

HOMAI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	1317
Principal:	Rosina Wikaira
School Address:	89 Browns Road, Manurewa, Manukau
School Postal Address:	89 Browns Road, Manurewa, Manukau, 2102
School Phone:	09 266 8918
School Email:	office@homai.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
David Hydes	Chairperson	Elected	Jun 2019
Bathsehba Tofilau	Acting Principal	ex Officio	Dec 2018
Elizabeth Havill	Parent Rep	Elected	Jun 2019
Meafou Falesefulu	Parent Rep	Elected	Jun 2019
Nane Lockington	Parent Rep	Co-opted	Jun 2019
Caroline McLeod	Staff Rep	Elected	Jun 2019

Accountant / Service Provider: Education Services Ltd

HOMAI SCHOOL

Annual Report - For the year ended 31 December 2018

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Homai School

Statement of Responsibility

For the year ended 31 December 2018

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 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

David Ian Hydes
Full Name of Board Chairperson

D Hydes
Signature of Board Chairperson

30/5/2019
Date:

Rosina Wikairā
Full Name of Principal

[Signature]
Signature of Principal

30/05/19
Date:

Homai School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	3,451,202	2,725,749	3,090,851
Locally Raised Funds	3	219,691	24,800	69,655
Interest Earned		10,817	4,500	7,260
Gain on Sale of Property, Plant and Equipment		1,298	-	-
		<u>3,683,008</u>	<u>2,755,049</u>	<u>3,167,766</u>
Expenses				
Locally Raised Funds	3	40,628	10,000	24,232
Learning Resources	4	2,212,780	1,771,832	1,892,584
Administration	5	130,873	148,815	139,804
Finance Costs		3,860	3,029	2,323
Property	6	1,049,089	721,792	924,042
Depreciation	7	72,208	61,454	74,033
Loss on Disposal of Property, Plant and Equipment		-	-	607
		<u>3,509,438</u>	<u>2,716,922</u>	<u>3,057,625</u>
Net Surplus / (Deficit)		173,570	38,127	110,141
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>173,570</u></u>	<u><u>38,127</u></u>	<u><u>110,141</u></u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Homai School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	749,011	519,341	634,497
Total comprehensive revenue and expense for the year	173,570	38,127	110,141
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	11,816	-	4,373
Equity at 31 December	934,397	557,468	749,011
Retained Earnings	934,397	557,468	749,011
Equity at 31 December	934,397	557,468	749,011

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Homai School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	458,510	56,629	302,491
Accounts Receivable	9	120,761	63,763	73,896
GST Receivable		32,682	13,289	7,708
Prepayments		1,779	8,208	2,515
Inventories	10	1,124	1,477	2,562
Investments	11	131,104	86,804	88,023
		745,960	230,170	477,195
Current Liabilities				
Accounts Payable	13	145,157	115,892	104,568
Revenue Received in Advance	14	998	351	494
Provision for Cyclical Maintenance	15	45,420	-	44,158
Finance Lease Liability - Current Portion	16	17,801	11,968	14,374
Funds held for Capital Works Projects	17	82,312	-	4,680
		291,688	128,211	168,274
Working Capital Surplus/(Deficit)		454,272	101,959	308,921
Non-current Assets				
Property, Plant and Equipment	12	550,894	509,678	506,381
		550,894	509,678	506,381
Non-current Liabilities				
Provision for Cyclical Maintenance	15	49,130	54,169	40,430
Finance Lease Liability	16	21,639	-	25,861
		70,769	54,169	66,291
Net Assets		934,397	557,468	749,011
Equity		934,397	557,468	749,011

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Homai School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		963,331	866,412	905,673
Locally Raised Funds		219,780	24,800	61,242
Goods and Services Tax (net)		(24,974)	-	5,581
Payments to Employees		(515,786)	(465,252)	(453,901)
Payments to Suppliers		(430,055)	(376,540)	(326,548)
Cyclical Maintenance Payments in the year		-	(52,990)	(6,151)
Interest Paid		(3,860)	(3,029)	(2,323)
Interest Received		10,021	4,500	7,321
Net cash from / (to) the Operating Activities		218,457	(2,099)	190,894
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(101,485)	(56,145)	(20,283)
Purchase of Investments		(43,081)	-	-
Net cash from / (to) the Investing Activities		(144,566)	(56,145)	(20,283)
Cash flows from Financing Activities				
Furniture and Equipment Grant		11,816	-	4,373
Finance Lease Payments		-	(13,893)	(7,442)
Funds Held for Capital Works Projects		70,312	-	6,183
Net cash from Financing Activities		82,128	(13,893)	3,114
Net increase/(decrease) in cash and cash equivalents		156,019	(72,137)	173,725
Cash and cash equivalents at the beginning of the year	8	302,491	128,766	128,766
Cash and cash equivalents at the end of the year	8	458,510	56,629	302,491

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.

Homai School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Homai 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 2018 to 31 December 2018 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".

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

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

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

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 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.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

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 \$1000 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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

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

The estimated useful lives of the assets are:

Buildings	40 years
Building Improvements	5-40 years
Furniture and Equipment	5-40 years
Information and Communication	3-5 years
Leased Assets	5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

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

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

Non cash generating assets

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

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

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

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

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.

o) Revenue Received in Advance

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

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

p) 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).

q) 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.

r) 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.

s) Budget Figures

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

t) 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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	803,024	760,412	760,486
Teachers' salaries grants	1,664,684	1,351,946	1,462,950
Use of Land and Buildings grants	739,608	501,622	702,855
Other MoE Grants	226,116	111,769	161,274
Other government grants	17,770	-	3,286
	<u>3,451,202</u>	<u>2,725,749</u>	<u>3,090,851</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	594	800	9,408
Bequests & Grants	155,969	-	13,357
Activities	43,927	22,500	30,466
Trading	7,478	-	6,885
Fundraising	11,723	1,500	9,539
	<u>219,691</u>	<u>24,800</u>	<u>69,655</u>
Expenses			
Activities	10,598	10,000	12,991
Trading	6,298	-	7,198
Fundraising costs	10,059	-	4,043
Other Expenses	13,673	-	-
	<u>40,628</u>	<u>10,000</u>	<u>24,232</u>
<i>Surplus for the year Locally raised funds</i>	<u>179,063</u>	<u>14,800</u>	<u>45,423</u>

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	72,812	83,841	73,531
Library resources	2,145	2,700	2,490
Employee benefits - salaries	2,120,331	1,660,091	1,790,930
Staff development	17,664	23,700	25,548
R&M/Minor Purchases	(172)	1,500	85
	<u>2,212,780</u>	<u>1,771,832</u>	<u>1,892,584</u>

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	6,379	5,700	5,603
Board of Trustees Fees	2,985	4,000	2,175
Board of Trustees Expenses	8,288	6,300	3,493
Communication	10,039	7,800	7,622
Consumables	6,227	4,800	5,292
Operating Lease	-	-	6,525
Other	17,455	16,425	13,383
Employee Benefits - Salaries	62,301	90,470	79,207
Insurance	5,343	1,800	4,864
Service Providers, Contractors and Consultancy	11,856	11,520	11,640
	<u>130,873</u>	<u>148,815</u>	<u>139,804</u>

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	57,846	52,290	54,076
Cyclical Maintenance Expense	9,962	21,000	34,412
Grounds	16,104	16,500	21,397
Heat, Light and Water	33,062	32,700	36,580
Repairs and Maintenance	114,376	24,043	16,466
Use of Land and Buildings	739,608	501,622	702,855
Security	8,245	7,000	6,865
Employee Benefits - Salaries	69,886	66,637	51,391
	<u>1,049,089</u>	<u>721,792</u>	<u>924,042</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	10,367	8,606	10,368
Building Improvements	2,187	2,113	2,546
Furniture and Equipment	21,146	18,136	21,847
Information and Communication Technology	22,031	23,961	28,866
Leased Assets	16,061	7,489	9,022
Library Resources	416	1,149	1,384
	<u>72,208</u>	<u>61,454</u>	<u>74,033</u>

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	350	-	350
Bank Current Account	215,315	18,486	62,311
Bank Call Account	242,845	38,143	239,830
Cash equivalents for Cash Flow Statement	<u>458,510</u>	<u>56,629</u>	<u>302,491</u>

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

Of the \$458,510 Cash and Cash Equivalents, \$82,312 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	2,954	2,171	2,722
Receivables from the Ministry of Education	1,208	-	-
Interest Receivable	1,157	422	361
Teacher Salaries Grant Receivable	115,442	61,170	70,813
	<u>120,761</u>	<u>63,763</u>	<u>73,896</u>
Receivables from Exchange Transactions	4,111	2,593	3,083
Receivables from Non-Exchange Transactions	116,650	61,170	70,813
	<u>120,761</u>	<u>63,763</u>	<u>73,896</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	1,124	1,477	2,562
	<u>1,124</u>	<u>1,477</u>	<u>2,562</u>

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	131,104	86,804	88,023

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	295,181	-	-	-	(10,367)	284,814
Building Improvements	35,468	-	-	-	(2,187)	33,281
Furniture and Equipment	94,710	101,485	-	-	(21,146)	175,049
Information and Communication Technology	41,224	-	-	-	(22,031)	19,193
Leased Assets	38,758	22,937	(7,701)	-	(16,061)	37,933
Library Resources	1,040	-	-	-	(416)	624
Balance at 31 December 2018	506,381	124,422	(7,701)	-	(72,208)	550,894

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	416,870	(132,056)	284,814
Building Improvements	103,029	(69,748)	33,281
Furniture and Equipment	443,989	(268,940)	175,049
Information and Communication Technology	217,557	(198,364)	19,193
Leased Assets	74,982	(37,049)	37,933
Library Resources	64,743	(64,119)	624
Balance at 31 December 2018	1,321,170	(770,276)	550,894

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	305,549	-	-	-	(10,368)	295,181
Building Improvements	38,014	-	-	-	(2,546)	35,468
Furniture and Equipment	100,802	16,362	(607)	-	(21,847)	94,710
Information and Communication Technology	58,044	12,046	-	-	(28,866)	41,224
Leased Assets	11,674	36,106	-	-	(9,022)	38,758
Library Resources	2,283	141	-	-	(1,384)	1,040
Balance at 31 December 2017	516,366	64,655	(607)	-	(74,033)	506,381

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	416,870	(121,689)	295,181
Building Improvements	103,029	(67,561)	35,468
Furniture and Equipment	342,505	(247,795)	94,710
Information and Communication Technology	217,557	(176,333)	41,224
Leased Assets	66,943	(28,185)	38,758
Library Resources	64,743	(63,703)	1,040
Balance at 31 December 2017	1,211,647	(705,266)	506,381



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13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	19,993	39,330	26,425
Accruals	6,379	3,720	3,736
Banking staffing overuse	-	9,742	-
Employee Entitlements - salaries	115,442	61,170	70,813
Employee Entitlements - leave accrual	3,343	1,930	3,594
	<u>145,157</u>	<u>115,892</u>	<u>104,568</u>
Payables for Exchange Transactions	145,157	106,150	104,568
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	9,742	-
	<u>145,157</u>	<u>115,892</u>	<u>104,568</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income in Advance	20	95	-
Staff Social Club	978	256	494
	<u>998</u>	<u>351</u>	<u>494</u>

15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	84,588	33,169	56,327
Increase to the Provision During the Year	9,962	21,000	34,412
Use of the Provision During the Year	-	-	(6,151)
Provision at the End of the Year	<u>94,550</u>	<u>54,169</u>	<u>84,588</u>
Cyclical Maintenance - Current	45,420	-	44,158
Cyclical Maintenance - Term	49,130	54,169	40,430
	<u>94,550</u>	<u>54,169</u>	<u>84,588</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:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	18,977	11,968	15,593
Later than One Year and no Later than Five Years	22,870	-	26,626
	<u>41,847</u>	<u>11,968</u>	<u>42,219</u>

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17. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Senior Block 1 Upgrade	<i>in progress</i>	4,680	324,851	247,219	-	82,312
Totals		4,680	324,851	247,219	-	82,312

Represented by:

Funds Held on Behalf of the Ministry of Education	82,312
Funds Due from the Ministry of Education	-
	<u>82,312</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Site Drainage Remediation	<i>completed</i>	-	1,208	212	(996)	-
Roof Replacement Block 1	<i>completed</i>	-	651	1,338	687	-
Senior Block 1 Upgrade	<i>in progress</i>	-	12,000	7,320	-	4,680
Totals		-	13,859	8,870	(309)	4,680

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.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	2,985	2,175
Full-time equivalent members	0.08	0.07
<i>Leadership Team</i>		
Remuneration	550,330	326,583
Full-time equivalent members	4.89	3.00
Total key management personnel remuneration	<u>553,315</u>	<u>328,758</u>
Total full-time equivalent personnel	<u>4.97</u>	<u>3.07</u>

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:

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
120 - 130	1.00	-
100 - 110	1.00	-
	<u>2.00</u>	<u>0.00</u>

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:

	2018 Actual	2017 Actual
Total Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: 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, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	3,405
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>3,405</u>

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:

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	458,510	56,829	302,491
Receivables	120,761	63,763	73,896
Investments - Term Deposits	131,104	86,804	88,023
Total Loans and Receivables	710,375	207,196	464,410

Financial liabilities measured at amortised cost

Payables	145,157	115,892	104,568
Finance Leases	39,440	11,968	40,235
Total Financial Liabilities Measured at Amortised Cost	184,597	127,860	144,803

25. Events After Balance Date

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

26. Comparatives

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

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF HOMAI SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Homai School. The Auditor-General has appointed me, Chris Neves, using the staff and resources of BDO Auckland, 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 19, that comprise the statement of financial position as at 31 December 2018, 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 2018; 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 as appropriate to PBE's that qualify for Tier 2 reporting.

