none"> - Offer a time when teachers can meet with leaders to get help/guidance <p>Literacy</p> <ul style="list-style-type: none"> - Change shared files to google drive and keep up to date <p>d. Distribute leadership</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Whānau hui leadership and involvement - Staff Professional development leadership - Whare Whakairo <p>Maths- Identify a champion in each year team</p> <p>STEAM</p> <ul style="list-style-type: none"> - Provide examples of how we can incorporate Math into STEAM activities – Liaise with STEAM team - Identify a STEAM champion per team <p>e. Embrace culturally responsive practices</p> <p>MASAM:</p> <ul style="list-style-type: none"> - Kapa haka - Māori consultation (Hui) - Professional development (including Te Reo) - Projects (Whare Whakairo, Hikoi o Wairua) - Classroom practice <p>Literacy</p> <ul style="list-style-type: none"> - part of our inquiry question <p>STEAM</p> <ul style="list-style-type: none"> - Create a model of what a passion project/genius hour could look like
--	---	--	--

Baseline Data:	
Students' Learning	<ul style="list-style-type: none"> 87 ESOL funded students in years 2 to 6; 37 (42%) in their first year of funding, 44 (50%) in their second year, and 6 (9%) on their third year. 63 (74%) are NZ born, while 27 (26%) are migrants. Besides ESOL funded students, a substantial number of other children speak other languages at home, and still need some kind of support at varying degrees. Literacy: 74% (reading) and 80% (writing) of our students scored at or above expectation at the end of 2018. In terms of gender, 77% (reading) and 84% (writing) of girls scored at or above expectation, while 73% (reading) and 77% (writing) achieved the expected level for their age. An ethical breakdown shows that 72% of Māori students achieved National Standards in reading and 80% in writing, while 82% Pasifika achieved at or above expectation in Reading and 79% in writing. Numeracy: 86% of students achieved at or above expectation by the end of the year. Additionally, 82% of Māori students and 91% of Pasifika students reached the expected stage for their age. Boys and Girls achieved at similar levels, with 85% and 86% at or above respectively. Our community is under constant change in terms of cultural diversity, and many of our students come from diverse cultural and socio-economic backgrounds. This requires our practice to adapt to meet the different preferences and expectations of our families. School population is composed of 32% Māori, 34% NZ European, 13% Pasifika, 14% Asian and 7% from other ethnicities. Free play is well established and is highly valued by whānau, students and staff. Teachers acknowledge the positive impact it has had on engagement and behaviour across the school. Some teachers reflect this philosophy in their classroom programmes. A strong strategic focus on STEAM and MASAM have had a positive impact on classroom programmes, which in turn have been more engaging for students in general. Additionally, teams of teachers are starting to explore how to bring in their free play philosophy into the classroom, and are experimenting with more engaging, hands on activities that blend different curriculum areas. Degree of parental engagement varied across the school. Parental participation of whole school activities has slightly increased, and parents have expressed their satisfaction with the increase of home-school communication. However, there is still significant room for improvement. We are working on more spaces for parents to come to school, like shared goal-setting day at the beginning of term 1, the creation of a PTA, open-forum evenings once a term, whānau hui, etc.
School Organisation and Structures	<ul style="list-style-type: none"> We repeated the same staff survey we did in August 2017, and the results show significantly higher satisfaction in terms of collaboration, communication, transparency, leadership distribution and relationships among staff and between teachers and Senior Leadership. Areas that still need attention are consistency across school programmes, and clarity of expectations, processes and procedures around behaviour management. The drastic reorganisation of leadership structures, and the targeted leadership professional development programme provided by Nikki Ulrich, meant that we have more internal capacity to plan, implement and evaluate change. As a result, staff has developed ownership of school wide goals, and there is more alignment across the different strategic teams.
Review of Charter and Consultation	<ul style="list-style-type: none"> We have consulted all stakeholders in our community as part of our review cycle and have identified strategic areas for development accordingly. We have taken our latest ERO review recommendations on board and are working to develop our school in these areas.

