

LONG BAY PRIMARY

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 1342

Principal: Linda Barton

School Address: 23 Ralph Eagles Place, Torbay, North Shore City, Auckland 063

School Postal Address: 23 Ralph Eagles Place, Torbay, North Shore City, Auckland 063

School Phone: (09) 473 6077

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Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Luke Rive	Chair Person	Elected June 2016	June 2019
Kylie Jackson	Chair Person	Elected June 2019	June 2022
Linda Barton	Principal		
James Edgoose	Parent Rep	Elected May 2013	June 2022
Jason McMenamin	Parent Rep	Elected 2013	June 2019
Mark Shaw	Parent Rep	Elected June 2016	June 2019
Diana Bell	Parent Rep	Elected June 2016	June 2019
Harushini Welgemoed	Parent Rep	Elected June 2019	June 2022
Autumn Facer	Parent Rep	Elected June 2019	June 2022
David Clark	Parent Rep	Elected June 2019	June 2022
Helen Fairclough	Staff Rep	Elected 2016	June 2019
Ellis Walker-Bell	Staff Rep	Elected June 2019	June 2022

Accountant / Service Provider: Top Class Financial Management Services

LONG BAY PRIMARY

Annual Report - For the year ended 31 December 2019

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Long Bay Primary

Statement of Responsibility

For the year ended 31 December 2019

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


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

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

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

Kylie Jackson-Lox

Full Name of Board Chairperson



Signature of Board Chairperson

28/5/2020

Date:

Linda Barton

Full Name of Principal



Signature of Principal

28/5/2020

Date:

Long Bay Primary
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,119,038	3,571,745	3,849,653
Locally Raised Funds	3	268,784	276,000	247,228
Interest Earned		12,775	17,000	17,167
International Students	4	123,377	98,000	85,015
		<u>4,523,974</u>	<u>3,962,745</u>	<u>4,199,063</u>
Expenses				
Locally Raised Funds	3	115,005	142,130	93,798
International Students	4	7,942	8,500	7,692
Learning Resources	5	2,346,637	1,970,517	2,278,761
Administration	6	173,132	170,757	171,619
Finance		5,098	6,070	4,148
Property	7	1,857,406	1,591,570	1,581,193
Depreciation	8	120,685	108,000	103,383
Loss on Disposal of Property, Plant and Equipment		2,194	-	6,958
		<u>4,628,099</u>	<u>3,997,544</u>	<u>4,247,552</u>
Net Surplus / (Deficit) for the year		(104,125)	(34,799)	(48,489)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(104,125)</u>	<u>(34,799)</u>	<u>(48,489)</u>

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

Long Bay Primary

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>740,145</u>	<u>740,145</u>	<u>778,884</u>
Total comprehensive revenue and expense for the year		(104,125)	(34,799)	(48,489)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		4,945	-	9,750
Equity at 31 December	24	<u>640,965</u>	<u>705,346</u>	<u>740,145</u>
Retained Earnings		640,965	705,346	740,145
Reserves		-	-	-
Equity at 31 December		<u>640,965</u>	<u>705,346</u>	<u>740,145</u>

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

Long Bay Primary
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	9	201,213	202,981	282,041
Accounts Receivable	10	152,214	140,824	140,824
GST Receivable		4,330	15,386	15,386
Prepayments		7,288	2,366	2,366
Inventories	11	171	159	159
Investments	12	200,000	250,000	250,000
		<u>565,216</u>	<u>611,716</u>	<u>690,776</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	14	265,344	165,605	165,605
Revenue Received in Advance	15	46,092	85,933	85,933
Provision for Cyclical Maintenance	16	72,423	78,188	78,188
Finance Lease Liability - Current Portion	17	18,313	12,078	16,761
Funds held for Capital Works Projects	18	-	61,852	61,852
		<u>402,172</u>	<u>403,656</u>	<u>408,339</u>
Working Capital Surplus/(Deficit)		163,044	208,060	282,437
Non-current Assets				
Property, Plant and Equipment	13	573,304	565,384	520,384
		<u>573,304</u>	<u>565,384</u>	<u>520,384</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	74,325	66,322	48,822
Finance Lease Liability	17	21,058	1,776	13,854
		<u>95,383</u>	<u>68,098</u>	<u>62,676</u>
Net Assets		<u>640,965</u>	<u>705,346</u>	<u>740,145</u>
Equity				
	24	<u>640,965</u>	<u>705,346</u>	<u>740,145</u>

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

Long Bay Primary

Statement of Cash Flow

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash flows from Operating Activities				
Government Grants		624,304	548,463	629,441
Locally Raised Funds		291,801	276,000	220,701
International Students		83,518	98,000	130,736
Goods and Services Tax (net)		11,056	-	(11,835)
Payments to Employees		(517,539)	(385,242)	(502,141)
Payments to Suppliers		(339,593)	(457,450)	(371,134)
Cyclical Maintenance Payments in the year		(8,479)	-	(9,075)
Interest Paid		(5,098)	(6,070)	(4,148)
Interest Received		12,665	17,000	16,713
Net cash from / (to) the Operating Activities		152,635	90,701	99,258
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		146	-	(6,958)
Purchase of PPE (and Intangibles)		(143,929)	(126,000)	(155,817)
Purchase of Investments		-	-	(50,000)
Proceeds from Sale of Investments		50,000	-	-
Net cash from / (to) the Investing Activities		(93,783)	(126,000)	(212,775)
Cash flows from Financing Activities				
Furniture and Equipment Grant		4,945	-	9,750
Finance Lease Payments		(20,920)	(43,761)	(14,822)
Funds Held for Capital Works Projects		(123,704)	-	61,852
Net cash from Financing Activities		(139,679)	(43,761)	56,780
Net increase/(decrease) in cash and cash equivalents		(80,827)	(79,060)	(56,737)
Cash and cash equivalents at the beginning of the year	9	282,041	282,041	338,778
Cash and cash equivalents at the end of the year	9	201,214	202,981	282,041

Long Bay Primary

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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

j) Investments

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

Prior Year Policy

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

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 \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–50 years
Furniture and equipment	4–10 years
Information and communication technology	4–10 years
Textbooks	10 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

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 international students payments where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

p) Funds Held in Trust

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

q) Provision for Cyclical Maintenance

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

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

r) Financial Assets and Liabilities

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

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

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

s) 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.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	512,798	512,866	511,259
Teachers' salaries grants	1,895,316	1,611,639	1,820,972
Use of Land and Buildings grants	1,652,740	1,399,240	1,399,240
Resource teachers learning and behaviour grants	55,047	48,000	118,182
Other MoE Grants	3,137	-	-
	4,119,038	3,571,745	3,849,653

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	89,129	96,450	100,656
Activities	126,178	124,050	93,118
Trading	270	500	221
Fundraising	53,207	55,000	53,233
	268,784	276,000	247,228
Expenses			
Activities	104,284	132,130	84,537
Trading	129	500	51
Fundraising costs	10,592	9,500	9,210
Other Expenses	-	-	-
	115,005	142,130	93,798
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	153,779	133,870	153,430

4. International Student Revenue and Expenses

	2019	2019	2018
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	18	14	13
	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International student fees	123,377	98,000	85,015
Expenses			
Commissions	3,737	8,500	4,869
International student levy	2,080	-	2,641
Other Expenses	2,125	-	182
	7,942	8,500	7,692
<i>Surplus/ (Deficit) for the year International Students'</i>	115,435	89,500	77,323

5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	29,811	31,833	29,571
Information and communication technology	24,690	42,100	24,611
Library resources	3,354	3,600	3,443
Employee benefits - salaries	2,253,700	1,859,384	2,185,066
Staff development	35,082	33,600	36,070
	<u>2,346,637</u>	<u>1,970,517</u>	<u>2,278,761</u>

6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,320	6,320	6,060
Board of Trustees Fees	3,240	3,300	3,240
Board of Trustees Expenses	5,651	8,550	2,568
Communication	3,523	4,550	3,504
Consumables	17,188	21,050	10,272
Operating Lease	-	-	15,864
Other	13,573	11,120	10,588
Employee Benefits - Salaries	106,516	97,400	102,813
Insurance	7,271	8,617	6,860
Service Providers, Contractors and Consultancy	9,850	9,850	9,850
	<u>173,132</u>	<u>170,757</u>	<u>171,619</u>

7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	14,582	13,580	7,192
Consultancy and Contract Services	50,280	50,280	36,020
Cyclical Maintenance Expense	28,217	17,500	22,860
Grounds	11,587	9,420	12,804
Heat, Light and Water	22,067	25,800	22,194
Rates	-	60	44
Repairs and Maintenance	25,932	22,290	31,061
Use of Land and Buildings	1,652,740	1,399,240	1,399,240
Security	710	900	569
Employee Benefits - Salaries	51,291	52,500	49,209
	<u>1,857,406</u>	<u>1,591,570</u>	<u>1,581,193</u>

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

8. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	12,656	12,960	11,829
Furniture and Equipment	52,040	48,600	46,545
Information and Communication Technology	31,525	28,080	26,563
Textbooks	521	1,080	521
Leased Assets	21,531	16,200	15,191
Library Resources	2,412	1,080	2,734
	<u>120,685</u>	<u>108,000</u>	<u>103,383</u>

9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	100	100	100
Bank Current Account	201,113	51,228	130,288
Bank Call Account	-	151,653	151,653
Cash and cash equivalents for Cash Flow Statement	<u>201,213</u>	<u>202,981</u>	<u>282,041</u>

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

10. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,151	25,150	25,150
Interest Receivable	1,842	1,732	1,732
Teacher Salaries Grant Receivable	148,221	113,942	113,942
	<u>152,214</u>	<u>140,824</u>	<u>140,824</u>
Receivables from Exchange Transactions	3,993	26,882	26,882
Receivables from Non-Exchange Transactions	148,221	113,942	113,942
	<u>152,214</u>	<u>140,824</u>	<u>140,824</u>

11. Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	171	159	159
	<u>171</u>	<u>159</u>	<u>159</u>

12. Investments

The School's investment activities are classified as follows:

	2019	2019 Budget (Unaudited)	2018
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	200,000	250,000	250,000
	<u>200,000</u>	<u>250,000</u>	<u>250,000</u>