Our audit was completed on 30 May 2019. This is the date at which our opinion is expressed.

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

Basis for our 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 comprises the Board of Trustees listing, Kiwisports Funding Report and Analysis of Variance, 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 the School.



Chris Neves
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand



HOMAI SCHOOL

One Vision, One Journey, One People.

To whom it may concern,

This letter is in recognition of your continual support of our tamariki through Kiwi Sports.

Each year our students are privileged to participate in leadership programs that encourage positive play building on self-esteem, confidence and leadership qualities.

We received \$5348.12 from the MOE and it was spent on the following:

\$2000.00 for MPA 2018 Sports Levy.

\$300.00 on buses for students to go to the Weetbix Triathlon.

\$1611.31 for Year 5 to go to Rocket Ropes (Confident building)

\$1485.77 bikes for our bike track.

The funding continually helps support our senior students to build leadership capabilities that enables them to take ownership and agency of leading teams on sports activities and field trips. The purchase of sports equipment also encourages all students to participate in activities to keep them active. Our senior leaders take part in coaching or supporting younger students during lunchtime activities.

Once again, we thank you for your ongoing support of our future leaders of tomorrow.

Yours Sincerely,

Rosina Wikaira
Homai School

Principal



Focus: Establish and develop specific measurable goals so that progress can be shown, monitored and actioned

Strategic Aim: Create the conditions where accelerated progress and expected achievement for all students is guaranteed

Annual Aim: Our aspirational goal is to Improve our Maori student attendance and achievement in all areas by creating optimal learning relationships

Target: Creating family-like context for learning - rejecting deficit explanations for students learning; caring and nurturing students, their language and culture; voicing & demonstrating high expectations; ensuring all students can learn in a well-managed environment so as to promote learning; knowing what students needs to learn

New Data Set: 1: Collecting student, teacher, leader, whanau **authentic voices** to improve student learning and achievement

Successful Learner – Relationship between (and/or within) students, teachers, and parents/whanau groups

The tables below contain a comparative summary of responses from both 2016, 2017 and 2018 to the questions: **What is it like to be a student here, and what does that mean for you as a learner? What would you tell your teachers or school that would make learning better?**

Student Voices

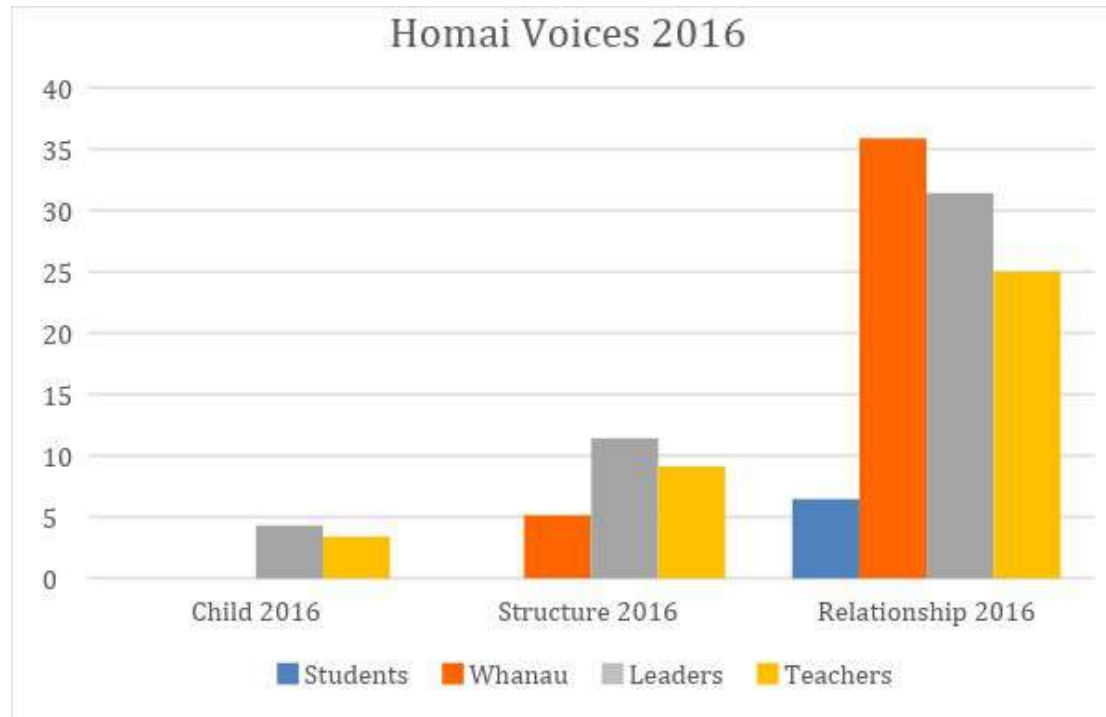
2016	2017	2018
Students feel like school is like one big happy family and have a strong sense of belonging. They especially enjoy learning about cultures, but also want to know their levels and next steps for learning. They are requesting more challenging work and to be pushed in their learning with new strategies and contexts for learning.	Students continue to feel like school is like one big happy family and have a strong sense of belonging. They now talk about the learning from celebrating cultures, talents and interests. Students talked about teachers having higher expectations for them and being challenged. Students also talked very positively about being encouraged to work with others to collaborate and solve learning challenges.	Students see school as an important opportunity to learn and they love their teachers. They specifically talk about where and how they like to learn, and this includes learning values like love service and respect. This year the students see themselves and their homes as the biggest barriers to their learning.



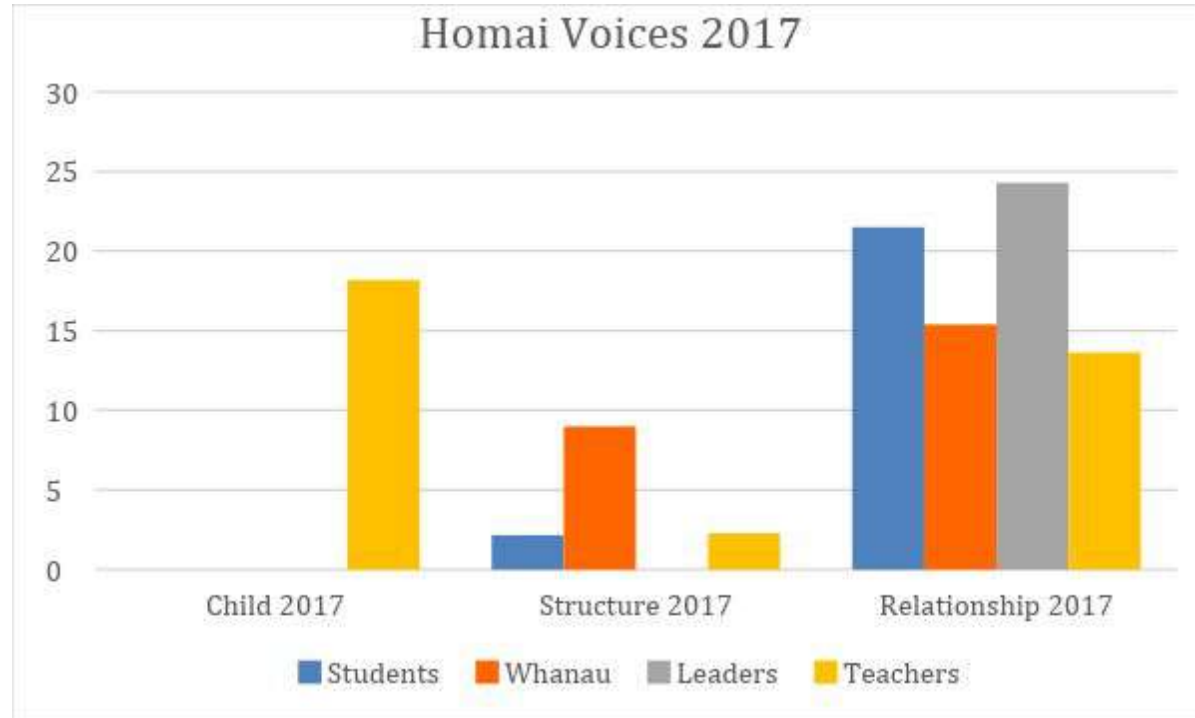
	Students are requesting feedback that better supports their learning or positive learning interactions.	This year's sentiments have an obvious absence of feeling a sense of belonging to a family and the presence of students blaming themselves for not learning.
Whanau Voices		
2016	2017	2018
<p>Whanau have positive experiences at school and like their children describe school being like a family.</p> <p>Whanau request that the school is more upfront about their children's learning and want them to be pushed and challenged more – rather than repetition. Whanau also worry about the negative impact of disruptive children in classes.</p>	<p>Whanau continue to have positive experiences at school and feel like it is a family, but their experiences are more focused on learning partnerships (esp. understanding and accessing learning on-line) with the school and their input being respected and valued. This year whanau also describe school being a place where their children's' learning is pushed, as well as talents and interests nurtured. They talk about the environments as calm, focused and supportive. Whanau request that homework is reviewed and worry about the quality of some teachers and consistency of some teaching.</p>	<p>Whanau voice this year is in stark contrast to the previous two years. Whanau do not describe having positive experiences at school and have feelings of losing confidence in the school and themselves as good parents from the schools' in-action</p> <p>Whanau expressed concern over a number of things that they felt were impacting negatively on their children's learning: Cultural learning being very unstructured, too long and also at the expense of other important learning. Bullying and labelling of students, lack of consistency in instruction, negative interactions and messaging from teachers/leaders and poor communication and organisation.</p>
Teacher Voice		
2016	2017	2018
<p>Teachers are united in their feelings about what best supports learning – inclusiveness, seeing and teaching the students holistically and a focus on effective pedagogy.</p> <p>Teachers want to learn more about what works for students not only in their own practice but</p>	<p>Teachers better understand that relationships are critical to learning improving for students and stay committed to learning to be better practitioners.</p> <p>Teachers also see that constant review as</p>	<p>Teachers could describe achievement has very broad general terms, but all agree that although there has been improvement in some subjects, overall most students do not experience success yet.</p>