STEAM				
GOALS	ACTIONS	OUTCOME	VARIANCE	NEXT STEPS
<ul style="list-style-type: none"> Teacher capacity 	<ul style="list-style-type: none"> Run a STEAM week Secure 2 staff meeting per term Provide resources for STEAM for all rooms Observe other teachers doing STEAM activities Identify levels of support we need to put in place for different teachers Use Trello to help teachers share how they include STEAM in their classrooms 	<ul style="list-style-type: none"> Teachers are exposed to STEAM examples often Change in teacher role Teachers are confident to move away from traditional teaching Teachers enjoy what they do Inter classroom activities Each team has a STEAM leader who is confident with STEAM Teachers understand what STEAM is and how to implement it Teachers identify opportunities to extend their lessons. NZC is taught through STEAM 	<ul style="list-style-type: none"> Done. IT was an enormous success. Lots of positive comments from parents, children and visitors from other schools. Children asking to have another one and wanting to be involved. Done, everybody is at different levels, but they are all on their way. We have also modelled for others. It would be good to start giving them some feedback about what steamifies a STEAM lesson. To some degree. It is hard for teachers to let go. Created a wave for teachers to tell us where they were at. We will use this to plan for next year. Tuakana teina activities between classrooms Teachers are having a lot more ideas about what they can do to steamify activities. They are starting to identify the components and opportunities in what they do. How can we expand it? Reluctant people are starting to show interest 	<p>Future for STEAM</p> <ul style="list-style-type: none"> STEAM being run by our STEAM kids more and more, not just in classes but organising STEAM activities at lunch times as they become more and more confident in their own abilities. A maker's space that teachers take their kids to invent and explore learning in a hands-on way. More in-depth real world and community issues being tackled, even in our junior schools. A STEAM club where kids can come and do STEAM builds/projects...big ones...during lunch hours where all ages can work together. This also includes projects like Trash to Fashion. Other teachers also taking on larger projects with a variety of age groups. More teachers looking to take on STEAM professional development to increase their own learning and understanding, then share it with others.
<ul style="list-style-type: none"> Resources 	<ul style="list-style-type: none"> Get more IT in every classroom Attend PD for leaders Create a STEAM budget Buy robotics resources 	<ul style="list-style-type: none"> More technology in the classrooms Every room has a STEAM kit Lots of sharing of ideas and resources Resources are well used and easy to find Lots of hands on learning 	<ul style="list-style-type: none"> Waiting for network update and update We purchased 70 chrome books that have been allocated to whanaus. We are still applying for more. Hands on learning is a lot more evident throughout the school. Some people are still resisting a bit. Maybe next year we could encourage more people by more sharing, more 	<ol style="list-style-type: none"> Develop a localised curriculum <ul style="list-style-type: none"> Gather, collate and analyse community's voice. Review our current curriculum against the consultations Redesign curriculum

<ul style="list-style-type: none"> Classroom environments and programmes 	<ul style="list-style-type: none"> Launch passion project Offer a time when teachers can meet with leaders to get help/guidance STEAM team kids 	<ul style="list-style-type: none"> Programmes are inquiry based and student driven Programmes also reflect teachers'/whānau passions Noisy, busy classrooms Move away from traditional teaching (no worksheets) Integrated learning Flexible timetabling Still see some specific teaching when needed Children have ownership of what they do Children collaborate Children have many opportunities to communicate in different ways Children can access learning and celebrate their work in many different ways (UDL) 	<p>dedicated staff meetings and setting up more expectations.</p> <ul style="list-style-type: none"> Through WAPA2020 and other PD WAPA2020 workshops. Shannon went to Digital Technology, Bex went to designing for STEAM We have spheres, makymaky's and a drone. We bought Spheros, drone, make-makies, bloxels and click circuits. Children have been using this to learn coding and coach each other. To an extent, but we need more. We've reached a point where we are ready to step it up and start pushing a bit more. We've done some modelling, more needed We've sent emails to offer support but have not had much uptake. We'll go to Koromiko's planning meeting for next year. Workshops: Had one person coming from each team. Went really well, and we are now monitoring how they run their passion projects. Time is always a factor and people don't have spare time to attend. We have teams from yr 3 to 8. Doing really well. Kids are doing really well. Going round rooms and teaching other kids to use equipment. <p>Teachers' feedback has been amazing, and complimented the steam kids about how good they were.</p>	<p>2. Strengthen teaching capability (including a TAI approach)</p> <ul style="list-style-type: none"> Gather, collate and analyse data about what teachers understand as effective pedagogy and TAI PD plan around teaching as inquiry
---	--	--	---	---