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	164,747	48,290	-	-	(12,656)	200,381
Furniture and Equipment	241,518	54,845	-	-	(52,040)	244,323
Information and Communication	62,993	40,801	(163)	-	(31,525)	72,106
Textbooks	1,042	-	-	-	(521)	521
Leased Assets	30,948	29,676	-	-	(21,531)	39,093
Library Resources	19,136	2,333	(2,177)	-	(2,412)	16,880
Balance at 31 December 2019	<u>520,384</u>	<u>175,945</u>	<u>(2,340)</u>	<u>-</u>	<u>(120,685)</u>	<u>573,304</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	451,044	(250,664)	200,380
Furniture and Equipment	630,777	(397,787)	232,990
Information and Communication	439,134	(355,696)	83,438
Textbooks	6,565	(6,044)	521
Leased Assets	81,121	(42,028)	39,093
Library Resources	47,469	(30,587)	16,882
Balance at 31 December 2019	<u>1,656,110</u>	<u>(1,082,806)</u>	<u>573,304</u>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	170,282	6,294	-	-	(11,829)	164,747
Furniture and Equipment	174,592	118,677	(5,206)	-	(46,545)	241,518
Information and Communication	54,097	35,459	-	-	(26,563)	62,993
Technology	-	-	-	-	-	-
Textbooks	1,563	-	-	-	(521)	1,042
Leased Assets	25,773	20,366	-	-	(15,191)	30,948
Library Resources	21,276	2,768	(2,174)	-	(2,734)	19,136
Balance at 31 December 2018	<u>447,583</u>	<u>183,564</u>	<u>(7,380)</u>	<u>-</u>	<u>(103,383)</u>	<u>520,384</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Building Improvements	402,754	(238,007)	164,747
Furniture and Equipment	638,773	(397,255)	241,518
Information and Communication Technology	347,579	(284,586)	62,993
Textbooks	6,565	(5,523)	1,042
Leased Assets	51,445	(20,497)	30,948
Library Resources	50,928	(31,792)	19,136
Balance at 31 December 2018	1,498,044	(977,660)	520,384

14. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	35,001	22,300	22,300
Banking staffing overuse	74,201	12,403	12,403
Employee Entitlements - salaries	150,055	125,610	125,610
Employee Entitlements - leave accrual	6,087	5,292	5,291
	265,344	165,605	165,604
Payables for Exchange Transactions	265,344	165,605	165,604
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	265,344	165,605	165,604

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
International Student Fees	45,274	85,133	85,133
Other	818	800	800
	46,092	85,933	85,933

16. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	127,010	127,010	113,225
Increase/ (decrease) to the Provision During the Year	28,217	17,500	22,860
Use of the Provision During the Year	(8,479)	-	(9,075)
Provision at the End of the Year	146,748	144,510	127,010
Cyclical Maintenance - Current	72,423	78,188	78,188
Cyclical Maintenance - Term	74,325	66,322	48,822
	146,748	144,510	127,010

17. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	18,313	12,078	16,761
Later than One Year and no Later than Five Years	21,058	1,776	13,854
	<u>39,371</u>	<u>13,854</u>	<u>30,615</u>

18. Funds Held for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Boiler <i>completed</i>		67,996	-	67,996	-	-
Roofing & Spouting <i>completed</i>		(6,144)	6,144	-	-	-
Upgrade Classrooms <i>completed</i>		-	90,853	90,853	-	-
Totals		<u>61,852</u>	<u>96,997</u>	<u>158,849</u>	<u>-</u>	<u>-</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-

-

-

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Boiler <i>in progress</i>		-	69,300	1,304	-	67,996
Roofing & Spouting <i>in progress</i>		-	195,572	201,716	-	(6,144)
Totals		<u>-</u>	<u>264,872</u>	<u>203,020</u>	<u>-</u>	<u>61,852</u>

19. 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.

20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,240	3,240
Full-time equivalent members	0.16	0.09
<i>Leadership Team</i>		
Remuneration	304,830	285,636
Full-time equivalent members	3	3
Total key management personnel remuneration	308,070	288,876
Total full-time equivalent personnel	3.16	3.09

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	19 - 20	17 - 18
Termination Benefits	-	-

Other Employees

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

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

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

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has not entered into any contract agreements for capital works

As at 31 December 2018 the Board has entered into contract agreements for the lease of a photocopier

(a) Canon Photocopier Lease - total cost interest and principal - \$28,252

(b) Operating Commitments

As at 31 December 2019 the Board has not entered into any contracts:

	2019 Actual \$	2018 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>-</u>

24. 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.

25. Financial Instruments

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

Loans and receivables

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	201,213	202,981	282,041
Receivables	152,214	140,824	140,824
Investments - Term Deposits	200,000	250,000	250,000
Total Loans and Receivables	<u>553,427</u>	<u>593,805</u>	<u>672,865</u>

Financial liabilities measured at amortised cost

Payables	265,344	165,605	165,604
Finance Leases	39,371	13,854	30,615
Total Financial Liabilities Measured at Amortised Cost	<u>304,715</u>	<u>179,459</u>	<u>196,219</u>

26. Events After Balance Date

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

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

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

27. Comparatives

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

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

- Note 12 Investments:

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

Independent Auditor's Report

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

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

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

Emphasis of matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

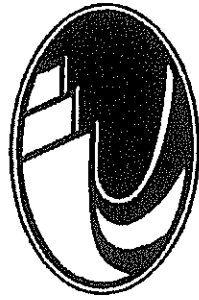
Independence

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

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



Brendon Foy
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



LONG BAY PRIMARY SCHOOL

Principal's Report Jo Patrick (T2) & Linda Barton (T1, 3 & 4)

17 December 2019

Links with the Charter, Strategic & Annual Plan

*To inspire students to become confident, connected, actively involved life-long learners
through high quality whole child education*

LONG BAY PRIMARY SCHOOL

Mission Statement: To inspire students to become confident, connected, actively involved life-long learners through high quality whole child education

Our People

Present Staffing (team leaders underlined)
Kōwhiri Team: (New Entrant – Year 1), Tracey Hardev, Tarina Mackay, Irene Navarro, Dee McGibbon (started week 1, term 4)
Rimu Team: (Year 1 – 2), Katherine Aitken, Jitka Bloomfield, Fenneke Gingell, Shelley Findlay,
Manuka Team: (Year 2 – 3) Dianne Mavall, Kate Porter, Rebekah Webb (new in 2018)
Nikau Team: (Year 3 – 4) Lisa Leggett, Steve Anderson, Diane Edgoose, Amber Hobbs (new in 2018)
Tōtara Rua Team: (Year 4 – 5) Ellis Walker Bell (Acting Team Leader) John Keogh, Kathryn Hohaia (new in 2018), Brian Porter (e-learning release)
Kauri Team (Year 5 – 6) Miranda Kelly, Aaron Joyes, Mark Wallace

Specialist and part time teachers:
Victoria Koopen (te reo / release)
Ann Grayson (dance and release)
Nikki Douglas (drama and PE specialisation, sport, release)
Anne Kelly (Reading Recovery / learning support)
Release: Helen Fairclough, Alison Weavers (Ali left end of T3)

Learning Support Teacher aides:
Christiane Checksfield, Lisa Dunlop,
Sabine Berkman, Ruth Swift, Debby Snape,
Sue Frankland (started 25/3). Kaylee McDonald (started 23/9), Kate Henderson (started 14/10)

Property Manager: John Underwood
School administration staff: Sandy Tickner, Sandra Nicholls, Lorna Corrie. Debby Snape assists with the medical room during breaks on Mon-Wed.

Principal: Linda Barton (Jo Patrick Acting Principal in Term when Linda on sabbatical)
Associate Principals: Julie Butler, Jo Patrick
Other: Yiqing Shi, our Mandarin Language assistant is at LBPS 1 ½ days a week in 2019
Charlotte Davis – Honours student, at LBPS specializing in Maths & Science teaching

Board of Trustees: Kylie Jackson-Cox (Chairperson), Harushini Welgemoed (Finance), Autumn Facer (Health and Safety), Dave Clark (IT), Jamies Edgoose (Property), Ellis Walker-Bell (staff rep), Linda Barton (Principal), Lisa Dunlop (Secretary)

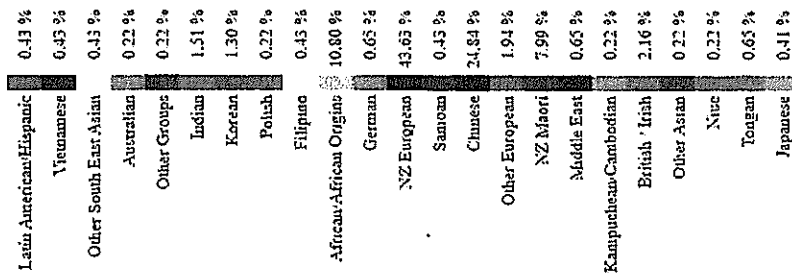
Parent Teacher Association:
Jo Clark (Chairperson), Andree Davey and Marijke van Rooyen (Treasurer), Angela Blundell (Secretary)

Oneroa Kahui Ako
LBPS is a member of the Oneroa Kahui Ako (which includes Torbay, Oteha Valley and Glamorgan Primary Schools, Northcross Intermediate and Long Bay College).
Our Within School leaders are Diane Edgoose and Katherine Aitken

Historical roll data for the report month of December – 2010: 331, 2011: 334 (final pre-zone students left), 2012: 305, 2013: 333, 2014: 331, 2015: 348, 2016: 372, 2017: 440, 2018: 451, 2019: 463

Our Community

15/12/19: 463 students. 240 (51.8%) Male, 223 (48.2%) Female, with the following ethnicity breakdown:



Y0	Y1	Y2	Y3	Y4	Y5	Y6
41	65	79	74	75	62	67
19	22	32	33	44	31	31
M	F					
						36

In Zone	Out of Zone	FFP
414	41 (8.95% 31 siblings/ 11 Y6)	8



LONG BAY PRIMARY SCHOOL

To inspire students to become confident, connected, actively involved life-long learners through high quality whole child education.

Enhancing Student Engagement through the following four Critical Success Factors:			
Enhancing the Collective Professional Capacity of the School Staff	Raising Student Achievement and Learning Opportunities	Building Strong Home School Partnerships and Community Engagement	Development of the Physical Environment
<ul style="list-style-type: none"> * To ensure all staff understand and demonstrate the shared vision of the school. * To increase the capability of our staff through; <ul style="list-style-type: none"> - focused PLD, (through both external facilitators and internal/mentoring). - opportunity to explore innovative practices to enhance teaching and learning. - clear systems and expectations. To encourage staff to be reflective and improve practice through inquiry and collaboration * To develop leadership within the school through mentoring, delegation and strengthening leadership PLD. 	<ul style="list-style-type: none"> * To provide a learning environment where all students are encouraged and supported to achieve their potential through: <ul style="list-style-type: none"> - promotion of learning focused relationships that assist students to be actively involved in their own learning and develop the Key Competencies - monitoring student progress carefully - implementing programmes to extend and support learning - promoting positive behaviour that is linked with learning. * To provide learning experiences that enrich students understanding across the curriculum. * To build students' sense of well-being and belonging, including through connection and guardianship for the local environment 	<ul style="list-style-type: none"> * To communicate to our community the LBPS values and expectations that support well-being <i>Promote manaakitanga (showing hospitality & an ethic of care for others)</i> * To provide effective communication that encourages whanau to engage with student learning and support school events. * To strengthen cultural understanding and promote appreciation of other cultures represented within our school community. * To strengthen the tikanga Maori understandings, and for this to be reflected around the school. * To work alongside our local schools to develop practice and support student transition 	<ul style="list-style-type: none"> * To maintain and enhance the physical environment in a practical considered manner; including buildings, access ways, accessibility, efficiency for utilities such as power/water, modernising of areas, safety aspects (including sunshades). * To develop the classroom environments to enhance learning; access to outdoor areas, lighting, displays, practical aspects such as resource accessibility etc * To include student voice in considering the use of, and developing, the school grounds * To enhance the outdoor spaces for learning and aesthetics – landscaping, outdoor art, interactive elements, outdoor classroom, environmental awareness projects, as well as outdoor education and play based discovery areas.