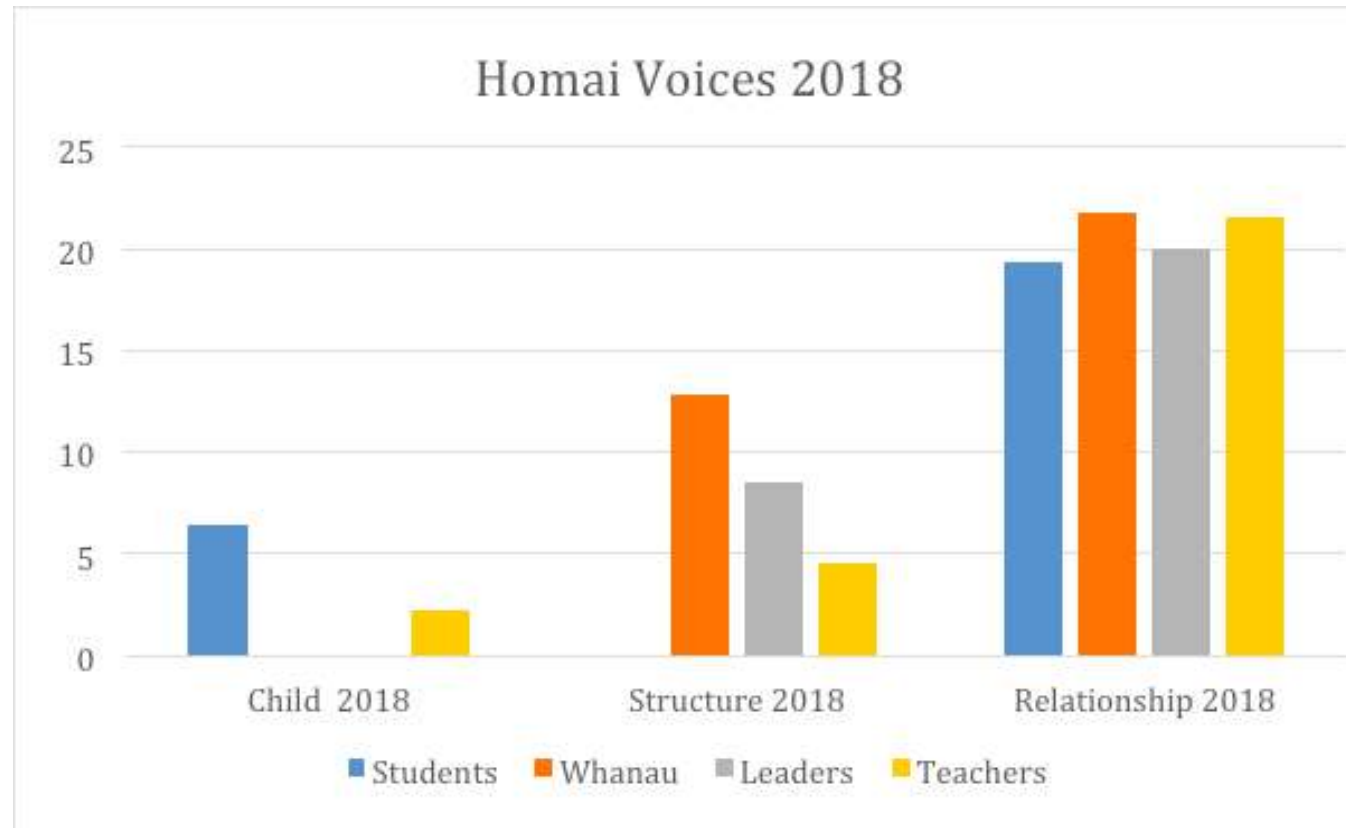
<p>also in support programmes (they see the SST as critical to supporting learning. Teachers also describe the high importance they put on whanau relationships and how this needs to keep evolve.</p>	<p>important feedback and feedforward to them and how the curriculum is delivered. Compared to last year, there is notably an increase in deficit explanations for why students do not achieve – these include: predetermined conditioning from the home, students having different capabilities to learn and retain information. Homes not having the time or care to support their children and students needing more repetition and hands on learning.</p>	<p>Teachers mainly drew on agentic responses to explain the achievement disparity – a classroom culture where students feel believed in and a teacher that can notice and adapt learning, students receiving learning feedback and next learning steps, whanau relationships that are focused on learning and review to celebrate and learn from.</p>
Leadership Voices		
2016	2017	2018
<p>*included in teacher voice</p>	<p>Leaders ideas around raising achievement focus on the practices that closely monitor progress and achievement (especially for Maori and conversation with teachers that raise the bar for effective pedagogy and being clear about how we measure the curriculum. Leaders see that they also need to invest time to review how effectively the curriculum is delivered and coaching for staff.</p>	<p>Leaders could describe the state of achievement in more details terms and identified that Maori boys across all subjects were most at risk. Leaders also mainly drew on agentic responses to explain the achievement disparity, including: review assessments, trailing engagement programmes, keeping a focus on monitoring students, supporting teachers to adapt their programmes and streamlining communications to whanau.</p>



Although this data shows that some teachers and leaders blame (deficit discourse) students for their underachievement and lack of progress, the majority of teacher and leader voices believe that relationships are key to improved learning. Whanau also supports that relationships to learning has the greatest impact on their child's learning and progress. It was also clear that at the structure level, there were barriers to learning. This was a focus for senior leaders and the board, to identify these barriers and make changes that would support learning.



In 2017 with new staff our RbL reform needed to be reintroduced so that our new to Homai staff received a good foundation and to provide the teachers with tools and strategies to implement part one - 5 dimensions of familiness through Relationships-based learning. Our teacher voices showed that although teachers know that relationships are important to students learning, teachers still use deficit theorising to shift the blame. Families still feel that structure is a barrier to their child's learning. This could be in the way of our administrative and safety procedure .



Our 2018 voices were quite confronting. There was a whole new leadership team established due to Principal going on study leave as well as 8 new staff members. This data shows that our students were / are blaming themselves and their home lives as barriers to their own learning. This result is discerning and only confirms that our priorities in 2019 need to be focused on teacher effectiveness and changed mindsets.



2019 Focus & Next Steps: Professional Learning for IMPACT

1. • extended opportunities and time to learn, practise, and review new approaches for their impact on learners;
2. • external experts (although they also need to monitor and learn about their impact on participant learning);
3. • processes that engage teachers deeply with their explanations or discourses about their impact on learner outcomes;
4. • critique and challenge of teachers' prevailing discourses for their impact on learner outcomes;
5. • opportunities for teachers to work in a professional community that provides support and is focused on analysing the impact of teaching on student learning;
6. • active leaders who set goals and targets for improved learner outcomes, create and resource structures for learning, and are learners alongside their teachers;
7. • approaches that are coherent and consistent with research findings and policy.

Concluding Comments

The voices of students and their families are at the heart of the inquiry. Their experiences are the catalyst for changing practices at school/institution and system level. They are also the test of the response and its impact on their learning and achievement. Overall, the findings from the text analytics showed that many positive strategies and approaches are being used in an attempt to produce confident and positive learners at Homai Primary School. The enablers highlighted the significant platforms that have been established across the perspectives of the three different roles. Similarly, the barriers showed areas where further reflection, discussion and strategies might be introduced in order to mitigate their negative impact.

Teachers saw the value in developing relationships with both their students and whānau. Such engagement was perceived as being an enabler to improve overall achievement and performance levels. Established teacher-student relationships were related to students' perception of school as being a safe, caring environment and family-like environment.



Parents and whānau indicated that were appreciative of the efforts that teachers and school make in relation to their children, at both behaviour and learning levels. They also indicated a strong desire for their children to be challenged in their learning, and for this to be the focus rather than building a friendship-like relationship.

The narratives collected and aggregated in this report are central to the professional development of Relationship-based Learning teachers, and should be used to inform and guide the activities of schools participating in the Culture Counts programme. It is hoped that as a process, schools might continue to collect 'voices' again over time to monitor and evaluate the progress and outcomes of their students. This will continue the development of teachers' abilities to critically reflect on how students are experiencing and interacting in their learning environment.

Part 2: New observation tool used to inform teacher practice and teaching & learning conditions (*Observation of a NE Teacher at Homai School – Teacher Interactions*) In this profile, Impact Coaches work with teachers to support them to learn how to implement the RBLP by themselves creating a family-like context for learning, by interacting in ways we know promote learning and who monitor the progress teachers make with learning, how to create, interact and monitor their students and monitor the impact their processes of learning have on teachers' learning.

Relationships-based Coaches' Profile ¹.

Relationship-based Impact Coaches;

Part One

Create a family-like context for learning by;

- Rejecting deficit explanations for teachers' learning,
- Caring for and nurturing their teachers, including their language and culture,
- Voicing and demonstrating high expectations for their teachers,
- Ensuring that all teachers can learn in a well-managed environment so as to promote learning,
- Knowing what teachers need to learn.



Part Two

Interact within this family-like context in ways we know promotes learning by;

- drawing on teachers' prior learning,
- Using Formative assessment: Feedback,
- Using Formative assessment: Feedforward,
- Using Co-construction processes,
- Using Power-sharing strategies.

Part Three

Monitor teachers' progress and the impact of the processes of learning by seeing how well teachers are able to;

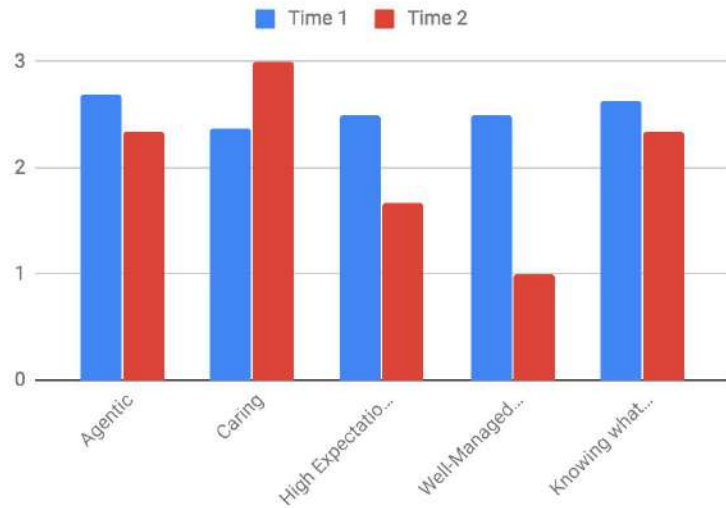
- set goals for their learning
- articulate how they prefer to learn.
- explain how they prefer to organise/be organised in their learning relationships and Interactions.
- participate in leadership roles and functions
- include others in the learning context and interactions.
- provide evidence of how well they are going and what progress they are making
- take ownership of their own learning.

The data below represents Part 1 and Part 2 (above explanation) of our classroom observation data. Part three is our monitoring process - this process helps inform our practice from teachers and leadership. In this profile, Impact Coaches work with teachers to support them to learn how to implement the RBLP by themselves creating a family-like context for learning, by interacting in ways we know promote learning and who monitor the progress teachers make with learning, how to create, interact and monitor their students and monitor the impact their processes of learning have on teachers' learning.



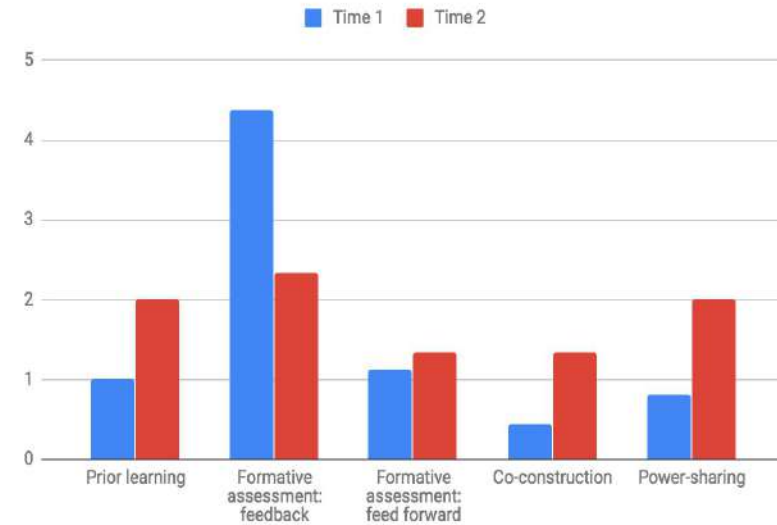
2018 Classroom Observation Data :