MASAM				
GOALS	ACTIONS	OUTCOME	VARIANCE	NEXT STEPS
<ul style="list-style-type: none"> Kapa Haka opportunities 	<ul style="list-style-type: none"> Continuing to enhance group and welcome and train new members <ul style="list-style-type: none"> Kapa haka takes priority when planning school events and communicate with Mike <ul style="list-style-type: none"> 2019 timetable: <ul style="list-style-type: none"> Wednesday: Senior Yr5-8 and Junior Yr1-4 first block Wednesday: Junior Teams 30 min rotation Seniors to stop opting out of Kapa haka <ul style="list-style-type: none"> A teacher from either syndicate needs to attend Senior Kapa haka Teachers support getting seniors to the Senior practice Be involved in more performances and events <ul style="list-style-type: none"> Involve whānau ANZAC day and waiata Local resthomes or invite them here Contributing Introduce poi 	<ul style="list-style-type: none"> More opportunities for Te Reo <ul style="list-style-type: none"> Tikanga Māori is visible around the school Children have opportunities to perform in school and at other venues 	<ul style="list-style-type: none"> T3 Pou development <ul style="list-style-type: none"> Frame up in front school office foyer displaying tamariki and their mahi (to be rotated each month) Display in office has led to whānau offering their mahi (jewellery) Kapa haka takes priority when planning school events and communicate with Mike T3 received new uniforms T4 purchasing cupboard to store uniforms Introduced 2 x Junior Kapa Haka Rōpū from Whānau consultation (34 in total with a waiting list) 77 senior students, 34 Juniors, 111 in total (1/5 approx of the school in Kapa Haka) A teacher is overseeing the Junior Kapa Haka Rōpū and supports sessions Mike released to support Kapa Haka Rōpū and his overflow of kids go to Spencer for Tuakana-Teina Both Junior and Senior Rōpū performed at the Hui/Hangi Kapa Haka Rōpū learning Te Kawerau a Maki haka Roll now taken for Kapa Haka and Mau Rakau to ensure regular attendance and EOY trip. Kaukapakapa School visit where we had the opportunity to perform, teach kemu and whakawhānau tangata Maritime Museum Waka Trip - Significant to learn about ancestors and history and voyaging waka Edmonton coming up in T4, week 3 Received multiple positive feedback from whānau about Kapa Haka and hangi (emails, texts, FB, verbal) Kids spontaneously singing waiata and haka on the bus 	<p>2019 has been a highly successful year for Te Ao Māori at Swanson School. Our kapa haka rōpu has grown significantly across all ages as we now have a junior kapa haka group. We've had several successful exchanges with other kapa haka groups. Our haka is a lot stronger now. Students are becoming more confident in the pōwhiri process. There have been several successful whānau engagement events... Hui, Matariki breakfast, Maritime museum trip and hangi. As a school we have celebrated Waitangi Day, Matariki and Māori Language Week which were supported with staff meetings and age appropriate resources. Many kaiako and whānau have completed the He Papa Reo course through Te Wananga o Aotearoa. As a whole school we are becoming more confident in tikanga Māori. We have received positive feedback from whānau and staff about events, tikanga and te reo at Swanson School</p> <p>2020 plans include:</p> <ul style="list-style-type: none"> Te reo development throughout all tamariki, kaiako and whānau Tikanga practices evident throughout the school Kapa haka (introduce new rakau haka) (continue with waiata, haka and rakau) 33 Whānau and staff enrolled in He Papa Tikanga with Te Wananga o Aotearoa