Enhancing the Collective Professional Capacity of the School Staff						2019 Annual Plan					
Collegial, Professional Teachers & Support Staff						Shared Values, Expectation & Vision		Welcoming Environment		Community Connections	
Goal	Outcome	2019 Term 1		2019 Term 2		2019 Term 3		2019 Term 4			
Staff understand & demonstrate the shared vision of the school	Share what makes LBP special.	Brainstorm: how do we reinforce our values & celebrate our culture & achievements? <i>Review & adjust 2019 assembly format.</i> <i>Form a 40th Anniversary Committee.</i>		Review assembly format for T3 & 4. 40 year celebration team develop the event plan. Advertise event.		Collate Year Book -include WCE/LBW. Year book pages & archive photos displayed during 40 year celebration at end of term 3. Combine 40 year with Arts Festival.		Publish Year Book – copies for sale & in school library & foyer. Review re Year Book & decide if will repeat			
	Hold 40 year celebration	Brainstorm 40 year celebration ideas. Collect school history archives. Brainstorm Year Book outline. Teachers seek student input. Investigate Year Book Printing.									
		Progress Term 1 4 March: 2019 Assembly format refined & set in place (shorter time frame, still have opportunity to be together & share success). 40 th Anniversary committee formed (Julie, Jo, Linda & Nikki). Started looking for archive material. 25 March mtg: Framed Treaty of Waitangi in staffroom. Community invited to submit mural ideas.	Progress Term 2 Mural: Students submitted mural ideas. Julie planning the mural. Yearbook: Di E & Amber worked on the Yearbook, utilising a company called Benefitz. 40 th anniversary committee meeting this term to develop the event plan. 17 June report: Collating photos via Facebook call out on community pages, met with original owners of land the school is on – Jean Treverton & her daughters Jan & Yvette. Len Treverton was original caretaker, Jean the cleaner. Photos of original staff and some names (will keep for 50 th larger celebration).	Progress Term 3 History archive collection & organisation for the 40 th celebration was a focus in term 3: Julie worked with a student group to develop the entryway mural (utilising the original mural outline & adding elements, such as the waka) & to create 40 special outdoor art birds. Also mini production rehearsals, classes focused on the art festival and a 40 th full school photo was taken by Sean Ronan (school parent). Week 9 was dedicated to the anniversary, with the arts festival in Te o Marama (every child had a piece of artwork displayed) and the mini production on the Tuesday evening, plus a matinee, which all the children attended and that two previous principals and long-term prior staff were invited to. Yearbook: How to set up class pages was introduced to teachers at the W2 staff mtg. Teachers planned their class pages with students. Result of assembly format review (teacher input) was to maintain the current format with school leaders running the assembly, & classes providing a rostered sharing item. Jo met with new leaders to support them to smoothly run the gathering. Staff meeting week 7 re school vision/values in connection with NZC.	Progress Term 4 The entry way mural was completed and displayed on the Room 1A wall. It looks fabulous. Staff completed sections of the first LBPS Yearbook, to celebrate our 40 th anniversary. The book was sent for publication and offered to our community \$20 per copy. There have been positive sales figures and it is expected that costs will be covered. Thank-you to our 2 teachers who guided us through this process; Amber Hobbs and Di Edgoose. Through 3 staff meetings the teaching staff have begun to review the school values and how these may be presented. This review is facilitated by the SLT and with RTLB facilitators. The refined values will be included in the community PE & Health Survey sent home early term 1, 2020 for community feedback.						

Whole child education is defined for our school and valued	Define Whole Child Education & staff collaboratively build understanding of what we want WCE to look like in practice at LBP. Document ideas & display photos of learning in action.	Refresh T1 discussion, check in regarding link with programmes / culture.	Refer to initial brainstorm, how is WCE demonstrated? What else do we need to do? Survey Community. Staff survey re school vision.	Document ideas. Utilised for 2020 strategic plan. SEE SECTION ABOVE
	Identification & careful placement of students in classes & 2019 resourcing. Workshops re: inclusive education practices. Workshop 1 – inclusive ed defined & practical planning session for curriculum adaptation to meet needs. Ways of providing differentiated learning – ability groups, rich tasks etc. Workshop 2 – Tchrs share an example of how they have adapted the curriculum to meet needs (including teacher aid action plans). Learning support & transition meetings. Maintain processes e.g. adaptation of curriculum evidence in planning, safety action plans for trips, duty lanyards, provision of resources, quiet spaces and learning support. Links with Long Bay Way.	Refresh expectation of inclusive practice. Support for teachers and teacher aides continues, e.g. development of teacher aide action plans.	As per term 2.	As per term 2. Planning for 2020 – class placement & resourcing. Set up a trial of Pluto (class placement software)
Progress Term 1				
4 March report: Placement process carried out. Transition support for identified students. Learning support carefully considered & allocated. First 3 weeks teacher aide time table has flexibility so we can settle students as required. Duty Lanyards & medical action forms updated. 25 March: 20/3 teacher workshop – understanding Dyslexia (Jenni Pearson facilitating) Wk 9 Staff meeting held re Inclusive education– Julie W10 Inclusive education: What to do with the 'others' Julie & Jo	Progress Term 2 May report: Teacher aide action plans updated for students – ongoing. IEP meetings per term for students to update independent learning plans. 20/6 training day for local schools' teacher aides held at LBP.		Progress Term 3 Teacher aide timetables adjusted to meet learning & behaviour needs. Whole Child Education definition & school vision discussion T3, W7 staff mtg. Rotating photos of learning contexts displayed in the foyer.	Progress Term 4 Teacher aide action plans updated for students. Snr leaders began work with RTLB to review school citizenship code (incl review of values). 3 staff meetings with teachers – see notes above. Opportunity for parents to provide additional information for 2020 class placements. Utilising Pluto this year for initial 2020 class lists. Jo organised our link with this programme and has liaised with the teachers and SLT through the process. Class placements home 17/12. Students meet 2020 teacher 18/12.
	2019 Term 1		2019 Term 2	2019 Term 3
	Outcome		AFL staff mtg (self-assessment) AFL observation & workshops (new tchrs)	AFL staff mtg (peer assessment) AFL observation & matrices for all teachers. Workshops for new teachers.
	Goal		2019 Term 4	
	Staff understand & demonstrate the shared vision of the school continued...		Final observations. AFL staff mtg (active reflection) AFL workshop (new tchrs). 2020 AFL schedule developed.	
New AFL lead working alongside 2 existing leaders. Lisa Leggett				

Progress Term 1 AFL schedule developed for 2019. 28/1 New teacher AFL induction with mentors Di E & Tracey 5/3 AFL workshop for new teachers (Di & Tracey mentoring) 13/3 Teachers complete matrix, walk through, sharing class metaphors with colleagues 27/3 AFL observations: teachers from Kowhai, Rimu & Manuka	Progress Term 2 AFL meetings: 7/3 meeting for new teachers after school re AFL AFL observations new teachers. 23/3 AFL observations existing teachers from Nikau, Totara and Kauri teams. 2nd AFL observations for new teachers Wk 8. New AFL lead attended observations.	Progress Term 3 Discussion with AFL lead teachers re sustainability ideas. W5 Staff mtg re AFL sustainability, ideas for 2020. Each team submitted their suggestions.	Progress Term 4 AFL classroom observations have taken place. AFL sustainability in 2020 and beyond has been reviewed. In 2020 team leaders, with support, will play a large role in sustaining AFL practice.
Positive behavioural expectations are linked with learning, clearly defined and reinforced	Inclusive Education PLD for staff Long Bay Way unpacked with students & shared with community. With student input, responsible citizenship bystander code developed Well-being student survey Y5-6 Review sharing of sport values & expectations Sport evening for coaches. Values & expectations shared with coaches, teams & parents. North Harbour Coaching workshop. Y3 & 5 sign new agreement.	Teacher NZC Key Competency understanding strengthened <i>Digital citizenship reinforced throughout the year.</i> Netsafe parent evening	Long Bay Way & characters reviewed Link Long Bay Way with Tataiako. School Metaphor discussion. Digital citizenship revisited. Note how students are protected within digital environment.
Netsafe parent evening organised re student home digital device use e.g. Netsafe	School-wide behaviour management practices reviewed, including documentation. T1 – 3 Staff meetings scheduled to increase staff positive behaviour management capability and consistency. This will involve working with an external provider e.g. RTLB and facilitation by lead staff. Note: teacher aides will also receive PLD re behaviour management, scheduled during their Tuesday morning group meeting time with school SENCO.		
Progress Term 1 4 March: Long Bay Way shared as part of developing class expectations & learning focused relationships. Sport evening scheduled for 1 April. Wk 3 staff meeting: Digital citizenship 1/4 Coach evening: Physiotherapist speaking (Nikki & Linda attended). Sport values and expectations shared with coaches.	Progress Term 2 16/5 Netsafe contacted awaiting reply re date for parent evening. 20/5 Signing of digital citizenship forms for Y3 and Y5 students. Netsafe evening date confirmed 1 July Staff meeting on Key Competencies postponed until Term 3 because ELL progression needs are more pressing. 1/7 Netsafe evening. 30 parents attended, also John K, Linda, Julie, Jo, Lisa L. 4 children supervised in the library by Sue & Ruth.	Progress Term 3 Netsafe tips included in the Week 3 school newsletter Two teachers (Ellis & Tarina) attending the Incredible Years teacher programme; which focuses on meeting complex behavioural needs. The aim is to send 2 teachers each year to this PD (Jo & Julie went in 2018). Received notification that the application for RTLB PLD in 2020 has been granted.	Progress Term 4 Rather than rush the review of the LBW in 2019, the Snr leaders, with RTLB facilitators, have worked with the teaching staff to review our school citizenship code (linked with review of values). Will continue in 2020. Y5 wellbeing survey conducted.