HOMAI SCHOOL PART ONE: RBL DIMENSIONS



Whanaungatanga/Familiness

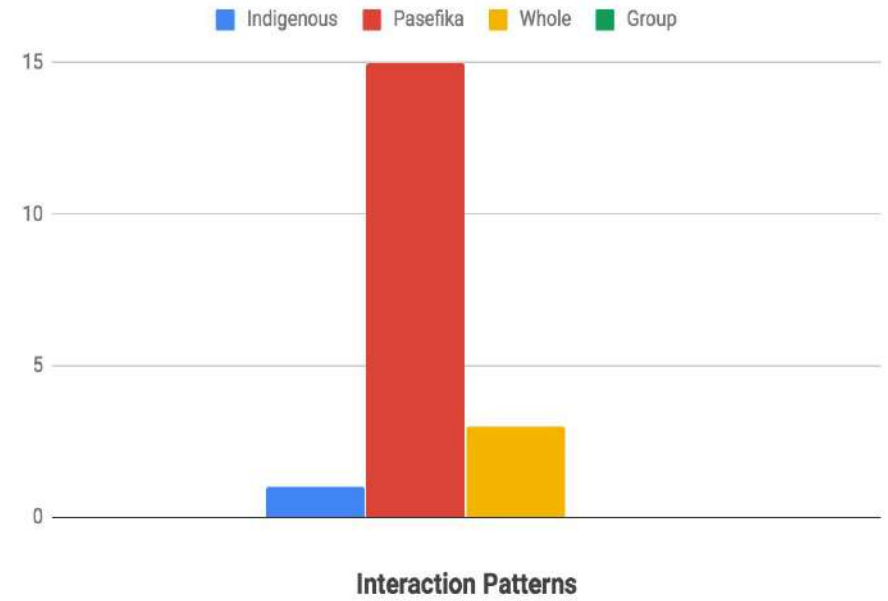
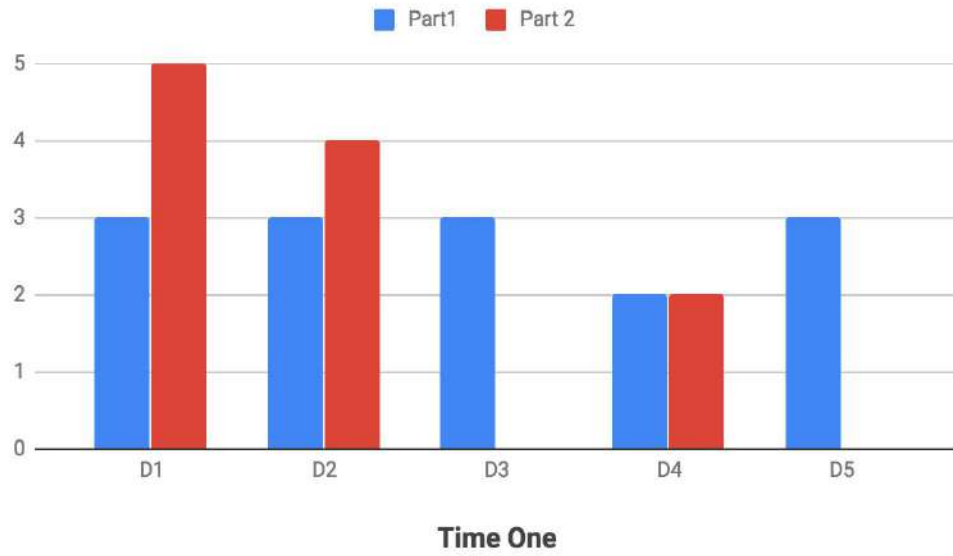
HOMAI SCHOOL PART TWO: TEACHER INTERACTIONS

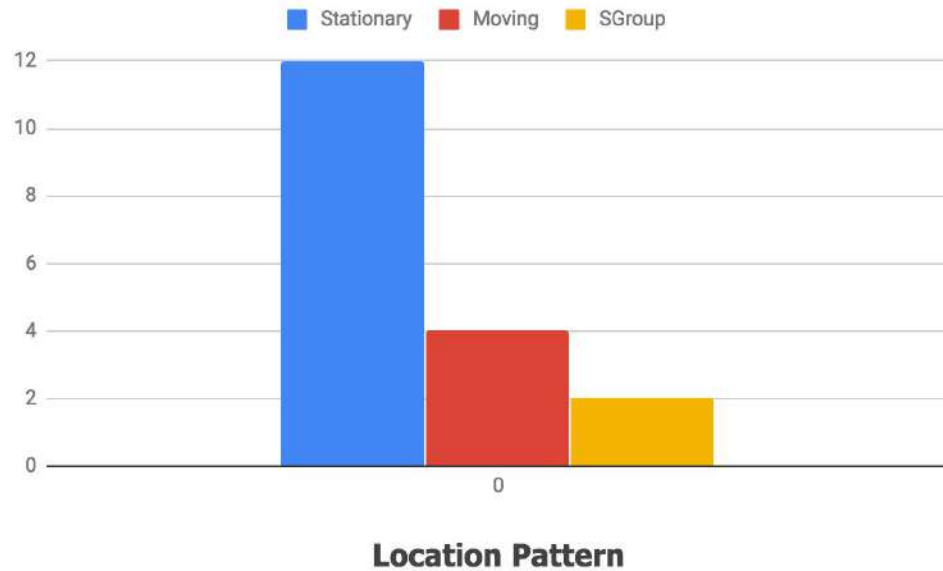


Discursive Practice



HOMAI SCHOOL DIMENSIONS AND INTERACTIONS





3: **Monitoring tool** used to track progress at all levels (system / leader / teacher / student)

GPILSEO - **monitor's** progress and the impact of the **processes of learning** by seeing how well teachers are able to;

- set goals for their teaching & learning (**GOALS**)
- articulate how they prefer to learn (**PEDAGOGY**)
- explain how they prefer to organise/be organised in their learning relationships and Interactions (**INSTITUTE**)
- participate in leadership roles and functions (**LEADERSHIP**)
- include others in the learning context and interactions (**SPREAD**)
- provide evidence of how well they are going and what progress they are making (**EVIDENCE**)
- take ownership of their own learning (**OWNERSHIP**)

[2018 EoY Reporting GPILSEO AoV](#) - Here is the link to our self-review and AoV for 2018



Achievement : Attendance Report

Rationale: To analyse the impact attendance has on achievement

Method: Identified 20 students with the highest attendance and 20 students with the lowest attendance. Gathered achievement data obtained from term 3 target sheets and analysed this alongside other student information sets.

Attendance Group Information		
	High Attendance Group	Low Attendance Group
Attendance Rate Range	97.85% - 100%	35% - 61%
Average Attendance	99%	45.1%
Number of Year 0 Students	0	1
Number of Year 1 Students	2	6
Number of Year 2 Students	4	5
Number of Year 3 Students	3	3
Number of Year 4 Students	6	3
Number of Year 5 Students	1	1
Number of Year 6 Students	4	1
Number of ESOL Funded	6	2
Number of Students engaged	2	6



in other support services		
Target Year Levels	Year 0/1, 5	Year 1, 2

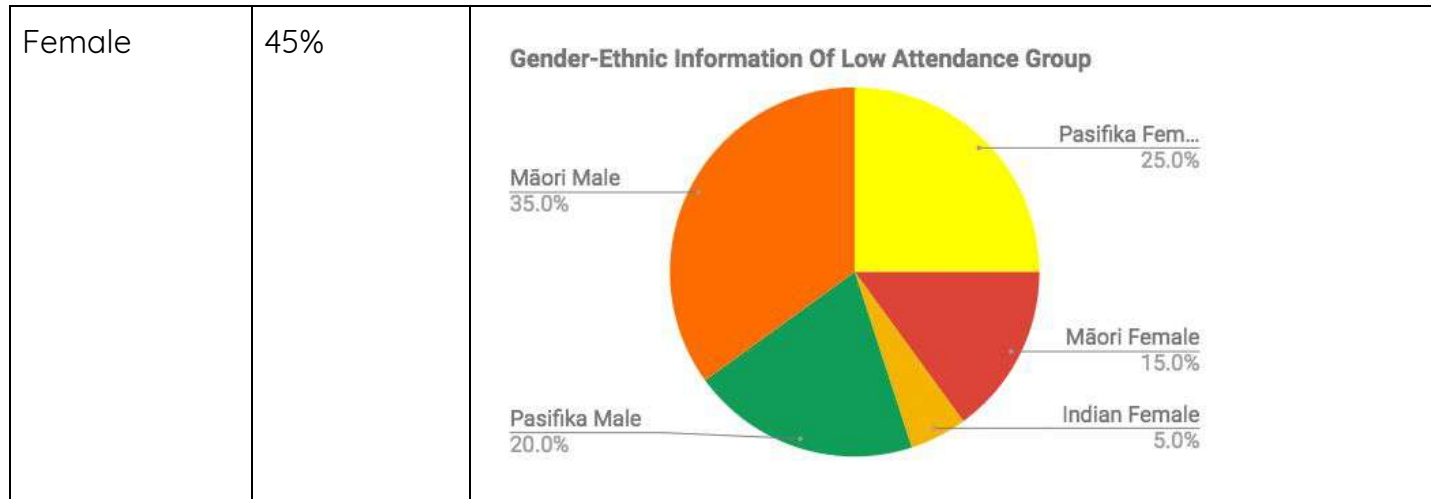
Gender-Ethnic Information

High Attendance Group														
Gender	%													
Male	50%	<p>Count of Ethnicity Of High Attendance Group</p> <table border="1"> <caption>Count of Ethnicity Of High Attendance Group</caption> <thead> <tr> <th>Ethnicity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Pasifika</td> <td>45.0%</td> </tr> <tr> <td>Asian</td> <td>10.0%</td> </tr> <tr> <td>Indian</td> <td>15.0%</td> </tr> <tr> <td>Māori</td> <td>20.0%</td> </tr> <tr> <td>Other Pacific</td> <td>10.0%</td> </tr> </tbody> </table>	Ethnicity	Percentage	Pasifika	45.0%	Asian	10.0%	Indian	15.0%	Māori	20.0%	Other Pacific	10.0%
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Achievement Information

High Attendance Group Reading Data				
Achievement	Success	Achieved	Support	High Needs
Number of Students	3	3	6	8
Percentage	15%	15%	30%	40%

Low Attendance Group Reading Data				
Achievement	Success	Achieved	Support	High Needs
Number of Students	0	2	6	12
Percentage	0%	10%	30%	60%



Analysis

- 30% of students in the high attendance group are achieving or succeeding our annual goal while 10% of students in the low attendance group are achieving or succeeding
- 90% of students in the low attendance group need ongoing support or identified as high needs
- 30% of the high attendance group are ESOL funded and require support or identified as high needs
- Year 0/1 and year 5 are under represented in the high attendance group
- Year 1 and year 2 are over represented in the low attendance group
- 30% of students in the low attendance group access other support services in school
- Pasifika students are equally represented in both attendance groups
- **Māori are over represented in the low attendance group and under represented in the high attendance group**
- Pasifika male are well represented in the high attendance group
- **Māori male emerge as a target group to improve attendance**

Next steps

- Consider how attendance affects English Acquisition for ESOL students
- Consider other **contributing factors** that make up achievement at school and analyse (e.g. sports and cultural representation, EOTC engagement, Inquiry assessment, English Language Acquisition)
- Use information to identify attendance target group and consider while doing class lists
- Widen the parameters of the groups - perhaps **an attendance range to determine attendance groups (e.g. >95% and <80%)**
- **Consider how attendance affects student access to interventions by support services**

BOARD OF TRUSTEES

- How do we reach Māori male group
- Whānau
- Oral assessments for students
- Looking at PB4L data



- The Narrative of the child
- Recognising connections
- Home supports of chn's learning

2019 - where to next?