	<ul style="list-style-type: none"> Develop haka <ul style="list-style-type: none"> Te Kawerau a maki Haka throughout school Taku pōwhiri (girls haka) Mike to develop school haka with Lesley - rakau Hold wananga (Noho) <ul style="list-style-type: none"> Kiamoana night, Whakapapa night, Dads, Grandparents day/night etc Buy mattresses Use hall (Shower and kitchen facilities) Start new small Kapa haka group in Juniors (Yr 0-4 30 max) 			<ul style="list-style-type: none"> Where whakairo programmes include more opportunities for whānau to be involved and more programmes for students with higher numbers The development and plans for the Hikoi o te wairua o Wantana involving whānau with working bees <ol style="list-style-type: none"> Develop a localised curriculum (implementation will come at a later Strat plan) <ul style="list-style-type: none"> Gather, collate and analyse community's voice. Review our current curriculum against the consultations Redesign curriculum Integrate Te Reo and Tikanga in all areas of learning <ul style="list-style-type: none"> Develop a Tikanga/Te Reo PD Programme Develop and Communicate a programme of cultural events and activities Strengthen teaching capability (including a TAI approach) <ul style="list-style-type: none"> Gather, collate and analyse data about what teachers understand as effective pedagogy and TAI PD plan around teaching as inquiry Create a shared understanding of cultural inclusiveness <ul style="list-style-type: none"> Explore with staff: what culture is? What does it
Professional Development	<ul style="list-style-type: none"> Treaty of Waitangi PD Whakairo Weaving Te Reo Utilising Whaea Ash (Budget) 	<ul style="list-style-type: none"> Teachers develop their knowledge of Te Reo and Tikanga Māori 	<ul style="list-style-type: none"> Where Whakairo course in holidays (Mike) MASAM @ Flanshaw Approx 20 whānau and kaiako learning te reo together through Te Wananga o Aotearoa (wananga held at school. Mike and Chelsea booked in for Summer school 2020 whakairo- hoe Mike applying for whakairo certificate at TMOA 1 Yr Tikanga enrolments 31 (15 staff at least one rep from each team, 16 whānau) for 2020 Whaea Ash T3 and T4 development of Pou with senior students Kapa Haka learning ANZAC waiata 	
Celebrate significant days school wide	<ul style="list-style-type: none"> Waitangi day ANZAC Day Māori Language Week Matariki 	<ul style="list-style-type: none"> Te Reo and Tikanga Māori are celebrated 		

<ul style="list-style-type: none"> • Māori Consultation 	<ul style="list-style-type: none"> • School pepeha included in enrolment pack including info about welcoming pōwhiri e.g. You are invited to next... • Hold regular Hui each term <ul style="list-style-type: none"> ○ Performances & Kai ○ Hangi • Consult with whānau about desires for tamariki • Increase numbers at hui • Use school database to email whānau throughout year to keep informed <ul style="list-style-type: none"> ○ Still send home paper invite <p>Updates throughout year</p>	<ul style="list-style-type: none"> • Māori whānau are included in decision making • Māori whānau have ownership of the process • More whānau attend hui 	<ul style="list-style-type: none"> • Hui held in T1, T2 and in T4 • School wide Maori consultation survey WIP for staff/students/whānau • Term 1 Hui/Hangi (300 attended) Refer to PMI chart for Hangi review • Amazing connections made as a result with staff, tamariki, whānau working together to get the job done. 	<p>mean to be culturally inclusive and responsive?</p> <ul style="list-style-type: none"> • Teachers demonstrate their understanding of cultural identity through interactions with whānau.
<ul style="list-style-type: none"> • Te Reo Development 	<ul style="list-style-type: none"> • Encourage staff and whānau to work together to develop Te Reo in daily school life • Develop more involvement in Te Reo • Continue the monthly wahanga for Te Reo • Strengthen school / home partnerships • School-wide planning for classes <ul style="list-style-type: none"> ○ Resources to support day-to-day Te Reo <ul style="list-style-type: none"> • Conversations • Not separate plan and decompartmentalised but living in all learning <p>Making ourselves available for team during team meetings and planning</p>	<ul style="list-style-type: none"> • Te Reo is included in teaching programmes • More parents participate of school life • Staff feel safe and supported to practice what they learn 	<ul style="list-style-type: none"> • Te Wiki o Te Reo Maori • Staff meeting resources prepared for staff - Set up shared drive with folders and resources • Staff kahoot for staff meeting to share a valuable IT tool for learning • Whole school Kahoot developed and run by tamariki (tuakana- teina kaiako/tamariki) • Teams and teachers confidently using and experimenting te reo (sharing pepeha with new students and parents) • Staff understanding the importance of Māori history and the importance of them in NZ and the culture (ongoing) • Supporting staff with pepeha and staff coming to us for advice eg. Where senior kapa haka students have supported teachers in rakau games and te reo. • Feedback from whānau involved as manuhiri at our pōwhiri • "I felt more Wairau from this pōwhiri than what I have felt at the marae" • Whānau have said they feel so welcomed here (Swanson School) as Māori • 2x Kapa Haka events • Strengthening school/home partnerships through more whānau attending trips, personalise communication via email (Mike) 	