Increase the capability of our staff through PLD & opportunity to explore innovative practices	Induction for new staff is welcoming, comprehensive and clearly recorded	Feedback from new 2018 staff utilised for 2019 Induction of new staff. Health & Safety, behaviour management, expectations & systems etc. Feedback after initial induction Buddy class system rolls over. Ensure 2019 staff organisation documents are easily accessed on Google team drive.	Feedback of induction from new personnel after their first term. Review. Buddy system continues.	Review induction programme for 2020.
	Progress Term 1 Induction morning held on 28/1 for new teachers. Included administration, organisation, property matters, school culture, learning support and AFL introduction. Feedback from new teachers is very favourable. Buddy class system set up for 2019. 2019 professional documents Google folder set up. 25 March: Positive feedback from new staff re Induction.	Progress Term 2 15/5 late feedback received from one new staff member. Positive, but would have liked access to Etap earlier. Buddy classes continue.	Progress Term 3 No new staff.	Progress Term 4 Induction of new teacher aides: time (up to one week) is allowed for them to work alongside an experienced teacher aide and to know students before their full timetable is set. New TAs receive a stationery pack, a staff photo & organisation, map of the school, a pigeon hole for notices, their own space to store their resources & a school gmail log in. Induction for new teachers scheduled for 28/1/20. We will ensure new staff understand how they can access our SMS system etap.
	Outcome	2019 Term 1	2019 Term 2	2019 Term 3
	Provision of focused professional learning	PRT (Provisionally Enrolled Beginning Teachers) enrolled for Kohia Workshops & mentored Internally, including maths workshops with Jo. PRT teachers are beginning teachers. Progress Term 1 Tutor teachers organised: Helen for Irene, Steve for Amber, Di M for Kate, Aaron for Mark. PRTs all enrolled in Kohia courses. Course attendance: Irene – 13/2, 20/2 (to Vauxhall), 13/3 Kate – 13/2, 13/3 Amber – 28/2, 21/3 Mark – 21/2, 14/3 6/3 Jo running maths workshops for 8Ts (& Charlotte, our Honours Teacher working at LBPS taking science & maths student groups during 2019) 3/4 Maths Workshop 2 for PRTs and Charlotte (and teacher from Northcote Primary, and the 2	BT to Kohia courses & mentored internally. Progress Term 2 Our PRT Course attendance: Irene – 16/5, 12/6 Kate – 16/5, 12/6 Amber – 14/5, 2/7 Mark – 17/5, 13/6 15/5 Maths Workshop 3 for PRS and Charlotte: Deliberate acts of teaching multiplication - Materials- Imaging-Number Properties. In-class support visits for PRTs following workshop from Jo – modelling. 5/6 Maths workshop 4 for PRTs, Charlotte, + Northcote teacher: teaching fractions and proportions. Follow-up in-class visits: modelling and co-teaching. 20/6 Jo maths modelling in Irene's class.	BT to Kohia & mentored internally. Documentation for full registration. Progress Term 3 Our PRT Course attendance: Irene – 7/8, 11/9 Kate – 7/8, 11/9 Amber – 14/8, 19/9 Mark – 8/8, 12/9 22/8 Irene to NZEI new teachers evening event. LBPS hosting 3 student teachers 12/8 to 23/8 (Amy-Lee with Tracey R1, Steffi with Kathryn R25 & Christian with Rebekah R11). LBPS hosting 2 further student teachers 9/9 – 1/11 (Steffi with Lisa R15 & Abi with Tarina R3).

	student teachers): Place Value & BSM. 1/4 – 5/4 LBPS hosted 2 student teachers from Massey Uni for 4 wks (Bobbie-Lee to Di E, Julie with Katherine)		26/6 Jo maths modelling in Mark's class 26/6 Maths workshop run by Jo for BTs focusing on using equipment for deliberate acts of teaching. LBPS hosted a student teacher for 5wks (Charlotte with Aaron)		The two student teachers (Steffi & Abi) finished their practicum in week 3	
	<i>T. aides timetable (dependent on student needs). First 3 weeks ensure flexibility to settle in students. Teacher aides attend relevant workshops, mentored by experienced colleague & SENCO. SENCO mentors new ESol lead tchr.</i>		<i>Learning support teacher aides attend relevant workshops, mentored by SENCO</i>		Assess teacher aide PLD through Google survey	
	Progress Term 1 Teacher aide timetables organised. All teacher aides will attend 4 workshops run by RTLB (1 per term). 1 st one on 28/3 on working with children with ASD (Autistic Spectrum Disorder). Hosted at LBPS. 18/3 Teacher Only Day: Science & literacy, facilitated by Anne Barker (teacher aides also invited to attend). Regular teacher aide meetings included sharing & strengthening practice.		Progress Term 2 Regular teacher aide meetings continue. 20/6 teacher aides training day for local schools' teacher aides held at LBP. The focus was on inclusive education & the role of the teacher aide.		Progress Term 3 Regular teacher aide meetings continue. 2/9 Sabine, Ruth, Sue & Christiane to 1.5 hr COSDMBRKS workshop. 12/9 LBPS hosted cluster teacher aide training. All of our teacher aides attended. The focus was on literacy.	
	2019 PLD overview developed. Scientific Thinking with Anne Barker. ToD & staff meetings. Initial teacher survey to ascertain Science PLD start point. Professional learning groups established. See Inquiry section below. PLD School-wide Behaviour management (including Growth Mind Set) & inclusive education. PLD for digital technology teachers See-saw familiarisation staff meeting. Minutes roster at staff meetings, saved on Google Drive for all teacher access.		PLG and staff meetings continue. Digital technology development. Assessment literacy		PLG groups share their learning with full staff. Digital technology development. Assessment literacy.	
	Progress Term 1 Science PLD overview developed alongside Anne Barker, our facilitator. Roster established for keeping staff meeting minutes. Term 1 staff meeting schedule:		Progress Term 2 Term 2 staff meeting schedule: W1 Report writing/testing organisation guidelines (Assessment literacy) W2 Writing moderation		Progress Term 3 Term 3 staff meeting schedule: W1 Science progress indicators (Julie & Katherine) W2 Complex Needs (Jo) / Yearbook (Amber)	
	Progress Term 4 Term 4 staff meeting schedule: W1 16/10 Review of English writing cartridges. Led by Miranda & Tracey W2 23/10 No staff meeting				Reflect on 2019 PLD. Teacher survey to ascertain Science PLD effect. Plan for 2020 – apply for MoE PLD etc.	