Attendance focus to be more specific and connected to our RbL framework. Impact Coaches to have the time and space to analyse data, collect voices and identify the following:

- What are the barriers / gaps / disparity
- How ar we making connections / collaborating with our whanau
- What role does our systems / processes play in the disparity



2018 Strategic Planning - Annual Goals / Actions / Common Practices

Monitoring Tool	Attendance	Attendance	Retention	Engagement Whanau / Student Data	Achievement Teacher PLD and Engagement	System Effectiveness
Review	Absence	Lateness	PB4L obs. using the RBL tool	Voices data/ RBL curriculum tool	Numerical	GPILSEO AREA
<p>G</p> <p>always about reducing a disparity</p> <p>How do we measure progress?</p> <p>What are the disparity goals?</p> <p>Yearly goals that are monitored termly</p>	<p>Every class / child will achieve 92% attendance for the year.</p> <p>Identify individuals in groups that are:</p> <p>1: Hi AT / Hi Ach 2: Hi AT/Av Ach 3: Hi AT / Lo Ach 4: Lo AT / Hi ACh 5: Lo AT / Av Ach 6: Lo AT / Lo Ach</p> <p>Attendance / Achievement Report</p>	<p>Every individual child will arrive on time to school ...</p> <p>*Hunt/Kilipati Whānau *Kiwara (J&A)</p> <p>Identify Individuals in groups that are:</p> <p>1: Hi LAT / Hi Ach 2: Hi LAT/Av Ach 3: Hi LAT / Lo Ach 4: Lo LAT / Hi ACh 5: LoL AT / Av Ach 6: Lo LAT / Lo Ach</p> <p>Patterns to do with other coding: days / time / frequency</p>	<p>Is there a relationship with the relationship data?</p> <p>To reduce the frequency and number of problem incidents that impact on learning by improving adults responses through relationships and pedagogy.</p> <p>PB4L AoV Attached below</p> <p>SET DATA PB4L - Assessment: 6.11.18 wait on results</p>	<p>Student Engagement: Increase students clarity about what the learning is and how to be successful and knowing their goals / levels / next steps</p> <p>(A focus on 1.1 / 1.3 / 2.2 / 2.3)</p> <p>Whanau Engagement: Increase whanau clarity about their children's learning, what success looks like and how to help with their next goals. (2.4 / 2.5 with whanau)</p>	<p>From the attendance and lateness data, identify the priority pedagogies and priority teachers (1.5 / GPILSEO at the classroom)</p> <p>Term 3/4 R/W/M Data</p>	<p>Instructional leaders focus on effectiveness and where in the system things need to:</p> <p>STOP It We have data that proves that it makes: no / little or negative difference.</p> <p>START It We have evidence that it will potentially make a great difference when it restarts / initiated</p> <p>IMPROVE It We have existing data that it is making a significant positive difference, so we need to review it for improvement and wider implementation</p> <p>SPREAD It We have existing data that is making a significant improvement, but only in small pockets or small groups.</p>



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<p style="text-align: center;">P</p> <p>New learning What we need to know / do?</p>	<p>ALL staff Focus:</p> <p>How do we use the research to develop schoolwide protocols that have a positive impact on student learning and wellbeing?</p> <p>What impact does 'not attending' school have on achievement?</p> <p>What research tells us this is tika / true?</p> <p>How do we apply this research to our schoolwide practices and protocols?</p> <p>Attendance Systems</p>	<p>ALL Staff Focus:</p> <p>Understanding the importance of developing clear protocols and practices that have a direct impact on student learning and wellbeing -</p> <p>Lateness / Absence / Truancy / etc..</p>	<p>Teacher / Leader Focus:</p> <p>Developing analytical knowledge and understanding - being clear about what is contributing to this data.</p> <p>Student Focus:</p> <p>Using data / evidence to identify students that have interrupted instruction (spend the most time out of class because of behaviour), understand why this is happening and the tools required to redirect back to their classroom environment?</p> <p>Parent Focus:</p> <p>Knowing the important role of whanau / parents and how they can support learning at home and at school?</p> <p>2018 SENCO / Mutukaroa Report</p>	<p>Student Focus:</p> <p>Using the dimensions: 1.1 / 1.3 / 2.2 / 2.3, what do we need to know, that will have a positive impact on student learning?</p> <p>How do we ensure these dimensions are being taught correctly?</p> <p>Who will be responsible for the mentoring of the ICs / ILs?</p> <p>What other professional development will support us in this area?</p>	<p>Teacher Focus:</p> <p>What learning is required and where does this come from?</p> <p>(new learn / unlearn / relearn)</p> <p>What does the research say?</p> <p>How do we align the research with our actions / interactions?</p> <p>How do we apply this research to our schoolwide practices and protocols?</p> <p>Homai Curriculum Document</p> <p>Where to from here now theres no NS?</p> <p>2017 EoY AoV and Next Steps</p>	<p>Leadership Focus:</p> <p>Develop clear understanding and knowledge for GPILSEO - why we use it / its impact at all levels / etc?</p> <p>How do we ensure GPILSEO is embedded across all systems of the school?</p> <p>How do we ensure GPILSEO is a living breathing document?</p>
<p style="text-align: center;">I</p> <p>New reform /Institution What do we want to have happen?</p>	<p>What practices do we need to STOP / START / IMPROVE / SPREAD?</p> <p>How will these practices inform BEST practice</p>	<p>What practices do we need to STOP / START / IMPROVE / SPREAD?</p> <p>How will these practices inform BEST practice (teaching &</p>	<p>Identify those who require data development capabilities</p> <p>Develop their knowledge and understanding</p> <p>When will this be planned</p>	<p>Ensure these dimensions (above) are embedded into our common code of practice?</p> <p>These will be monitored by our impact coaches and leaders - (clear</p>	<p>Develop effective teacher practice through ongoing PLD using CC-RbL dimensions and GPILSEO self-review tool.</p> <p>Have clear common</p>	<p>Continue to use research that supports our common practices and are agentic to our school culture and way of life at Homai.</p> <p>Challenge deficit discourses that are</p>



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	(teaching & learning) What impact will these practices have on achievement and why?	learning) What impact will these practices have on achievement and why?	across the year? -Develop in-school PLD schedule	process visible to all staff and unpacked at staff PD level)	code of practices, that demonstrate an agentic discourse	negative and make little difference to student wellbeing and learning.
L Common code of practice How do leaders create opportunities / grow leadership?	Achievement data (based on attendance trends) -Adding more clarity to end of year data reports.(eg, names, numbers, needs) Explanations- looking at attendance data? <i>Another explanation could be...</i>	-Adding more clarity to end of year data reports.(eg, names, numbers, needs) Explanations- looking at Late data? <i>Another explanation could be...</i>	Leaders will provide ongoing leader opportunities (with Data) to improve practise. Scenario based opportunities for staff. (Unpacking practice) Working with Savali and her team to create staff learning opportunities- Hira with Bathsheba and Caroline support Data sets with Margaret-deaggregate for classrooms- Caroline. Hira -Timetabling support	Leaders to lead and train new Impact coaches - using the tools and understanding the research. Leadership- SLT and Impact coaches Observe all teachers and leaders. Creating enough time and release to train and support Impact coaches to do observations / set up and drive coaching conversations and next steps aligned to the 3 parts of RbL.. Impact Coaches Report 2018	All teachers are leaders. Develop teachers capabilities for leadership growth and understanding. SLT / ICs / CLs/TLs - mentoring and coaching PD every term is crucial. Ensure we are supporting teachers at the classroom level to be the best teacher they can be for their students	GPILSEO AREA data 2018 EOTC Report - Systems
S Highly performing systems How do we spread / share what works	Term by term- share the practice. % of attendance. Actions- All staff PLD with new processes / procedures with attendance / lateness	% of lateness- term by term. All staff knowing who these students are and aware of support / programs in place. All staff taking	Identify what is working- How do we spread it? Teachers use the data for their class (ownership) and sharing this with the class to discuss learning. (observations) Actions-	Co-construction and group coaching.	All new leaders fully accredited - Completed term 4. School Accreditation - Completed Term 4. Spread reform through	



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<p>well / effective practice?</p>	<p>/ truancy.</p>	<p>responsibility for priority students that are indicated through our AREA data - attendance / lateness / truant at school / truant out of school</p>	<p>Working with Impact Coaches to breakdown data. Powerpoint of data collection for each Waka to provide to teachers to share with class</p>		<p>mentoring / coaching 2019 new ICs - who are they? When will this take? Identify 2 Teacher Aides (SSTs) to be fully trained</p>	
<p>E Develop capacity to inform change What datasets are we using & how are we using them?</p>	<p>Evidence is analysed and interrogated by SLT / ICs. Shared at schoolwide staff PD. Identified priorities are used as our next steps in our planning stage. Set data is analysed at waka (team) level for specific priority learners Reports to BoT (as per BoT calendar).</p>	<p>Use data to make informed choices. What do we need to strengthen, change, improve?</p>	<p>Use PB4L SET data and the Edge pastoral data de-aggregated by class.</p>	<p>To get 100% (new staff/ non observed) observations done for all staff (by the end of Term 1) 13 new / 9 SST's / LT relievers. Actions- -Train those who are collecting the voices and are part of the GC. (completed tem 3) - Teacher aide who collects voices is a member of the GC.</p>	<p>Principal's monthly reports to Board. Keeping Board informed of progress, barriers, resourcing, etc..</p>	
<p>O School & community wide How do we take ownership / own what is happening?</p>	<p>Access for parents to drop their children off. There is only one entry for our school.</p>		<p>Owning interventions. Goal setting from observations Teachers adapting plans to data.</p>	<p>Actions- SLT to aspire to be able to accredit new Impact Coaches. Questions-Would you like to train your impact coaches? (with guidance from Laurayne / Rosina) -Who are the people you want to push to be LEAD impact coaches?</p>	<p>Actions- 2019 all teachers to implement own GPILSEO Develop Curriculum GPILSEO - self-review tool to develop AREA capabilities</p>	<p>Actions- This is a systems / governance level - Board and Principal to investigate suitable access points for whanau and students to enter school safely, off the main road.</p>



Homai 2017-2018 Strategic Plan (School Charter - GPILSEO Alignment / Coherence)

RBL GPILSEO Model	(D1)GOALS Establish and develop specific measurable goals so that progress can be shown, monitored and actioned	(D2)PEDAGOGY Support the development and implementation of new pedagogic relationships and interactions in the classroom	(D3)INSTITUTE Changes to the institution, its organisation and structures to ensure an orderly and supportive environment	(D4)LEADERSHIP Distributed leadership with a belief in their ability to inspire and motivate others to achieve a common vision	(D5)SPREAD Spread the reform / improvement plan to include staff, parents, community, external agencies	(D6)EVIDENCE Develop the capacity of people and systems to produce and use evidence of student progress to inform change	(D7)OWNERSHIP Promote and ensure that the ownership of the reform shifts are within the school
Strategic Goals:	TEACHING & LEARNING Create the conditions where optimal learning relationships in the classroom for all students is guaranteed	SCHOOL CULTURE Build a school culture of care. Collectively respect , Collaboratively ACTION and Lead by our school vision & values (Homai G.I.V.E.S)	HEALTH & SAFETY Physical environment, financial systems, policies and procedures are developed to support and create optimal teaching and learning conditions	LEADERSHIP Achieve optimal teaching and learning interactions through clear and deliberate leadership, within a high-performing system	PARTNERSHIPS Create a highly performing and self informing system that enables families to be true partners in their children's learning - Creating the optimal partnership	NEW DATA SET Coaching and mentoring staff to be effective data analysts, where the use of new datasets - voices / ETT (effective teachers tool) is used to inform change, reposition thinking and actions	COHERENCE New learning and institutions are well embedded within all levels of the school - systems, leadership, teachers (classrooms)
Annual Plan	Our aspirational goal is to Improve our Maori student attendance and achievement in all areas by creating optimal learning relationships	Action culture counts research and evidence as a means to build and develop capable leaders of best practice	Remove any barriers to teaching and learning at the system, leadership and teacher level, being unapologetic about putting Maori learners at the core of our business	Develop and monitor effective leadership capabilities that focus on improved outcomes at all levels	Create a culture of high trust and open to learning practices where all partners voices are valued and to move from school driven to whanau driven	Impact coaches are mentored, trained and accredited to drive coaching conversations using new tools focused on qualitative & quantitative data	New approaches to teaching and learning is valued and becomes the norm - How we do things at Homai



2018 Management Actions - (*Impact Coaches / Leaders*)

Strategic Goal: Action culture counts research and evidence as a means to build and develop capable leaders of best practice