			<p>emailing), powhiri (maori whanau feeling valued as Maori)</p> <ul style="list-style-type: none"> • 2020 plans to develop te reo as a school wide focus • Receiving regular positive feedback through emails, texts and verbally 	
<ul style="list-style-type: none"> • MASAM Professional Development 	<ul style="list-style-type: none"> • Attending Workshops • Staff meetings for professional development • developing closer working relationships with other school 	<ul style="list-style-type: none"> • Staff is trained and feel empowered to include Tikanga and Te Reo in their teaching • We interact with other schools 	<ul style="list-style-type: none"> • Mike and Chelsea attending WAPA meetings • Te Wiki o Te Reo Maori T3 staff meeting • Kaukapakapa and Edmonton Kura exchanges • Mike held staff PD at Flanshaw and Henderson • Mike spoke at a Te Ao Maori workshop at the Takapuna Primary/High School conference • 2/3 of staff signed up for tikanga course next year through TWOA • We have taught Haka at MASAM courses • Invited to facilitate staff meetings at Flanshaw • Visits from schools and uni services to observe Te Ao Māori integration • We have been to visit 2 schools and had 2 schools kapa haka teams visiting us this year • We have taken children on cultural trips to Maritime museum and Kaukapakapa school 	

LITERACY

GOALS	ACTIONS	OUTCOME	VARIANCE	NEXT STEPS
<ul style="list-style-type: none"> Focus on oral language 	<ul style="list-style-type: none"> Secure staff meetings to share what teachers are doing for oral language Keep teacher's shared file up to date School production 	<ul style="list-style-type: none"> Children talk to, with and by. Different opportunities for oral language are evident Integrated with whole curriculum Many celebrations to practice oral language (poetry, debates, speeches, etc) 	<ul style="list-style-type: none"> Done, they chose a focus for each team. Suggested OL focus for inquiry. Next step Teachers are assessing oral language as part of learning journals. Many teachers have allocated time, but also integrate it. Lots of teachers have taken on the Kagan structures to encourage oral language We have around 70 little ones confident at saying their karakia Children are being more fluent and willing to elaborate in their conversations Maths trios and passion projects encourage lots of peer conversations, negotiation, etc Lots of student voice throughout the school Many Teacher inquiries are focused on reducing teacher talk and increasing children talking times Vocab jars are being used Leadership opportunities Tuakana Teina – children teaching each other We have a google doc that we are using, so finding it obsolete to update the shared file. 	<ul style="list-style-type: none"> 2020 - Whanau teams continue to set goals through reviewing oral language teaching and learning. Teams make use of Sheena Cameron's 'The Oral Language Book' and online resources when planning. E.g. Staff meeting Term 1 review oral language. For 2020 curriculum/leadership teams to include opportunities to integrate an oral language component 2020 - Book/literacy focus Week 3 Term 2. Form a planning team in Term 1. Liaise with Carol W re book fair. Discuss author contacts with Deborah Selwyn. Hold a writers' competition as part of book week. E.g. students in class creative writing limited word count 150 words, students in pairs/collaborative small groups class winners present at assembly, illustrators competition TBC. Publish into a Writing Year book. To continue to develop and maintain a positive relationship with the Ranui library & librarians. E.g class visits to the library, invite Deborah Selwyn to come and share books and promote the library. Invite Ranui librarians to morning tea
<ul style="list-style-type: none"> Celebrate literacy 	<ul style="list-style-type: none"> Organise Book Week – invite authors in, events Library displays – book reports, covers, author focus Literacy fun ideas display – staffroom? 	<ul style="list-style-type: none"> Outside people come to present and share Exhibitions Curriculum evenings for parents Book week School newspaper 	<ul style="list-style-type: none"> Two authors coming in, boys breakfast on Wednesday. Walks to the library, parade on Friday, door competition. Sheena Cameron, Stu Duval, Sally Sutton, Deborah Selwyn 	