	<p>ToD 30/1 Anne Barker. The Nature of Science review</p> <p>31/1 Admin & team time</p> <p>W2 Goal setting sharing & developing (in teams)</p> <p>W3 Familiarisation of See-Saw/Digital Citizenship</p> <p>W4 27/2 Kahui Ako leads (Di E & Katherine) - presentation of the Spiral of Inquiry.</p> <p>Jo – Arinui updates. Linda – outlined PLGs.</p> <p>W5 4/3 Science with Anne Barker</p> <p>W6 NZEI updates from Jo (staff repl); call for Yearbook editor; AFL teacher matrix/wine and cheese sharing class metaphors.</p> <p>W7 Dyslexia info from Jenny Pearson</p> <p>W8 Yearbook info - Linda; assessment in reading, writing and maths – Jo & Miranda (Assessment literacy)</p> <p>W9 Sharing of initial whole school data; Inclusive education – Julie</p> <p>W10 Inclusive education – Julie. What to do with the others’ – Julie and Jo</p> <p>Other:</p> <p>Feb: Mark W(R18) trained as a Waterwise instructor (as did LBPS parents)</p> <p>18/2 Linda to Springboard Trust Master Class</p> <p>27/2 Arinui familiarisation, Techie Breakie mtg run by Jo</p> <p>Charlotte Davis (Auckland University Honours teacher on practicum at LBPS for science & maths) invited to Science staff mtgs & PMA maths day</p> <p>4, 5 & 6/3 Anne Barker modelling science sessions in all teaching teams</p> <p>6/3 Steve to mentor teacher workshop</p> <p>8/3 Jitka to Travelwise lead workshop</p> <p>12/3 Anne Kelly to Reading Recovery workshop</p> <p>20/3 John K to e-learning cluster meeting</p> <p>21/3 Kate & Fenneke to w/shop, linking play based learning with handwriting</p> <p>23/3 PMA day at Waipuna: Jo facilitating a workshop. Irene & Charlotte attending</p> <p>18/3 Teacher Only Day: Science & literacy,</p>	<p>W3 Science & oral language (Anne Barker)</p> <p>W4 PLG groups 21/5</p> <p>W6 Matariki</p> <p>W7 Maths</p> <p>W8 ELLPs (ESoL learners)</p> <p>W9 Science – Julie & Katherine</p> <p>W10 – Learning conferences (no mtg)</p> <p>Other:</p> <p>24/4 Jo – Jo Boaler Maths in Hamilton. (Funded by Primary Maths Association)</p> <p>8/5 Jo and Julie to Sharp Reading info after school</p> <p>Steve to PRT mentor course</p> <p>9/5 Jo & Lisa to NX Mathex info session</p> <p>13 - 15/5 Anne Barker in school talking to team leaders about where teams up to in science teaching.</p> <p>14/5 Anne Kelly to reading recovery info afternoon at Colwill School.</p> <p>15/5 Nikki to PENZ P.E. workshop after school</p> <p>22/5 Sandy & Sandra to Kendo workshop</p> <p>30/5 Jo to Northern Bays principal mtg</p> <p>30/5 John K and Mark to IT expo</p> <p>30/5 Julie to dyslexia workshop.</p> <p>5/6 Julie to SENCO meeting</p> <p>6/6 Di, Katherine and student leaders to Kahui Ako meeting</p> <p>10/6 Jo, Ellis, Irene to maths lead workshop</p> <p>10/6 Amber, Kate, John K, Jitka, Mark, Rebekah to maths workshop</p> <p>11/6 Anne K to reading recovery pd</p> <p>12/6 Julie and Anne K to ESOL meeting</p> <p>12/6 John K and Amber to iPad training</p> <p>13/6 Sandra, Julie, Anne K to FFP mtg.</p> <p>18/6 Jo, Julie and Katherine to science evidence NMSSA workshop.</p> <p>19/6 Jo and Jitka to play based learning workshop at Kohia.</p> <p>19/6 Nikki to PENZ primary PE workshop.</p>	<p>W3 Science (Facilitator Anne Barker)</p> <p>W4 Digital Learning (Facilitator James Robson)</p> <p>W5 AFL sustainability review (Tracey)</p> <p>W6 PLG meetings</p> <p>W7 Vision/Values review & science scheme input</p> <p>W8 Digital learning workshop with James Robson (new digital techn. Curriculum outlined)</p> <p>W9 18/9 No staff mtg as mini-production on Tuesday.</p> <p>W10 25/9 PLG groups sharing with colleagues</p> <p>Other:</p> <p>Ellis & Tarina to Incredible Years Teachers (IYT) workshops on 1/8, 15/8, 5/9, 19/9</p> <p>31/7 Nikki to Drama NZ workshop (Silly Billy with Judy Norton). Free</p> <p>2/8 Nikki to PE workshop (Play Sport Facilitators – He Pikinga Waioara: contributing to student well-being through sport)</p> <p>24/7 Julie to SENCO mtg</p> <p>6/8 Anne K to Reading Recovery workshop</p> <p>6-7/8 Anne Barker working with science leaders Julie & Katherine</p> <p>8/8 Nikki to PENZ Primary PE Workshop</p> <p>10/8 Nikki to Akld Theatre workshop: Mahuika (Maori legend).</p> <p>13/8 BSM maths workshop (Jo)</p> <p>14/8 Sandy to 1st aid refresher</p> <p>21/8 Julie & Anne to ESOL cluster mtg</p> <p>21/8 Julie to SENCO breakfast</p> <p>28/8 SLT to NSPA Summit Day</p> <p>28/8 John K to elearning lead workshop</p> <p>28/8 Fenneke & Lisa to Accessit library software course</p> <p>30/8 Team leaders to Waipuna Leadership Day</p>	<p>(report writing & camp)</p> <p>W3 30/10 Writing sample moderation; led by Miranda & Tracey</p> <p>W4 6/11 Digital learning workshop with James Robson</p> <p>W5 13/11 Citizenship review (with SLT)</p> <p>W6 20/11 Citizenship review</p> <p>W7 27/11 Science</p> <p>Implementation plan & cross-cut symbols</p> <p>W8 2020 Teams meet</p> <p>W9 Class placement & 2020 organisation</p> <p>W10 No staff meeting</p> <p>Other:</p> <p>19/10 Lisa & Steve to Year 4 & Beyond Play Based workshop.</p> <p>21/10 Nikki & Jitka to Yoga Mindfulness Workshop</p> <p>29 & 30/10 Julie & Katherine A working with Anne Barker to finalise reviewed school science scheme</p> <p>30/10 Nikki to PENZ (Primary Educators NZ) after school workshop for Physical education</p> <p>6/11 Nikki to PENZ PE workshop all day</p> <p>12/11 Anne Kelly to Reading Recovery workshop</p> <p>12/11 Sandra N to FFP cluster mtg</p> <p>12/11 Linda to Principals MoE mtg re curriculum review</p> <p>13/11 Anne K to ESOL cluster mtg</p> <p>18/11 Math leader cluster mtg (Jo, Ellis & Irene)</p> <p>21/11 Ellis & Tarina to IYT (final session)</p>
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	<p>facilitated by Anne Barker (teacher aides also invited to attend)</p> <p>Wayne Marr met with teaching teams re using Reading Eggs / Mathletics</p> <p>25/3 LLI (Literacy and Language Intervention) training for Rebekah and Julie</p> <p>Maths Leadership workshop Jo, Ellis, Irene</p> <p>28/3 PLG facilitator meeting/training with Linda</p> <p>1/4 Coach induction evening for school coaches run by Nikki Douglas.</p> <p>1/4 and 2/4 Anne Barker in school discussing science planning with team leaders.</p>	<p>19/6 Steve to mentor teacher workshop.</p> <p>20/6 Jo maths modelling in Irene's class.</p> <p>25/6 Jo and Lisa to North Shore Senior Management session on Garden to Table.</p> <p>26/6 John K to IT cluster meeting</p> <p>26/6 Jo maths modelling for Mark.</p> <p>26/6 Maths workshop B3 run by Jo for BTs plus modelling with students from Rebekah's class</p> <p>4/7 Principals PLG held at LBPS</p> <p>9-10/7 Jo at holiday Accelerator course</p> <p>10/7 Julie, Lisa and Katherine to TRCC holiday science course in Hamilton</p>	<p>2/9 Jo, Ellis & Irene to Cluster maths lead workshop. Also Jitka to Multiplicative thinking w'shop & Shelley to Maths Problem Solving w'shop</p> <p>10/9 Nikki to PENZ (Primary Educators NZ) after school workshop for Physical education</p> <p>12/9 Kauri team teachers to Kath Murdoch Inquiry planning course. 'Nurturing Learner Agency through Inquiry.'</p>	<p>21/11 Linda to NSPA 7:30 mtg</p> <p>NZPF Chair speaking.</p> <p>28/11 Nikki to PENZ after school workshop</p> <p>13/12 Ruth (TA) to First Aid training with Kelly Club</p>				
Clear systems & expectations that encourage staff to be reflective and improve practice through inquiry & collaboration	Teacher Professional Inquiry practices are strengthened	<p><i>Kahui Ako Within School Leads facilitate spiral of inquiry staff meeting.</i></p> <p><i>Teacher PLG groups and structure established. 2019 PLG Topics are all linked with science capabilities:</i></p> <ul style="list-style-type: none">- Critical thinking & making cross-curricular connections through science.- Tapping into how children naturally learn through play-based /discovery learning- Incorporating knowledge of tikanga and te reo Maori within learning programmes (linked with awareness of Maori cultural beliefs, science understandings & values).- Utilising digital technologies to enhance student engagement & learning (including within science). <p><i>Provision of time for reflection & Teacher Professional Inquiry recording on Arinui.</i></p>	Professional Inquiry PLG continues	PLGs share inquiries.	Teacher feedback on collaboration, linked with Professional Inquiry & appraisal cycle.			
Progress Term 1	Teachers selected their PLG professional inquiry focus. PLG groups established. Facilitators nominated. 27/2 1 st PLG meeting. Record of inquiry kept on Arinui. Facilitators selected. Di & Katherine ran PLD on the Spiral of Inquiry. 12/3 PLG Inquiry meetings	Progress Term 2	Progress Term 3	Progress Term 4	Principal discussion re possible PLG collaboration across Kahui Ako in 2020?			
						PLG groups meeting to discuss their inquiry progress	PLG groups continued to meet during term 3. 25/9 PLG groups shared their inquiries with colleagues; their inquiry focus, what they did, outcomes and next steps. SLT considering appraisal system possibilities for 2020, in relation to the collective agreement accord.	Review of appraisal system possibilities for 2020, in relation to the collective agreement accord. 27/11 The Term 4 Team leader (Ellis, Lisa & Di M) & Jo project team developed appraisal model will be utilised in 2020.
						PLG groups continued to meet during term 3. 25/9 PLG groups shared their inquiries with colleagues; their inquiry focus, what they did, outcomes and next steps. SLT considering appraisal system possibilities for 2020, in relation to the collective agreement accord.	Review of appraisal system possibilities for 2020, in relation to the collective agreement accord. 27/11 The Term 4 Team leader (Ellis, Lisa & Di M) & Jo project team developed appraisal model will be utilised in 2020.	Review of appraisal system possibilities for 2020, in relation to the collective agreement accord. 27/11 The Term 4 Team leader (Ellis, Lisa & Di M) & Jo project team developed appraisal model will be utilised in 2020.
Goal	Outcome	2019 Term 1	2019 Term 2	2019 Term 3	2019 Term 4			
Clear systems & expectations that encourage staff to be reflective and	Avenues are explored to support staff well-being	Link collaboration & streamlining of tasks to help manage workload. Unpack professional standards. Maintain staff access to EAP counselling services.	Beginning of term: Staff well-being survey to inform school practice.	Well-being activity, e.g. September	Google survey linked to area identified in the term 2 well-being survey.			

	staff continues.	their team time). 27/8 Principal appraiser (Dave) visited Linda.	Fixed Term contract letters completed. In week 9, teacher aides received their contracts and hours for 2020.
Develop leadership through; mentoring, delegation & strengthening leadership PLD.	Strengthened leadership capability	Review leadership & team meeting timing, purpose, Explore PLD for APs & middle leaders.	Structured meetings continue –& focused PLD for leaders Leaders complete the Teaching Council of Aotearoa Educational Leadership Capability Framework. Leaders' survey.
<p>Progress Term 1</p> <p>4 March: Meeting outline reviewed. Leadership responsibilities discussed. Leadership opportunity arranged during Linda's term 2 sabbatical: Jo Patrick as Acting Principal & Lisa Leggett as Associate Principal two days a week.</p> <p>3/4 Jo and Lisa to North Shore APDP breakfast meeting – network. Jo joined organising committee</p> <p>8/4 Linda on sabbatical, back Week 10 Term 2 – Reggio Emilia conference.</p> <p>Jo Acting Principal, Lisa Acting Associate Principal 0.4</p>	<p>Progress Term 2</p> <p>Term 2 leadership meetings include discussion about and support of leadership.</p> <p>13/5 Di E to COL WSL meeting</p> <p>14/5 Jo at NZEI North Shore principals cluster meeting.</p> <p>30/5 Jo to Northern Bays Principal cluster meeting</p> <p>17/6 Jo to principals meeting NZEI.</p> <p>24/6 Jo to Kahui Ako principals meeting</p> <p>25/6 Di E and Katherine to Kahui Ako WSL and ASL 'Open to Learning Leadership' with Linda Bendikson.</p> <p>25/6 Jo and Lisa to North Shore Senior Leaders group meeting.</p> <p>4/7 Principals PLG held at LBP.</p> <p>9-10/7 Jo to Accelerator course – design for thinking and solutions.</p>	<p>Progress Term 3</p> <p>Jo working with Carolyn Crow from Sherwood (coaching, linked with maths programmes). Leadership PLD:</p> <p>28/8 Linda, Jo & Julie to NSPA Summit Day (Thomas Hoerr, the Formative Five)</p> <p>30/8 All 6 team leaders to Middle Leaders day at Waipuna</p> <p>Feedback to leadership mtg from both conferences.</p> <p>5/9 Linda to Principals Leadership Group mtg.</p> <p>12/9 John K to Kahui Ako digital leaders meeting</p> <p>19/9 Jo to NSSMA breakfast meeting</p> <p>25/9 John K to NS elearning lead mtg</p>	<p>Progress Term 4</p> <p>The MoE 2020 staffing allocation indicates that LBPS needs to grow further for additional leadership staffing. 2019 structure to remain in 2020, & review again next year.</p> <p>9-11/10 During the T3 break. John K to ULearn conference for elearning leaders.</p> <p>7/11 Linda to Principals Learning Group day at Maungawhai</p> <p>2020 Kahui Ako WSL positions appointed (1 yr contract); to Kathryn Hohala and Miranda Kelly.</p> <p>Organisation for 2020 set: shared in week 9 newsletter.</p> <p>Steve A & Tarina M will be team leaders of Nikau & Kowhai in 2020.</p> <p>2 new teachers appointed: Pip Rive and Daniel Kemball.</p>