AREA Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<p>To Accredit 2018 Impact Coaches, to build RbL expertise across the school</p>	<p>Five new ICs in training this year. SP / SH / UM / HH / NL</p> <p>CM & BT still to be confirmed from last years training.</p> <p>Support & guidance from RBL facilitators, LT & RW</p> <p>Timetables created to observe teacher practice. Term 1 & Term 2</p> <p>Roles established and IC/IL's take turns to lead conversations, and give FB/FF</p> <p>Folders created with compiled evidence of collaborative work amongst SLT & IC's</p>	<p>New learning has taken place with Impact coaches using RBL tools & GPILSEO Planning</p> <p>High Relationships and High Teacher practice - North East Teacher</p> <p>Understanding that Teachers make the biggest impact on the students learning.</p> <p>Understanding who the students are and how they learn is important.</p> <p>The Observational tool allows us to see where in the 'teacher profile' the teacher fits and allow Teachers to set goals on how to improve the learning conversations and interactions with their students.</p> <p>Create the optimal conditions for accelerated progress and expected achievement for Maori and all learners (Classroom)</p>	<p>In depth support & guidance from Laurayne & Rosina.</p> <p>Teachers upholding the integrity of CC, and staying true to RBL.</p> <ul style="list-style-type: none"> Implementing the 5 dimensions into classroom practice. <p>Teachers building genuine high relationships & holding students accountable to their learning via HE.</p> <p>Teachers were supported by IC/IL's to identify next steps through observation tool/voices</p> <p>Teachers being able to create and maintain high relationships through the use and understanding around the tool</p>	<p>Become a fully accredited school</p> <p>Train Teacher's up to become Impact Coaches</p> <p>Coach Teacher's through the CC tools and profile</p> <p>Using the data from voices to further inform next steps, on all levels.</p> <p>Further support Teacher's to use tools and profile to identify goals/drive effective Teaching practice.</p> <p>Sustaining high relationships across the school leaders, teachers, students & whanau.</p> <p>Release for Teachers to see IC's in action (if needed)</p>



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<p>Voices: Analyse 2018 EoY voices as data for 2019 planning.</p> <p>Train up "Voice Coaches" to collect voices Term 3</p>	<p>Voices analysis locked into the calendar</p> <p>Term 2 PLD with LT & RW 2 IC's assigned training with LT & WL at Mangere Bridge School Wednesday 29th August 2018</p>	<p>Homai voices collected by IC's from Pomaria - this voice collection was also to enable us to be accredited by LT & WL.</p> <p>Dates booked in for the collection of voices/accreditation</p> <p>New learning on how voices are collected, delivery, and brief understanding of how voice data is collated/analysed.</p> <p>Accreditation (collection session) with Laurayne and Whetuu to collect voices from Pomaria School.</p> <p>IC's group accredited by both Laurayne & Whetuu.</p>	<p>School due for Eoy voice collection to inform areas requiring further development/next steps.</p> <p>Building on our current IC roles and PLD on other areas of CC.</p> <p>In depth support from LT & WL to collect voices. Before, during and after the collection of voices to go towards our accreditation.</p> <p>IC's using the strategies, and implementing these during the accreditation sessions - collecting voices.</p>	<p>Unpacking of the voices will take place on Tues 17/Weds 18 Oct. 2018 with RW & LT. Data from the voices will be shared and analysed by whole staff - led by IC's. This will take place between the 2nd/3rd week of Term 4 2018.</p> <p>Planning for 2019 will take place on 14th December, 2018.</p> <p>Release budget to be created to allow IC's to receive PLD around analysing voices.</p> <p>Another round of collecting voices - currently looking at collecting Weymouth Primary School's. This will enable IC's to stay current with the practice of collecting voices.</p>
<p>Consistency of using the tools & research to improve Teacher practice, and raise levels of student achievement.</p> <p>Co-construction Group coaching</p>	<p>Rating/scoring the interactions from the observation with Teacher's, using the evidence to inform their decisions.</p> <p>Reviewing the data</p> <p>Development of goal for "Impact Cycle" (teacher inquiry)</p>	<p>IC's & IL's took turns to lead coaching conversations with Teachers</p> <p>Scoring influenced and changed</p> <p>Data would therefore inform Teacher's next steps</p> <p>Culture counts - continuous Professional Development of the research and how it is 'activated' in Homai.</p>	<p>Only few follow up observations were carried out to further track the improvement of teacher interactions, and the impact on student achievement.</p> <p>Scoring altered not according to Teacher's final rating but what others deemed appropriate according to the evidence.</p> <p>Still a need to use the research if ever in doubt, and to ensure the integrity of CC is upheld in all aspects of using the profile</p>	<p>Consistency in follow up observations. This may be through creating timetables that are transparent and organised in a timely manner. No surprises.</p> <p>IC's & IL's staying true to the research and CC tools, and using these to enable teachers to theorise to use evidence to inform ratings. Though still valuing their justification as to why they have scored themselves the number they have chosen.</p> <p>Investing in other reading material</p>



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				from Prof. RB to support us with our RBL journey. Ensure this is shared and accessible to all.
Building leadership capability	<p>3 new Team leaders selected</p> <p>Opportunities provided for Teachers to lead and share their understanding of the journey thus far.</p> <p>Opportunities to collaborate and share ideas with other schools also on the RBL journey</p> <p>Impact Coaches accredited for voice collection</p> <p>Discussions around training teachers to become IC's.</p>	<p>Team Leaders identified as NE T's</p> <p>Staff meetings led by Teachers and discussions around their current understandings around RBL, and where they need further support and guidance.</p> <p>IC/IL's meetings to discuss how far into RBL our schools are - and what support/guidance we still need to put in place for our staff.</p> <p>Pomaria & Homai IC's received training</p> <p>Taking ownership - not making excuses as to why students aren't learning</p>	<p>NE Teachers upholding the integrity of RBL and the research. Always seeking out support & guidance from RW & LT, and implementing these when working through the profile & in our current practices as T's.</p> <p>Ensuring teachers are 'activating' their own Agentic approach and interacting in ways that allow our Maori students to achieve. If it works for Maori, it'll work for all.</p> <p>Encouraging Teacher accountability of the interactions between students, staff and wider community.</p>	<p>Train New Impact Coaches, and offering support and guidance to T's so they are able to use the tools and research to further improve Tchg practices/student achievement.</p> <p>Create more opportunities to discuss and share in where we lie currently with our understanding around RBL. Staff all willing to learn - but time must be made in order for this learning to take place.</p> <p>A focus on our RBL journey firstly before collaborating with other schools. T's have shared they are wanting to get it right first with us, before meeting with other schools.</p>
New Learning: Moderations of ETP Tool	<p>Effective Teacher Profile created for each teacher</p> <p>Moderation and discussions made in groups % I.C</p> <p>Support & guidance from RBL facilitators, LT & RW - SLT</p>	<p>Feedback from Rosina and Lorraine</p> <p>Research/readings around RBL/Culture Count</p> <p>Teacher self review from ETP and take ownership to improve their own learning</p>	<p>Ensuring I.M and S.L need more improvement of how to use ETP tool.</p>	<p>Consistency on how to use the ETP tool with all IC and IL.</p> <p>New format of the ETP</p> <p>Make sure data for ETP is organised in a timely manner and with a focus on what the teacher needs are from the results</p>



New learn / Relearn / Unlearn

Sharing the understanding throughout the institution using the culture counts tool

1. What do we need to continue doing that's great?
2. What do we need to learn to be smarter/better?
3. What do we need to stop immediately?

How has CC changed your personal/professional growth and/or as an individual?

Uputaua Muaiava: Having an effective relationship is the core of learning. Culture Count helped me as an educator to build effective relationships with my students, my colleagues, my team, my aiga and the community. I've had the privilege of working collaboratively with two other amazing Impact Coaches - Sekah and Savali. "*E tasi ae lasi*" The interpretation of this Samoan saying is - we are one team (IC) but made of different: **Strengths, Values and Beliefs**.

Thank you to our experts Laurayne and Rosina for the guidance and support. "Ole tele o sulu e maua ai figota. E mama se avega pe a tatou amo fa'atasi". – My strength does not come from me alone but from others. [Te Awa's feedback](#) [Jor-el's feedback](#) [Jess' feedback](#)

Savali Helsham: [Waka Ahuru Individual Feedback](#)

Been given the opportunity to be Impact Coach (or to be a leader) has been an amazing journey. Being able to share knowledge and support other teachers has been an honour for me. One of the biggest highlight of my learning is my pedagogy around Culture Counts. From when Culture Counts was present by Rosina (PLD from Laurayne and Russell Bishop) I truly believed that this was going help my learning not just as a teacher but also support with relationships with my children and whanan. The belief that you can grow through the relationships you build with the your students or people you meet I know is true. I reflect on where I began in January as a new leader, embracing new ideas, learning how to be comfortable with the uncomfortable, building relationships with office staff, teachers and SST's, also being supported by great leaders has really transformed my ability to be a better leader. To be a strong leader you need to nurture and build strong relationships with everyone around you. I found as a leader that the best way to demonstrate this is to show it through my own interaction with children, whanau, colleagues and environment. It is extremely important that we model as leaders what we value. If was there was one word that I think that will sum this up in the Maori principle it would be 'Manaakitanga'. The Maori dictionary defines manaakitanga as *1. (noun) hospitality, kindness, generosity, support the process of showing respect, generosity and care for others*. As I continue my journey to build on my learning, Culture Counts will be big a major influence as a educator or leader when building new relationships with any opportunities or future roles.

Sekah Peautau: I have learnt so much being on this journey, it has been well embedded - having the support and guidance from experts like Laurayne, Rosina, and my fellow colleagues. I have learnt to walk the walk, and talk the talk. I can honestly say that being an Impact Coach has taught me many things; but the one thing that stands out for me is having **empathy**. Having empathy has meant that not only have I grown as a leader, I have also successfully managed to build relationships not just with my children, but build and maintain strong, trusting relationships with our community and colleagues. I have learnt the value of using others strengths, and how valuing who they are, and what they bring to the table builds personal, and professional trust. Culture counts has allowed me to use the values my parents instilled in me, the values that our family were bound by, it also opened my eyes to ways in which I can be comfortable to improve my practise, and recognising areas I need further support with. It has allowed me the opportunity to step back and support others to lead, it creates non-confrontational avenues for people to seek support from myself, and I from them. I look forward to growing my leadership capability in the years ahead, and am assured that with the systems and guidance in place I, as well as others, are sure to go far. I am no good a leader - without a team to serve. [Feedback from Ruth, Terangi, Johnny](#) and [Ashnee](#)



2018 Management Actions - PB4L

Strategic Goal: Creating Optimal Conditions for accelerated progress and achievement

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Sustain and further develop effective classroom practice by creating a supportive environment for personal, social and academic growth for students and staff especially Maori <input type="checkbox"/> Teacher Support <input type="checkbox"/> Staff Support <input type="checkbox"/> Whole School Systems <input type="checkbox"/> Whanau and students <input type="checkbox"/> Maori student	Supporting teachers (leading learning) with tools and resources so they are confident to use / action their learning (pedagogy) and spread the reform	More teachers taking ownership of the reform to ensure effective practices are being institutionalised (embedded)	Changes with new staff Feedback (evidence) from teachers show that they are need more support More strategies and support for teachers to access regularly to grow more leaders (Evidence - IYT)	Our next goal is to set up more PLD's for teachers who want to build their PCK especially for our new teachers
	Teachers - Setting up for success in our classrooms by teaching expected behaviour using <ul style="list-style-type: none"> • Our School Values G.I.V.E.S • Every Monday required lessons for behaviour taught • Teacher observations relationship building • Walk through to all the classes in Term 1 	<ul style="list-style-type: none"> • Decrease student undesired behaviour • Enhance self-confidence • Decrease class disruptions due to problem behavior • Increase positive relationships (teachers and peers) • The spread of the Homai School Values setup in each class 	Teachers taking ownership of their learning by reflecting on practice and adjusting their planning, teaching methods, and behaviour management practices. Created positive surroundings for optimal learning environment for students to be in (Evidence - CC Observations)	Our next goal sustaining a positive classroom behavioral management system. Have a clear understanding of what function his or her behavior has on that of students.
	Staff align with PB4L's goal /	<ul style="list-style-type: none"> • Using an action planning 	Positive feedback (evidence)	Our next goal is continue to support