	<ul style="list-style-type: none"> ● Breakfast: Fun written Language- Boys and dads breakfast with Underpants Guy-Stew Duval 		<ul style="list-style-type: none"> ● Reading together programme. We had 6 parents so thinking about how we can do it different next year ● Great turn out, lots of fathers, and hugely appreciated 	<ul style="list-style-type: none"> ● 2020 - Reading Together Programme. ● Facebook post "Helping your child with reading." ● Facilitated by one of the literacy team members and invite other staff members to assist with facilitation (Tuakana/teina model) Suggest after school e.g 3:30 - 5pm with child care provided. ● Term 4 2019 Budget submission for 2020. Consider refunding teachers' Twinkl subscriptions. Create a format/process (shared document) for resource requests that critically evaluates the resource. E.g. Is it culturally responsive? Able to be used collaboratively? NZ themes? Is it able to be used in a differentiated approach that scaffolds learning? Do we already have similar? Lesson plans & follow up activities? ● Term 1 Early 2020 Staff meeting dedicated to resources, to ensure people know where to find things. Teachers shared folder and what it contains, Literacy online. ● Create a school literacy vision (reflecting NZC) and teams ideal literacy.
● Formative practice	<ul style="list-style-type: none"> ● Look for a way to assessing listening skills ● Child language assessment in assessment book <p>Model how to include assessment-book learning journals in daily teaching</p>	<ul style="list-style-type: none"> ● Strong emphasis on process rather than product ● Learning logs journals ● Consistent across school ● Planning is responsive to kids interests, and flexible 	<p>Unsure, some things happening would indicate this, but some staff still focused on product and ticking boxes</p> <p>In place and going well, we will seek feedback about sheets and what we need to change/add/remove</p> <p>This was one of the things teachers talked about the most in the survey. However, a few indicated they still had a more rigid plan</p>	
● There's a Swanson Way of teaching literacy	<ul style="list-style-type: none"> ● Reading together programme – liase with Julia ● Book links to events <p>Google form pre-survey about what informs teachers' programmes to identify gaps.</p>	<ul style="list-style-type: none"> ● We use the progressions ● There's good coverage of the NZC ● Integrated with other NZC areas ● Child centred and personalised ● Move away from traditional teaching ● Purposeful ● Change locus of control ● All children can access learning in different ways 	<ul style="list-style-type: none"> ● These changes are slowly changing and becoming more evident thought the school. 	
● Literacy caters for cultural diversity	<ul style="list-style-type: none"> ● Liaise with MASAM <p>Promote texts that represent children's cultural background</p>		<ul style="list-style-type: none"> ● This is an on going focus and we will continue to work on this next year 	