improve practice through inquiry & collaboration Continued....	Well-being activity scheduled each term – team elect what we do. Demonstrate how valued our school staff is, through acknowledgement in a variety of ways, e.g. newsletter, assemblies, morning teas, support.	Well-being activity Continue to show staff are valued	Continue to show staff are valued	Well-being activity - & review Continue to show staff are valued
	Progress Term 1	Progress Term 2	Progress Term 3	Progress Term 4
	1/3 Maxine from HealthCare visited to share about the programme (Union supported non-profit health insurance). 20/2 Dinner for Goal Setting Interview evening Baby shower & farewell for Shani organised by staff members. 4/4 Afternoon tea and farewell assembly for Betty, teacher aide of 30 years. BOT and staff collection –funded gift. Professional standards updated within Arinui (teacher appraisal system). LBPS belongs to the EAP (Employee Assistance Programme). Staff can access counselling support paid for by the school through this programme.	16/5 Celebration of Support Staff Day. Morning tea & acknowledgement for support staff. 23/5 Wellbeing afternoon release block 3 for teachers to write reports. Non class teachers/leaders ran an activity rotation for the students during that time. 26/6 farewell morning tea for Adele (rescheduled from 6/6) 3/7 Dinner for parent teacher conferences.	Warm Fuzzy comments (submitted by colleagues) to acknowledge staff members read at Friday morning teas. 9/8 School Green day (organised by Jo) to acknowledge the work of a principal, linked with NZEI (thank-you everyone, from Linda). 3/9 September began: 16 staff members participated this year (4 teams) Term 3 break: Jo to NZEI conference in Rotorua	Quiz night team continues at the Long Bay Surf Club. Support staff collective negotiations took place – our support staff presented a petition to local MP office. Following the vote to accept, the Support staff Agreement offers will be ratified on 14 December, with pay changes effective 29 November. The rates will be implemented and back-paid in March 2020 because of the complex changes to the payroll that will be required. The agreements are for a term of 26 months. 29/11 Colleague attendance at the PRT graduation for Mark & Kate. 13/12 W9 Farewell assembly for Tracey Hardey, Katherine Aitken & Aaron Joyes. Their positive contribution to Long Bay also noted in the week 7 newsletter. W9: Julie took Yfiquing (our MLA) to the Kauri team trip to Goat Island so she could experience a NZ Marine Reserve.
	Effective communication systems are in place for staff	Implement reviewed communication plan. Minimise admin at meetings (set expectation that all notes are read). Implement sub committees as required. Assign minute taker at all meetings -incl staff Ensure meetings timetabled for teaching team, part time teachers, t.aide & admin groups.	Respond to suggestions re communication	Respond to suggestions re communication – term 4 Google survey.
	Clear & timely documentation for employment & appraisal matters Collaborative internal evaluation will provide teachers with opportunities to make informed judgements about the quality of their practice in order to improve.	Appraisal processes and discussion. Documentation as required	Appraisal processes and discussion. Documentation as required	Appraisal processes and discussion. Documentation, 2020 fixed term contracts & teacher aide hours confirmed
	Progress Term 1	Progress Term 2	Progress Term 3	Progress Term 4
	aides, admin, leadership and team meetings. Meeting minutes available for staff, incl staff meeting PLD. Principal appraisal meeting – report presented at March BoT meeting.	Schedules set for teacher Meeting minutes taken by	Team leader/SLT discussion re teacher meeting schedule in 2020 (Mon p.m. for leadership, Wed set aside for staff mtg, ea team elects	Communication: will continue with 2019 arrangement (weekly Whats On, limit morning tea notices, team mtg and team leader minutes accessible etc.) Appraisals nearly completed. Will all be finished prior to year end. 25/11 Dave & Kylie to Linda's principal appraisal mtg



Raising Student Achievement and Learning Opportunities:				
Shared Values: Expectation & Vision. Inclusive Environment. Designed School Curriculum to Engage Learners. linked with data & research				
Goal	2019 Term 1	2019 Term 2	2019 Term 3	2019 Term 4
To provide a learning environment where all students are encouraged and supported to achieve their potential.	<p>Promotion of learning focused relationships that foster the skills and mind-set of self-regulated learners.</p> <p><i>Resourcing considerations for classroom promotion of AFL.</i></p> <p><i>Start of year AFL orientation for students; building understanding of what good learning looks, sounds & feels like.</i></p> <p><i>Class metaphor developed.</i></p> <p>AFL practices guide student involvement in their own learning: clarity aspects (learning intentions & success criteria).</p>	<p>Self-assessment skills reviewed. Students are encouraged to develop the skills to learn co-operatively & collaboratively. Coach students to share an aspect of their learning at the mid-year progress conferences e.g. utilising de Bono's thinking hats.</p>	<p>Peer assessment skills reviewed.</p> <p>Assessment for learning student matrix completed</p>	<p>Active reflection skills reviewed.</p>
	<p>Progress Term 1</p> <p>4 March: All classes looking at the Long Bay Way, & focusing on learning focused relationships + developing their class/team learning metaphors. PLD schedule established to sustain AFL across the school.</p>	<p>Progress Term 2</p> <p>20/5 Team leaders encourage teams to coach students to find evidence of a writing goal that they can share at the parent teacher mid-year conferences.</p>	<p>Progress Term 3</p> <p>AFL classroom observations</p>	<p>Progress Term 4</p> <p>AFL classroom observations, & student reflections completed early in T4. Teacher next step goals set for 2020.</p>
	<p>Initial tracking of student progress- class, team and school reviews.</p> <p>Collation and analysing of student achievement data – tracking individuals and groups, looking at trends to inform programmes and resourcing.</p> <p><i>Goal setting conferences – week three.</i></p> <p><i>Class description document.</i></p> <p>Workshops for lead team regarding use of eTAP to generate information & reports (Lisa then eTAP trainer).</p>	<p>Mid-Year tracking of student progress – class, team and school reviews.</p> <p>Collation and analysing of data – tracking individuals and groups.</p> <p>Class description document updated</p>	<p>Initial tracking of student progress- Initial, Mid and End of Year class, team and school reviews. Collation and analysing of data – tracking individuals and groups.</p> <p>Class description document updated</p>	<p>End of Year tracking of student progress – class, team and school reviews. Collation and analysing of data – looking at trends and patterns that will inform programmes and resourcing.</p> <p>EoY data used in longitudinal tracking, to identify trends and compare year on year.</p>
	<p>Progress Term 1</p> <p>4 March: Data collated & initial learning goals selected for individual students. Goals shared with parents 20/2. Students encouraged to attend as well. Class descriptions written; learning needs & groups identified.</p> <p>21 March: Kowhai team held their goal setting/settling in conferences</p> <p>Etap set up to transfer data to the initial data review and mid-year report to save work for teachers. RTLB liaison meetings.</p>	<p>Progress Term 2</p> <p>Mid-year data collated by teachers ready for mid-year review.</p> <p>Mid-year data then collated by team leaders and SLT.</p> <p>Mid-year student progress conferences held 3/7 RTLB liaison meetings.</p>	<p>Progress Term 3</p> <p>Mid-year data shared with BoT (the mid-year data analysis enables the school to identify students that may be at risk of not achieving at the expected level by the end of the year)</p> <p>Class description documentation updated</p>	<p>Progress Term 4</p> <p>Class description documentation updated 22/10 RTLB liaison meeting. Note a number of other meetings held in T3 & 4 re supporting specific students – IEP and transition meetings (both for Y6 to Northcross and for students starting at Long Bay in 2020).</p> <p>11/11 Northcross APs visit Y6 teachers. Student achievement data collected for progress reporting. Team leaders and SLT</p>

Across the year, our School SENCO (Julie) & class teachers attend IEP & learning support meetings for students who require adapted programmes.	9/9 RTLB liaison meeting		collate school wide End of Year data for the review. Review presented at December BoT meeting. Individual student progress reports go home 17/12/19.	
Programmes are implemented to extend and support learning	Identification of students for learning support & extension Resourcing decisions: Learning support programmes for students are carefully selected & planned. Systems to support learners implemented, e.g. teacher aide action plans, IEPs. Initial data collected for identified programmes. Extension opportunities selected for identified CWSA students – may include extension workshops & interschool events. Special interest programmes running, e.g. coding, drama club.	Learning support programmes & systems continue. Effectiveness measured for selected programmes.	Learning support programmes & systems continue. Effectiveness measured for selected programmes. 2020 recommendations.	Progress Term 4 Learning support programme timetables reviewed & running. 2 new teacher aides supporting specific students, as well as working within teacher teams. Enoch, a Y6 extension maths student co-enrolled with Te Kura correspondence school & assisted by Jo Patrick throughout the year to prepare for and sit his NCEA Level 1 college exam on 20 November ☺ Song Writing Contest initiated by Miranda, with a number of entries received. Cameron Y6 played his winning piece at assembly ☺ Totara and Kauri students extended in their understanding of democracy and public speaking – see the Turangawaewae units. 25/11 Waterwise Sailing Regatta – initiated by Aaron, cluster school enter teams to sail at Waiake. Our school got 2 nd . Luke Shaw won best sailor ☺
	Progress Term 1 4 March report: 1 st three weeks teacher aides supporting identified students to settle into school. Assessments carried out to ascertain support needs. Includes identifying ESOL learners. Wk 4 - Learning support programmes running (includes Rainbow reading, maths support etc). Students working at stage 7+ in maths invited to join the maths extension programme, working with Jo Patrick. This programme includes taking part in the Otago University Maths Problem Solving Optional clubs running in term 1 (In out of class hrs, e.g. lunch time) including Enviro group, kapahaka & performance group. Students encouraged to challenge themselves in a safe environment, e.g. Y6 Waterwise programme 14/3 Charlotte Davis running extension science groups from Kauri & Totara	Progress Term 2 Charlotte Davis, Uni of Auckland Honours student, taking groups from Rimu, Manuka and Nikau teams Term 2. Lisa Leggett taking maths extension group for Otago University Maths Problem Solving and training them for the June inter-school Mathex competition at Northcross. 15/5 University of Otago Problem Solving Challenge Set 2 for maths extension students (a day early due to visit to Writers Festival 16/5). 6/6 Kahui Ako meeting at Long Bay College for Katherine, Di and 2 student leaders. 12/6 Junior Mathex competition held at Northcross Intermediate for contributing school teams. 2 teams of 4 entered from maths extension group. Weeks 9 and 10 of Term 2 and Week 1 of Term 3: students given opportunity to participate in the Great Kiwi Competition in English, Science and Maths.	Progress Term 3 Learning support programme timetables reviewed & running Student elected clubs continue to run in term 3: Mon: Enviro group, lunch (John U, Di M & Steve), Ukulele, lunch (Nikki) Tues: Orchestra a.m. (Miranda) drama mini production/dance club, lunch (Ann & Nikki), Soccer, lunch (John K) Wed: Singing lunch (Miranda), badminton lunch (Ali), Kapahaka a.m. (Di E, Tarina, Kathryn, Aaron, Julie) Thurs: Sign (Jitka), Coding, lunch (John) Anniversary production arts opportunity for Y6 & interested students. Charlotte Davis, Honours student Uni Auckland, teaching maths problem solving in each of Rooms 17,18,19 (Kauri) and Rooms 13,14,15,16 (Nikau) each week for Term 3. 25/7 University of Otago maths challenge #4 for extension students working at Stage 7 + 23/8 Further Otago Challenges with Jo for maths extn group. Jo continues to support a Y6 extension maths student (Enoch) who is dual enrolled with Te Kura for maths, & sitting Level 1 NZEI maths exams in terms 3 & 4 30/8 Totara student persuasive speech finals, all finalist speeches had excellent structure & well	