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	<p>vision for the school. New PB4L team leading</p> <ul style="list-style-type: none"> • Planning for systems and practise • Using data and ongoing communication with all teachers / staff • Problem solving (PB4L team / Waka / Staff meetings) Evidence - Waka Meetings 	<p>process</p> <ul style="list-style-type: none"> • Establish ongoing communication in Waka meetings • Revise Active supervision by all staff, with emphasis on scanning, moving, and interacting Pre Corrections (rule reminders), prompts, and reminders • identify a range of solutions monitor and report on progress as the solution is implemented. 	<p>from teachers for expected behaviours with consistent and fair responses to inappropriate behaviours</p>	<p>teachers and staff with systems</p>
	<p>Relooking at Whole school systems</p> <ul style="list-style-type: none"> • Reward system • Behaviour flow chart • Setting high expectations by having clear guidelines 	<ul style="list-style-type: none"> • Strengthening these tool by revamping, branding to Homai (Evidence) Making the docket simpler • Creating a more positive use for teachers and staffs ensuring the long-term success of PB4L (Evidence) 	<p>Staff are aware of and have Ownership of guidelines to support the profession and the optimal conditions at Homai school. (Evidence)</p>	<p>Our next Goal is to ensure the school systems and organisation continues to become institutionalised and part of the school structures and systems</p>
	<p>Maori students goal is to reduce behaviour using te kaupapa maori</p> <ul style="list-style-type: none"> • Te Mana Tikitiki - using tikanga and te reo Maori • Huakina Mai - 'Open door' 	<ul style="list-style-type: none"> • Senior students has an increase of self confidence, Self esteem and social skills • Improvement attitude to maori identity • Reduce challenging behaviour 	<p>Teachers taking ownership of their learning by reflecting on practice and adjusting their planning, teaching methods, and behaviour management practices.</p>	<p>High expectations being set and maintained throughout the learning</p> <p>Evaluate Impact on Maori students</p> <p>Our next goal is continue to support teachers and whanau with early identification of Maori students with needs.</p>



	<ul style="list-style-type: none"> Student-centred planning and intervention (Evidence: <i>IYT - 3 /4 Teacher TMaNK</i>) 	<ul style="list-style-type: none"> Juniors student connectedness by sharing and connecting with whanau 		
	<p>Student and Whanau involvement</p> <ul style="list-style-type: none"> Frequently, regularly, and positively communicating with whānau 	<ul style="list-style-type: none"> Creating a more positive communication process for parents and students ensuring the long-term relationship building with teachers and Homai School 	Teachers taking ownership what the needs not just for students but also for our whanau	Our next goal is continue to create a supportive environment for personal, social and academic growth for students and their whanau
	School systems and organisation continues to become institutionalised and part of the school structures and systems			

2018 SENCo/Mutukaroa BOT Report

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<p><u>SENCo Goal</u> To identify students who have special needs and to support students/whānau and teacher to meet their individual needs.</p>	<p>Provided ongoing PD and support for all staff around identification and best ways to support students with special needs.</p> <p>Staff PD during Term 1 from SENCo to help teachers</p>	<p>Teachers are identifying students with special needs at Team meetings and this is shared with SENCO.</p> <p>This led to an increase in referrals from Term 1 to Term 2. Some students are now on waiting lists</p>	<p>To ensure that all Teachers felt confident in making referrals and identifying needs early on. It was also crucial that Teachers felt supported in this process by SENCO and were aware of the programmes, agencies and support available for students.</p>	<p>Moving forward our next goal is to further develop and adapt programmes offered to suit students individual needs. This will be achieved by continual observations, PD and training for SST's with the vision of all SST's passing on their knowledge and</p>



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	<p>identify any students with special needs and support them through the process of making referrals. See link - https://docs.google.com/presentation/d/1bZ9JqmsBANbskj2C6yuIQYxS1mkVXGOEiC5W7pXGnNE/edit#slide=id.p</p> <p>Public Health Nurse - walking around classrooms, present in staffroom and PD at staff meetings.</p> <p>SENCO attending Waka Meetings to provide further support for Teachers around identifying students and how to best meet their individual needs.</p> <p>Upskilling in SST training in a variety of programmes. Ongoing observations and training from RTLB and SENCO.</p> <p>ORS Request for a review of declined application.</p> <p>We also invested into outdoor programmes to further support student engagement and diverse learning styles. Programmes included: hard materials, gardening, champion choices, Te reo and Artsy Thursday.</p>	<p>to be picked up in Term 4.</p> <p>Teachers are utilising SST support in and outside the classroom to best support the needs of their learners. Programmes are up and running in classrooms.</p> <p>CC Observations set for SST's during week 8 of Term 2.</p> <p>SENCo attending Manurewa Cluster days to up to date with current Special needs initiatives.</p> <p>IEP and CAP meetings with SENCO, Teacher, SST, Whānau and outside agencies to set goals and evaluate student progress.</p> <p>Monthly SENCO meetings take place to address any new referrals and updates on current cases.</p> <p>New pilot programmes were trialled such as lego programme and Foundation Skills. Waiting on Term 4 AREA data to analyse the success of these programmes.</p>	<p>Data showed that a lot of students were attending school but not present in class. Investing in outside programmes such as lego project, foundation skills, and training for SST's was crucial to address concerns around student engagement.</p>	<p>skills to Teachers in future staff meetings.</p> <p>FASD PD in Term 4 for all staff.</p> <p>To hire at least 2 new Teacher aides to support the growth in the junior school.</p> <p>To upskill Teacher aides in new programmes and refresh their knowledge on current programmes being run at the school - referral completed for Term 4.</p> <p>To purchase new lego kits at different abilities for SST's. Kits cost \$50 including the container.</p> <p>To purchase Letters and Sounds resources for the whole Year 0/1/2/3 teams. Kits cost between \$40-\$60 per kit.</p> <p>To budget release for IEP/CAP meetings to ensure Teachers are released to attend these meetings. On average there are 5-10 IEP/CAP meetings per Term.</p> <p>To strengthen processes around recording and tracking of students learning and behavioural concerns. To develop systems where outside agencies can also record/update incidents and this to be shared with all individuals concerned e.gEDGE.</p>
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	<p>Two Teachers attended courses at KDEC for Teachers and Teacher Aides supporting students with hearing loss.</p> <p>Referrals Made: Term 1-Term 4</p> <p><u>RTL</u> Students - 18 Teacher - 3 IYT - 4 (T1/T2) 3 (T3/T4) Foundation Skills - 3 Teachers Transition into school - 2</p> <p><u>MOE - SLT</u> Students - 8 <u>MOE - Severe Behaviour</u> Students - 7 <u>MOE- Crisis Team</u> Students - 4</p> <p><u>SWIS</u> Open Cases- 18 Closed Cases- 3 Waiting list- 6 IOSIS Counselling - 4 Programmes: Anger Busters - T1 4 boys, T2 4boys T3 - 3boys Girls 'It's all about me' - T2 4 girls Reins - T3 3 girls</p> <p><u>PDS</u> Students - 2 <u>KDEC</u> Students - 1 <u>PHN</u></p>			
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	Referrals - 38 <u>Oranga Tamariki</u> Requests for more information - Students - 10			
Mutukaroa Goal To increase the number of parent attendance to conferences and provide targeted resources to support achievement.	In Term 1 SLT evaluated the current Mutukaroa processes at Homai for 2018. See link to updated 2018 process https://docs.google.com/document/d/1chFhL428QF6UG4WW037yfvzX6CyZeq04bezNBd3xX8/e/dit#	Teachers reported to parents in Term 2, 3 and 4 using conference sheets. NE Teachers reported to parents throughout Term 3 and Term 4 based on when the child enrolled at school. Teachers selected a variety of resources to share with families based on next learning steps.	The process was reviewed due to high numbers of new staff and SLT at the start of the year. We had a lack of trained Teachers in the Observation Survey and release for testing. One of our goals was for the Teachers to engage with the data and part of this was for the Teacher to be responsible for testing with the support of their Team leader and Mutukaroa co-ordinator.	Currently all conference sheet data is recorded into EDGE and reported to BOT. However the 6 week data is not currently being recorded in EDGE or shared/evaluated as a Team or with SLT/BOT. This evidence would inform future PD, resources and programmes to implement in the junior school. Monitoring of parent conference attendance is currently at the Teacher level but I would like to ensure this is tracked and monitored by the Mutukaroa co-ordinator to ensure 100% attendance is secured.

Glossary of Acronyms and abbreviations.

- SENCo - Special Education Needs Coordinator
- MOE - Ministry of Education
- SLT - Speech and Language Therapists
- RTLB - Resource Teachers for Learning and Behaviour
- SWIS - Social Worker In Schools
- PDS- Physical Disability Services
- KDEC - Kelston Deaf Education Centre
- PHN - Public Health Nurse
- SST - Support Staff Teacher
- IEP - Individual Education Plan
- CAP - Children’s Action Plan
- PD - Professional Development



2018 Management Actions - EOTC

Strategic Goal: Creating Optimal Conditions for accelerated progress and achievement

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Ensure EOTC processes and expectations are clear and rigorous	<p>Modelled EOTC process through the thorough organisation of Polyfest</p> <ul style="list-style-type: none"> - Revised system for all EOTC paperwork -RAMS, Permission slips. Some slight changes made - Fully digital folders have replaced the green folders - Continue to check in with applicable Staff around EOTC planning and submission - Created a Timeline to support staff to organise and submit planning and organisation in a timely manner 	<ul style="list-style-type: none"> - A safe and successful whole-school trip. - Identified areas that needed details (safe van travel, injury response, specific GIVES opportunities) - With digital folders, all people involved can see progress and organisation of each teacher. - Digital folders enables people to tag and assign comments if they want feedback 	<ul style="list-style-type: none"> - Staff seeing the benefits of thorough organisation - Evolving processes to become more fit for purpose - 	<ul style="list-style-type: none"> - Check in points on the timeline - Teacher evaluation
Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Ensure Day Trips are	Developed EOTC Day		-All Impact coaches and some	Teams to re-visit timeline for each



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rigorously organised	<p>Trip/Activity Timeline in order to scaffold staff toward a timely process</p> <p>- Continuing to refer staff to the process, the folder and the lead staff members.</p> <p>-Developed the EOTC Activity Overview</p>	<p>-The is the first step to organising a trip/activity and is the early notification to SLT</p>	<p>teachers were well aware of good EOTC processes due to well established processes last year. The timeline was a good way to organise the necessary elements of a trip.</p> <p>-The Overview gives teachers and SLT all the information required to assess if the activity is feasible.</p>	<p>trip</p> <p>-</p>
Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Students to engage in an overnight stay to build confidence	- Junior Sleepover	- Early sign off	2016 ERO identified the need for Homai to have a more transparent process with overnight stays and camps. These MUST be minuted and passed at a board meeting with a full needs analysis and student learning outcomes.	- Promotion of overnight excursions to all teams for the year
Providing opportunities for our students to represent Homai and compete against local Schools through the MPSSA	<p>- Sports folder in Google Drive</p> <p>- All sports dates entered in the School Calendar from Term 1</p> <p>-Developed the Sports coaching timeline and organisation doc</p> <p>-Developed sports tracking sheet to collate our team</p>	<p>-All Teachers are encouraged and offered an opportunity to opt into a coaching role</p> <p>-Staff are able to independently organise a team in a timely fashion</p> <p>-Most coaches entered students for teams they coached</p>	<p>-We wanted to ensure Homai represented at ALL MPSSA sports competitions (to date Homai has missed only boys football)</p> <p>-To see a clear picture of our student representatives</p>	<p>-Use this information for sports awards</p>



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	<p>representatives</p> <p>This year Johnny Wallace has led MPSSA Sports</p>			
<p>Provide students with expert sports coaching and new sporting experiences</p>	<ul style="list-style-type: none"> - Having more staff to take on sporting roles - Having sports activities and/or teams each lunchtime - Putting out sports gears in each class for the tamariki to play -Counties Manukau Ripper Rugby Coaching (Y4-6) Tough Guy and Girl -Pedal Power Teacher PLD -Pedal Power Program (Year 4-6) 	<ul style="list-style-type: none"> -More students involved in organised sport -Students gained skills and teachers gained confidence in Ripper Rugby A group of 9 students competed in tough guy and girl in Ngaruawahia -Teacher gained knowledge of what bike skills to teach students -Students gained skills and confidence on bikes 	<ul style="list-style-type: none"> -To give students options during break times -To prepare students for Ripper comp and other codes To expose students to a new type of fitness and fun -To utilise our bikes and build our skills in preparation for our bike track 	<p>Encourage other staff to use their skills to teach our tamariki to give them the optimal learning around sports.</p>
<p>Student Achievement - Providing authentic learning experiences for Maori and all learners</p>	<p><u>Polyfest</u>: All students had the opportunity to attend the ASB Polyfest 2018. The tamariki were able to be part of a diverse learning experience. Attending the Polyfest opened up the opportunity for optimal learning.</p> <p>Matariki Art Exhibition Artsy Thursday and Champion Choices Language Weeks</p>			



2018 Management Actions - Culture Counts (Principal)

Strategic Aim: Create the conditions where accelerated progress and expected achievement for all students is guaranteed