MATH				
GOALS	ACTIONS	OUTCOME	VARIANCE	NEXT STEPS
<ul style="list-style-type: none"> Staff are capable and confident teaching math 	<ul style="list-style-type: none"> Deliver Math workshops about flexible grouping and formative assessment at all times Identify external PD opportunities Run 1 staff meeting per term Give teams a budget to buy their own resources Keep encouraging the use of shared folder Identify teachers that we can send to ALiM Identify a champion in each year team Leaders to observe classroom practice and encourage sharing Continue with PD support from Lucie Cheeseman. Check ins with Staff re capability and encouragement of tri style maths. 	<ul style="list-style-type: none"> Teacher have appropriate content knowledge – know how and what to teach Motivated to teach math Ongoing, targeted professional development Resources are easy to find, shared and well used. 	<p>We've done it as a team at Totara.</p> <ul style="list-style-type: none"> Modelling: Individual teachers have approached us to come to observe how we run it We decided lunchtimes was not the best time to do this. We are trying to do this at team meetings and individually. We also had a staff meeting on flexible grouping Lucy Cheeseman is coming to do one staff meeting per term and working with the learning team Lucie Cheeseman is currently running staff meetings on behalf of the maths team We've created a new budget sheet Teachers are still using the old profile sheets, but they are also starting to use the shared folders. We assessed their needs and decided ALiM wasn't the right thing for them. We are trying to find PD to suit them. Also, thinking LL might coach and model to these teachers. There's too much going on at the moment, so we'll push this back to term 3 	<p>End of Year summary</p> <p>Some positive growth this year in Maths. We have seen a number of teachers adopt the tri style of collaborative maths. Students are doing more problem solving and working with others of different abilities to solve problems.</p> <p>Continued support through external PD and the maths leaders shared experience should see continued growth next year.</p> <p>Ideas 2020</p> <p>Visit high school to see what their expectations are</p> <p>Liaise with STEAM team – How do we steamify an activity/project</p> <p>Core Initiatives</p> <ol style="list-style-type: none"> Develop a localised curriculum <ul style="list-style-type: none"> Gather, collate and analyse community's voice. Review our current curriculum against the consultations Redesign curriculum Strengthen teaching capability (including a TAI approach) <ul style="list-style-type: none"> Gather, collate and analyse data about what teachers understand as effective pedagogy and TAI <p>PD plan around teaching as inquiry</p>
<ul style="list-style-type: none"> Assessment used formatively 	<ul style="list-style-type: none"> Break down level 1 profile sheets Profiles included in learning logs Share with staff how to use the profile sheets for formative assessment and planning 	<ul style="list-style-type: none"> Consistent use of assessment across school Used to inform teaching Data is accurate Assessment is part of daily teaching 	<p>Done</p> <p>Done, but we need to keep supporting teachers to implement them.</p> <p>Moderation completed</p> <p>Maths team will encourage whanau to put aside a meeting time to discuss OTJs and moderate</p>	

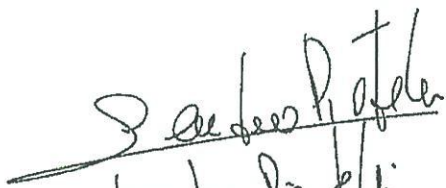
	<ul style="list-style-type: none"> • Moderate OTJ – Have short slots of time at team meetings to share assessments and moderate 	<ul style="list-style-type: none"> • Kids own and self-direct the process 		
<ul style="list-style-type: none"> • Flexible grouping 	<ul style="list-style-type: none"> • Model flexible grouping at math workshops • Visit classrooms at least twice per term • Collect and analyse data every term • Re-look at evidence/proof of learning sheet • Continue working with Lucie to refine the process. Work with specific staff to be champion in their whanau. 	<ul style="list-style-type: none"> • Kids learn from kids – Ako • There is some specific, targeted teaching as well / whole class • Equity – everybody can access learning in different ways 	<ul style="list-style-type: none"> • Happening, but not at workshops. Teachers are asking to observe leaders • Walk through discussion happened, but no specific "PD" on walk throughs. Looking for visible math and integrating math (see reflection comments). Some rooms didn't have math displays on walls. Talked with Pohutukawa to understand more about how Math works with free play. Their programme has very little adult intervention, and learning happens through their interactions. We discussed the possibility of including math equipment in their play, which they liked. We identified Rebecca as a champion. She's very keen to champion trios. • We are using assessment data from LJs and Term assessments • Lucie came to work with the team and run a staff meeting. She also helped us to assess our progress and draft goals for next year. 	
<ul style="list-style-type: none"> • Practical learning 	<ul style="list-style-type: none"> • Provide examples of how we can incorporate Math into STEAM activities – Liaise with STEAM team • Children survey 	<ul style="list-style-type: none"> • People have fun with math • Noisy, busy classrooms • STEAM style teaching • Children enjoy math • Connected with real world • Learning driven by children's interests/v oice • Variety of activities 	<ul style="list-style-type: none"> • This will be one of our focuses for next year • We didn't do a survey, instead we decided to interview quite a few children about what they thought about math, their understanding of visible math, and how they felt about math 	

School

Swanson School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$7,180 (excluding GST). The funding was spent on transport to sports events, sports uniforms, Athletics Day equipment hire, gazebos and a teacher aide. The number of students participating in organised sport was 100% of the school roll.


Leandro Rankin
Principal - 24/2/2020