To provide learning experiences that enrich students understanding across the curriculum.	Goal	Outcome	2019 Term 1	2019 Term 2	2019 Term 3	2019 Term 4	
			Students receive a broad education	Curriculum coverage is tracked & reported, with notes regarding style of delivery - end of term 2 & 4.	Curriculum coverage is tracked	Curriculum coverage is tracked & reported, with notes regarding style of delivery.	
			15 & 16, 22 & 23/8 Tracey & Miranda (English lead) reviewing the school English Scheme; particularly the written language & essential spelling words sections. Draft ready to share with teachers W1, T4				
			Term 3: Science scheme being finalised for draft review in T4 (Julie & Katherine A released to work with Anne B, science facilitator).				
			Mandarin language & culture lessons for Kauri, Totara & Nikau team students – Yiqing, our MLA is working with classes on Tues/Wed and running a calligraphy group				
		Positive behaviour is promoted;	The Long Bay Way expectations and Digital citizenship guidelines are clarified with our students. Links with AFL & learning behaviour expectations. Development /implementation of a responsible citizenship bystander code. Well-being student survey Y5-6		LBW expectations continue.	LBW expectations continue.	LBW expectations continue. Well-being student survey Y5
			8/4 Kahui Ako meeting at Long Bay College for Katherine, Di and 2 student leaders. 11/4 University of Otago Problem Solving Challenge Set 1 for maths extension students.	Week 10: Finalists of the Great Talent Quest, run by Miranda, share at the week 10 assembly (musicians, singing/acting, dance, scootering, comedy). Mid-year data analysed, effectiveness of support programmes considered and teacher aide programmes adjusted to cater for learning needs.	presented (1 st Lynne, 2 nd Gemma, 3 rd Keziah). Kauri team focusing on debating in 2019. S/9 Student Kahui Ako leaders (Mitchell & Maddison) worked with Di E on an International Charity Day supporting the SPCA. 21/9 Our school orchestra competed in the Lewis Eady Junior Music Contest, and gained 3 rd place. Quite an achievement as many of the students started playing their instrument this year and our orchestra began in May 2019. The orchestra also performed for LBC morning staff meeting on 25/9.		3/12 Northern Bays Athletics competition for our finalists. 10/12 Carolyn & Nick's music students Christmas Show for the school, where all the staff continued the tradition of playing & singing the final piece (the Kiwi 12 days of Christmas song this year). 18/12 2020 student monitor day as a thank-you (mufti, movie & ice-block)
			Progress Term 1 4 March: Long Bay Way & Digital citizenship guidelines reviewed with students.	Progress Term 2 Weekly focus at assembly on aspects of the Long Bay Way continues.	Progress Term 3 Positive behaviour focus continues. Two students stood down in term 3. The school is working closely with those students and parents to encourage positive behaviour & provide support.	Progress Term 4 Positive behaviour focus continues. Year 5 Wellbeing survey conducted to inform 2020.	

<p>NOTE: Kopahaka group and Turangawaewae related team experiences are listed within the cultural connection section below</p>	<p>Progress Term 1 In addition to the regular class program: PE: facilitator sessions in tennis & cricket. 1 week swimming for Kowhai team. Kauri Y6 students Millennium swimming assessment & Waterwise water safety sail/kayak programme. Nikau, Totara and Y5 Kauri 2 week swimming instruction. 15/3 Y4-6 swimming sports day held at Northern Arena Pool. Rimu and Manuka 2 weeks of swimming W1, W2. 29/3 Kowhai team to Kelly Tarltons 2/4 Deano Yipadee drama performance for school</p>	<p>Progress Term 2 In addition to the regular class program: 30/4 Olympian Melissa Ingram visited Kauri, Totara, Nikau teams – inspirational. 6/5 Vector electrical safety sessions for Nikau, Totara, Kauri students. 10/5 Great Walk before school to encourage Travelwise. 16/5 Futsal trial for Manuka and Totara teams. 16/5 Kauri team to Auckland Writer's Festival at Aotea Centre. 17/5 Year 5/6 puberty information day 23/5 Interscholar badminton tournament (with Ali Weavers) 23/5 Ripapa Rugby interschool tournament 1 (Nikki and Steve) 3/6- 7/6 Book Week: Book Fair set up in R1a, dress up parade on Friday, events in classes all week. 10/6 – 14/6 artwork samples displayed in Northern Bays Cluster arts festival, at Bruce Mason Centre (set up by Julie) 12/6 14 extension maths students attended local schools Junior Mathex at Northcross for Y5/6 students. 13/6 Junior School (Y1-3) cross country 19/6 Year 6 Netball field day (Nikki) 20/6 University of Otago Problem Solving Challenge for maths extension group. 24/6 Northern Bays Cluster cross country for finalists 8 years & up (run at Long Bay Beach, organised by Nikki) 28/6 Year 4 and 5 interschool netball tournament. 5/7 School Fun Run fundraiser Block 2 (Nikki, John U & PTA)</p>	<p>Progress Term 3 In addition to the regular class program: 23/7 2nd Ripapa Rugby tournament. Breakers basketball sessions for Totara and Kauri teams during Weeks 1 – 4. 25/7 Ripapa Rugby taster sessions. 15/8 Cluster Winter Sports tournament for Y5/6 students 26/8 Northern Bays Cluster Football Tournament – organised by Nikki (Steve & John K also attending). 29/8 Ripapa Tournament #3 2/9 Canon Rugby Ball Challenge for dedicated rugby fans linked with the World Cup (Kowhai/Rimu, Manuka/Nikau & Totara/Kauri treasure hunt for rugby ball picture: 3 winners received a ball & training session with All Black Damian McKenzie)</p>	<p>Progress Term 4 In addition to the regular class program: 14 & 15/10 Year 5 & 6 students attend First Aid course (linked with learning about health & safety for camp) As part of the school EOTC programme, Week 3 of term 4 was camp week. The Kowhai Year 0/1 students had an in-school camp experience day (including putting up tents on the field). Year 5 & 6 students had a successful 3 days, 2 nights each at Peter Snell Youth Village at Whangaparaoa. Activities included bivouac building, target paint ball, air rifle & archery shooting, water slide, obstacle and initiative courses & using hobo stoves to cook pikelets. The evenings included a Burma trail, camp concert or movie and marshmallow cooking. The final day included a hike at Shakespear Park. The camp was pre-approved by the school BoT in term 3. All overnight parents were Police Vetted. 7/11 Dental health technician trainees ran a dental care programme for Rimu & Manuka students. Caring for your teeth also encouraged across the school. 13 & 15/11 Rimu students trip to My Science Playroom to explore a range of science based activities. 18/11 Senior School athletics (assistance from LBC). 21/11 Manuka team zoo trip 25- 26/11 Kauri & Totara Blake Virtual Reality tour. 25/11 Junior School athletics 28/11 Year 5 Waterwise day with Nikki & team 28/11 GetWise ASB Financial Literacy sessions across the school are ran in week 7, term 4. 2/12 Totara & Kauri teams Big Day In (mountain biking, climbing wall, waterslide, poi making, theatre sports (with LBC students incl Ellis' son). 3/12 Cluster athletics Y6 Waterwise throughout the term, including the 12/12 snorkelling trip to Goat Island. 13/12 Rimu Fairytale celebration (dress up, dancing etc) 16-17/12 Waterslide days 16/12 Year 6 student Farewell in hall 6-7 p.m.</p>
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Digital technologies are utilised	Digital technologies utilised to support learning & inclusion of all students. Digital citizenship skills taught at all levels. Preparation toward implementation of the new digital technologies curriculum. E-Learning within specialisation rotation, e.g. simple coding & robotics.	As per term 1 Review specialisation programme and ascertain progress toward implementing new digital technologies curriculum.	As per term 1 PLD to upskills staff in specific areas, sharing of practice & building understanding of new curriculum intent.	As per term 1 Student representation at WeLearn. Review programme & resourcing for 2020.
<p>Progress – Term 1 4 March: Beginning of year digital tech updates & organisation. iPads & Chromebooks distributed to classes. Digital citizenship & expectations discussed with students. 13/3 Digital technology Robotics classes started with John Keoghan. 3 classes per week on Wednesdays. Teachers also attend as part of their PLD</p> <p>Progress Term 2 21 March: Robotics and coding specialisation continues, with each class and their teacher attending a 1.5 hour session each term, run by John Keoghan. June: John K and Jo met with Chris from Norrcom about their service to our school, new developments in IT, etc. Long Bay granted MoE support for implementing the new digital curriculum (applied for in 2018)</p> <p>Learning experiences allow students to construct their learning through engagement and active exploration (how students learn)</p>	<p>Links with across school AFL practices. Links with Teacher Professional Inquiry. Learning experiences designed to allow students to construct their learning through engagement, collaboration and active exploration, e.g. <i>encouraging creativity and collaboration, use of digital technology to enhance learning, teaching curiosity, critical thinking and making connections across the curriculum through integration of science, tapping into how children naturally learn through play-based /discovery learning approaches, developing student skills and confidence through outdoor education and the arts</i> Play-based learning programmes implemented within areas of the school.</p>	<p>Progress Term 3 Facilitator (James Robson) appointed to work with John K & the staff to implement to new digital curriculum. John K continuing to run the robotics & coding specialisation learning sessions. W4 James Robson ran a staff mtg introducing elements of the Digital Technology Curriculum. John K connected with Kahui Ako learning cluster (John already attends the North Shore learning group workshops)</p> <p>Continued curriculum design & implementation Reflection on play-based programme design & fine-tuning As teachers attend PLD on play-based learning courses, sharing back at staff meetings. Observations in teams.</p>	<p>Progress Term 4 29/10 John K went with his Y5/6 coding club students to represent LBPS at the North Shore schools WeLearn conference. The Y5 students were attendees & the Y6 students ran 4 workshops for children from other schools: 2 on using Sphero robots & 2 sessions about using Makey Makey. 30/10 Digital tech students from LBC visited & ran a robotics session for a Y4/5 class, as part of the cluster schools connection. December resourcing meeting held with John K, James and Linda. This was following meetings on 22/11 with James & John & each 2020 teaching team to discuss how they might incorporate the new digital technology curriculum. Teams have specified the resources to suit their student level, e.g. Beebots, Mbots, MakeyMakey or Lego kits, and these will be purchased early 2020.</p> <p>Continued curriculum design & implementation Reflection on play-based programme design & fine-tuning</p>	<p><u>Play based learning programmes reviewed, based on research & practice.</u></p>