Annual Aim: Create the optimal **conditions** for accelerated progress and expected achievement for Maori learners

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Creating conditions at all levels for Maori learners to succeed academically	<p>At the governance level (BoT) Acting Principal works closely with members on strategic goals, charter and policies that support school wide systems and processes.</p> <p>The GPILSEO model to monitor our actions - Setting our academic vision and GOAL, implementing the new learning or new PEDAGOGY at each level of the school-systems / leader / teacher.</p>	<p>New learning has taken place with BoT members on our impact to student progress using AREA data; Attendance, Retention, Engagement and Achievement. School wide policies are reviewed at each BOT meeting.</p> <p>BOT have participated in school wide review at each BOT meeting with the AREA team leader reporting to the BOT</p> <p>Term 1- Achievement- Student Achievement Data</p> <p>Term 2 - Attendance Data and Engagement journey of CC. Attendance leader working collaboratively with office staff and stakeholders to clarify where to next.</p> <p>Term 3- Attendance, Retention and Achievement data was presented. Imbedded practices Sharing attendance data with whanau during Guardianship conferencing.</p>	<p>New strategic era for Homai this year and beyond. We believe that in order for us to reach different learning outcomes we need to change the way we do things, how we think, how we monitor success and reposition ourselves</p> <p>The BOT were took the opportunities to engage with the Achievement data using reporting that shared students achievement using Levels (rather than NS)</p> <p>Term 2- Attendance data identified a number of inconsistencies that needed to be investigated and aligned to MOE protocols.</p> <p>Term 2- Data snapshot provided BOT with opportunity to discuss Data and pathways forward for beginning of year data</p> <p>Term 2- CC+ Journey was shared with BOT and discussed pathway towards school wide accreditation.</p> <p>Term 2 Target students identified</p>	<p>School wide AREA meetings and Team AREA meetings. Staff taking on a co-constructed approach to share their data and strategies to support Maori Learners to succeed</p> <p>AREA teams to be rebuilt with a mixture of year levels teachers in the team.</p> <p>AREA to be planned/scheduled across the year and to be incorporated into Waka Meetings. Actions and recommendations need to be put into place</p> <p>Induction plans for all new staff</p> <p>Attendance Teachers taking on more opportunities to own their own attendance data and follow through with Whanau</p> <p>Continue to report to whanau about attendance and Lateness</p> <p>Closing disparity with the office and teaching staff.</p>



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		<p>Tracking Lateness data with the sticker books and identifying improvements.</p>	<p>and teacher reflection completed with movement forward for each targeted student. Term 2- SENCo report presented to BOT with number of students on SENCo Roll. Term 3- attendance data needed to have policy changes to reflect actual. Teachers taking on ownership of attendance information through SMS system</p>	<p>Planning the implementation of attendance roll out. Tracking Data</p> <p>Retention PB4L Behaviour data- continue systems but re-investigate Minors, Repeated Minors and Majors to ensure consistency across school Providing staff opportunities to grow with conflict resolution e.g. restorative practices</p> <p>Engagement Continue with CC+ Journey. Support with induction of new staff and continue to build number of IC across the school Professional reading and research needs to be shared Using CC+ Dimensions and language as part of Appraisal system</p> <p>Achievement Relook at curriculum delivery and planning Unpacking student voice around learning Investigate STEAM opportunities of student interest</p>
<p>Ongoing PD focused on setting up the expectations using the GPILSEO model to monitor our actions - Setting our academic vision</p>	<p>Reviewed school charter to visibly reflect the GPILSEO model and how we will drive it at the governance, systems, leadership, and teacher levels.</p>	<p>Identified GPILSEO dimensions as our overarching model for monitoring and self-reviewing our systems and practices</p>	<p>To show consistency and a more coherent approach to what we do and how we do it. A focus on critically reflecting on our practice and areas for improvement</p>	<p>Spreading the new learning across our school and growing awareness of how GPILSEO supports all levels of the school and not only focusing on teacher practice</p>



<p>and GOAL, implementing the new learning or new PEDAGOGY at each level of the school- systems / leader / teacher for 2018</p>	<p>AREA teams were identified and each team worked with AREA team leader to ensure that stakeholders had a voice in the new system.</p> <p>AREA teams provided with time to analyse the collected information and to plan to address disparities identified in the data.</p>	<p>External leadership PLD scheduled in 2018 focusing on the GPILSEO model and how we use it across all levels of the school, sharing our practices with other schools and identifying areas of progress and needs analysis to improve Maori achievement and progress.</p> <p>A timetable will be developed for 2018 locking in critical times for observations, coaching conversations, co-construction meetings and leadership PLD</p>	<p>We needed to continue to grow the SLT and build relationships with the Impact coaches.</p> <p>Term 1- With Cognition we were able to develop a plan to support Accredited Impact coaches and training Impact coaches to ensure there was consistency across the school.</p> <p>Practice observations were completed using Video and the Observation tools.</p> <p>Cluster schools completed induction with 3 schools and teachers were able to select the PLD most suited to their needs.</p> <p>Term 2- Observations planned across the school and coaching conversations held with all staff Curriculum development shared and investigated pedagogy using voice to promote curriculum development and improved engagement and outcomes for all students. Goal setting for IC and coaching conversation were set and feedback/feedforward was provided by IC.</p> <p>Term 3-Working with Cognition and ensuring that the moderation of the data collection using the observation tool is accurate.</p>	
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<p>Guiding Coalition PLD and Impact Coaches Training across schools</p>	<p>The guiding coalition team is made up of Impact coaches and Principals across 3 schools in Manurewa. Schools are at differing levels of CC Accreditation but through the co-constructed model we aim to support each other with resource and Professional development.</p> <p>The guiding coalition team will continue to meet each term to build and develop leadership capabilities. During these meetings data will be shared and informed choices will be made on the effectiveness of its use back at school and in the classroom.</p>	<p>This PLD allows for across school collaborative discussions and sharing of stories and narratives. It also provides effective training and mentoring, where each member is challenged to engage in discussions on RBL/CC+ research and case studies.</p> <p>Impact coaches are also given opportunity to share good practice and what is working within their own schools.</p> <p>SLT and Impact Coaches are able to lead their teams with the CC language and expectations evident across the team and in the minutes collected.</p>	<p>Investigations were undertaken to identify why Maori and Pasifika students were still underachieving even with all the cultural relational practices we were implementing. There became a need for something had to change.</p> <p>Term 1- Guiding coalition met to identify needs for the year and to plan PLD. PLD modelled across schools IC collaborated to share practise and resources</p> <p>Term 2 GPILSEO model shared with the guiding coalition of schools and actions identified. Weymouth visited Homai to share investigation of feedback and feedforward in the classroom setting for whole staff PLD IC meeting to share resources and develop practise Co-constructions meetings modelled by Cognition facilitator</p> <p>Term 3 Cluster meeting held with all staff from across cluster to share success of CC+ journey. Teacher/leader voice collected. This has been collated by the Guiding Coalition. Google forms survey completed to identify next steps for New staff, Impact coaches and School Leadership (2 schools have</p>	<p>Guiding Coalition requires commitment from the schools involved and school wide strategic goals need to be aligned across the 3 schools to ensure we are all working towards a common goal.</p> <p>Guiding Coalition requires more sharing of IC resources and commonalities across the schools to ensure consistency with the tools and best practice.</p> <p>GPILSEO evident across the schools so that there can be more distribution of AREA teams and sharing of information e.g. SMS systems, Data collection</p>
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<p>Spreading the new learning across our school and growing awareness of how GPILSEO supports all levels of the school and not only focusing on teacher practice</p>	<p>Principal (RW) and Cognition facilitator (LT) facilitating culture counts workshops with staff focusing on creating optimal conditions for progress and achievement.</p>	<p>Middle management mentoring and coaching takes place each term to support leaders in their roles and aligning their responsibilities to GPILSEO. CC+ RBL Language is becoming more fluent among the leaders</p> <p>GPILSEO for All leaders need to be continually evident and a common use of language evident across the school.</p> <p>GPILSEO needs to be completed and developed by all Senior leaders and middle leaders as part of their strategic planning and meeting of the school wide expectations.</p> <p>At each level GPILSEO need to be unpacked by all of the stakeholders</p>	<p>participated).</p> <p>All School Wide and team wide hui need to ensure that school wide strategic goals are at the forefront of the hui expectations.</p> <p>A common understanding of GPILSEO need to continue to be build and scaffolded as new staff are supported and scaffolded through the journey.</p> <p>SLT and IC developing their own GPILSEO linked to the school wide Strategic according to their Leadership role ensuring that each team member has the support to grow in their roles so that everyone is speaking the same language and understand why this is crucial to spreading reform, developing capabilities and taking ownership.</p> <p>AREA Team leaders were able to share their plans with the CC team and with the BOT. AREA Teams were scheduled to meet termly to gather information and to identify the next steps of their planning.</p>	<p>Planning for in-school development and across school development with the CC+ Cluster of schools. Cluster school staff supporting and leading Professional Development to engage with staff at each level. (Novice to experienced) Principal and Laurayne Tafa, focusing on the GPILSEO model and how we use it across all levels of the school, sharing our practices with other schools and identifying areas of progress and needs analysis</p>
		<p>Notes</p> <ul style="list-style-type: none"> • • Systems for Classroom Observations and Coaching Conversations will be developed. • Leadership Team and Impact Coaches will participate in Cross School Guiding Coalition with 3 Local schools and support of Cognition facilitators to engage and support network with Professional Development, Sharing of Resources/Presentations/Induction, Collegial planning for all levels of staff. 		



	<ul style="list-style-type: none"> ● All staff- Teachers/Teacher Aides will participate in Observations and Coaching Conversations ● Data from class Observations will be collected and analyzed- Professional Development will be planned according to areas of development. ● Voices-Leadership/Teachers/whanau and students will be collected and compared with 2016 & 2017 Voices. ● Leadership Goals and reporting to BoT will include GPILSEO ● GPILSEO model will be used to model to monitor our actions - Setting our academic vision and GOAL, implementing the new learning or new PEDAGOGY at each level of the school- Systems / Leader / Teacher. ● Leadership -Senior Leadership team and Senior Leaders will be trained and accredited as Lead Impact coaches with support from Cognition and in school accredited Impact Coaches.
	<ul style="list-style-type: none"> ● Creating the conditions for all learners to engage in Relationship-based Learning which will significantly improve outcomes for Maori learners and all learners. Relationship Based learning has 0.72 effect size. ● Identifying AREA (Attendance, Retention, Engagement, Achievement) Teams from across the school. Ensuring that all stakeholders (Teachers/Teacher Aides involved in implementing the systematic approach are involved in the decision making processes) ● Identifying new DATA Sets that can be used to identify AREA ● Setting Strategic goals in AREA: <ul style="list-style-type: none"> Attendance- Absence- Using Data from EDGE Attendance- Lateness- Using Data from EDGE/VISTAB Retention- Using Culture Counts Observation tool/Using PB4L weekly data set Engagement- Voices Data from Students/Whanau/Teachers/Leadership Achievement- Identifying then disparities in the EoY Data for Year 3 Learners/for Maori Learners ● Ensure Strategic Goals/Actions and Common Practices are developed by AREA Teams using GPILSEO ● Identifying Research to drive new responses in the context for learning to improve teacher and learner interactions. ● Collecting and acting on the Voices of students, Families, Teachers and Leaders to drive new responses in classrooms and across the school <p>Identifying the interdependence of Investment and the effort required for the result of;</p> <ul style="list-style-type: none"> ● Relationship based- System Leadership ● Relationship based- School Organisational Leadership ● Relationship based- Learning Pedagogy in classrooms ● Improved learning and achievement for Maori students ●



	<p>Accreditation meeting Sekah and Savali- Accredited as Voice collectors Hira- Accredited as Data collector</p> <p>IC shadowing Team leaders</p> <p>Voices- Data/ Savali- Moving onto Australia</p> <p>Upu- PB4L, ESOL Jnr (Class cover Junior) Sekah-PB4L, PEP, ESOL Snr (Class cover Senior) Nicola- Junior AP, Support Junior TL, SENCo, Day to Day Communication, Relievers</p> <p>CC template Moderation completed Term 4 Reading Data Read research Add information Organisation</p> <p>Well being- Supporting others being mindful of others and their roles. Support others and eliminate barriers</p>
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