	Progress Term 1 During the summer break Linda attended a play-based learning conference in Napier. School professional learning group formed. Kate & Fenneke to play based/handwriting connection workshop. 27/4 Lisa to play based workshop	Progress Term 2 Linda on sabbatical, visiting Reggio Emilia. 13 – 14/5 Katherine and Fenneke to 2 day Reggio Emilia workshop.	Progress Term 3 Sharing current play based practice.	Progress Term 4 Lisa and Steve to Year 4 and Beyond play based workshop. New teams considering resourcing for 2020.	
Goal	Outcome	2019 Term 1	2019 Term 2	2019 Term 3	2019 Term 4
To build students' sense of well-being and belonging	Build students sense of well-being	Discussion re improvement areas identified within the Y5/6 T4, 2018 student survey.	Continue to promote positive interactions and develop social skills.	Continue to promote positive interactions and develop social skills.	Continue to promote positive interactions and develop social skills.
	The arts and cultural well-being are valued	Link with promoting positive behaviour, including unpacking the Long Bay Way Citizenship Guide. Co-construction of class treaties – which encourage respectful & inclusive behaviours. Encourage students to share their ideas (justify) and support each other's learning.	Teach students what to do in more challenging situations (age appropriate), e.g. I statements, responding to peer pressure. Teach students Growth Mind Set thinking.		Conduct the student well-being survey with Y5 & 6 students in term 4. Utilise survey to review practices.
		Encourage & support the arts and cultural well-being Continue with dance & drama as specialisation subjects (all year) Demonstrate value for the kapahaka group – resourcing, connections with the community & opportunities to perform		Explore options for music & visual arts specialisation	
Build student sense of belonging through encouraging participation and contribution		Review assembly format and how we celebrate success Extend the concept of manaakitanga further through incorporating student ideas. Initiate student leader group – link with the Kahui Ako student leadership (assign co-ordination to a staff member with time and a passion for developing student voice). Collect student voice & respond/develop suggestions. Maintain monitor responsibilities for senior students. Utilise House structure to strengthen across-year level connections. Maintain Buddy Class system, link more deliberately with student learning.	Continue with student leader group & building upon student ideas. Utilise leaders to welcome guests/create a welcome video. Review assembly format and how we celebrate success – for terms 3 & 4	Continue with student leader group & building upon student ideas. Each class contributes to 40 year celebration. Student leaders assist at event.	Review assembly format and how we celebrate success – for 2020 Conduct NZCER Wellbeing@School survey with Y5-6 students
Progress Term 1 4 March: Assembly format reviewed, also encouraging celebration of student success in outside of school activities, e.g. scooter champ, piano grading. Assembly leaders selected (including our Kahui Ako student reps: Mitchell, Maddy &	Progress Term 2 Assembly leaders continue with Lisa Term 2. Change of monitors to different roles. Every Y6 student still involved.	Progress Term 3 New student leader group selected to lead assemblies. Jo Patrick working with student leaders to make a welcome to Long Bay video. Kahui Ako student leaders	Progress Term 4 Student leadership opportunity developed: WeLearn student group sharing their expertise at their conference, Totara students speaking about their Metre Squared project at a 1 day enviro conference at MERC (teachers & Auckland Regional councillors present). 20/11 Totara students presented their ideas around		

	<p>deputies: Daniella & Lucy). Working with Jo Patrick (AP).</p> <p>Buddy classes organised.</p> <p>Y5/6 students contributing to school as monitors. Every Y6 student has a role, e.g. monitors for flag, bell, devices, assembly, assembly chairs, road patrol, office, wet lunch time support in junior classes, enviro, P.E gear.</p> <p>27/2 kapahaka group begins, supported by committed teaching team (Di E, Aaron, Tarina, Kathryn). Kapahaka contribute to school well-being: farewell to Shani, waiata at gatherings.</p> <p>27/3 Whanau hui held for Maori and Pasifika families – afternoon tea meeting.</p>	<p>School Kahui Ako leaders continue their contribution through meetings.</p> <p>13/6 Sport monitors assisting with Junior Cross Country</p> <p>Student suggestions collected at Maori student hui for planning the school Matariki celebration</p>	<p>promoting International Day of Charity on 5 Sept: LBPS focus charity is the SPCA: gold coin vote box (cats vs dogs) & option to wear an animal accessory.</p> <p>W7 Teacher discussion re how we celebrate success with students</p> <p>20/8 Y1-4 Junior Kapahaka hui (with Torbay Kindy & Magic Garden).</p> <p>Students contributed to 40th anniversary celebration: through art festival/ mini production.</p> <p>Student leaders showed special guests around the school.</p>	<p>environmental awareness & the Kauri petition story at the Auckland Children's forum day in Takapuna.</p> <p>28/11 Kauri students made their formal submission to the House of Parliament (see Turangawaewae update below).</p> <p>Assembly format to stay in 2020, with school pepeha to start. Reward book system kept, but will be reviewed next year.</p> <p>Di & Katherine ran the selection process for The new Kahui Ako School Student Leaders. Our 2019 leaders Maddy Purvis & Mitchell Croft (+ deputies Lucy & Daniella) were thanked for their input.</p> <p>The Kahuo Ako Manu Kura selected for 2020: Dylan Martin & Zoe Inglis, plus deputies Naomi Manu & Rueben McMenamin.</p>
<p>Develop team</p> <p>Turangawaewae units about our place</p> <p>are units about our place</p>	<p>Turangawaewae team units about our place begin in 2019 to promote a sense of belonging and guardianship for our people (their use of the land, way of life & beliefs), through class inquiry, local citizenship projects and promoting environmental awareness. Incorporating te reo & sharing tikanga Maori understandings in a culturally responsive manner is encouraged.</p> <p>Assigned geographical areas for Turangawaewae units:</p> <p>Kowhai (Y0-1): The Rocky Shore, Waiake Beach</p> <p>Rimu (Y1-2) Fresh water streams, Vaughans Stream & Homestead.</p> <p>Manuka (Y2-3) Awaruku Bush,</p> <p>Nikau (Y3-4) Long Bay Beach Marine Reserve</p> <p>Totara (Y4-5) Waiake Beach – tides etc</p> <p>Kauri (Y5-6) The Hauraki Gulf</p>			<p>Annual survey following unit completion.</p> <p>Prepare to build upon units in 2020.</p>
<p>Progress Term 1</p> <p>4 March: Turangawaewae units have begun. 11/2 Whitebait connection visited Rimu team.</p> <p>18/2 Rimu & 25 & 26/2, Nikau teams visiting Long Bay Beach to find out more about the area.</p> <p>10/4 Manuka team visit to Awaruku Bush – Turangawaewae focus.</p> <p>11/4 Riley Hathaway talk for Kauri, Totara, Nikau teams – Turangawaewae focus.</p> <p>Progress Term 2</p> <p>6/6 Maria Lubeck, Labour list politician, visited R19 as part of their petition.</p> <p>June: Sophie from Whitebait Connection working with Rimu classes.</p> <p>21/6 Rimu team to Awaruku creek with Whitebait Connection.</p> <p>24/6 Chloe Swarbrick, Greens MP, visit to R19 for interview about their petition to extend Long Bay Marine Reserve.</p> <p>1/7 Aaron and 5 students to LBC to present petition.</p> <p>4/7 Aaron & R19 handed petition to extend the Long Bay Marine Reserve to Erica Stanford (MP) to present at parliament</p> <p>Progress Term 3 Turangawaewae related trips:</p>				

	<p>1/8 Kauri team to Kelly Tarltons</p> <p>1-2/8 Rimu team to Waitakere Transfer Station to learn about how recycling and waste management can protect waterways.</p> <p>29/7 & 1/8 Nikau team to Mangere Mountain Education Centre</p> <p>8/8 Totara team to Maritime Museum</p> <p>Totara team teachers have met with the organisers of the meter squared citizen science programme – will be conducting their rocky shoreline research at Waiake Beach</p> <p>15 & 16/8 Rimu team worked with Watercare, & celebrated Watercare's 100,000th student in the programme with them (Watercare provided a decorated cake) Aaron Joyes & R19 have created a LBPTV movie around the Maori story of Waiake Beach, linked with care and guardianship of the Hauraki Gulf – including the development of the petition to parliament to extend the Long Bay Marine Reserve to include Waiake Beach. The LBPTV movie, Te Hikoi o Tangaroa Taniwha, https://lbptv.blogspot.com/p/tanaga.html has been submitted to the Outlook for Someday young people film competition that connects with sustainability. As part of the petition project the class made connections with representatives from the Labour, Green and National political parties, as well as with Hauraki Gulf Forum group and Steve Hathaway from Young Ocean Explorers.</p> <p>Aaron, Miranda and representatives from R19 (Ryan T, Eryn, Carys, Emily F) shared their project as Young Voices at the Hauraki Gulf Forum conference on 27 August. Positive response to their contribution by attendees.</p> <p>Steve Hathaway has also met with Aaron and the class and is looking for opportunities to work together. The movie was shared at the W2, T3 staff meeting. We are all immensely proud of Aaron and his class.</p> <p>6/9 Manuka team to Motat</p> <p>9/9 Shanthi from Metre Squared Project visited Totara</p> <p>13/9 Totara team to Waiake Beach & working with Shanthi as part of the Metre Squared Project (monitoring the health of the Rocky Shore).</p> <p>Progress Term 4 Turangawaewae related trips:</p> <p>17/10 Aaron J & 2 students (Luke & Olivia) went to Waiake Beach to meet Pete Burling & Blair Tuke from the Emirates NZ America's Cup to share about their Tangaroa's Taniwha work to include Waiake in the marine reserve.</p> <p>17/10 Manuka team to Corban Arts Centre</p> <p>5/11 John K and 4 Totara students (Katelin, Naomi, Dylan & Zach) presenting about M² Project at MERC enviro conference.</p> <p>11/11 Fraser Dale from Auckland Zoo met with John U, the Enviro group and students of Kauri team to share about pests and animal tracking.</p> <p>20/11 Totara students presented their ideas around environmental awareness & the Kauri petition story at the Auckland Children's forum day in Takapuna</p> <p>22/11 Further Totara Waiake Beach M² Project visits discovered an invasive Mediterranean Fan Worm previously not known to be there.</p> <p>28/11 Kauri students made their formal submission to extend the Long Bay Marine Reserve to include Waiake Beach. This was the first time the House of Parliament had officially sat at a NZ Primary School.</p> <p>Members of Parliament visited the school to enable the Year 6 students to formally present their Tangaroa's Taniwha submission to extend the Long Bay Marine Reserve to include Winstones Cove and Waiake Beach. The students presented researched information on the health of the gulf and the need to restore fish stocks, reduce pollution and enable a safe and healthy place for people to enjoy in an eco-friendly way. Members of Parliament attending included our local MP Erica Stanford, Maja Lubeck and Chloe Swarbrick who provided an excellent example of cross-party support. We now await the final parliamentary decision.</p> <p>Rimu team have been working with Whitebait Connection throughout the year as they explored their turangawaewae area, Awaruku Stream. They have produced 3 murals encouraging people to be aware and look after the stream wildlife, including inanga. The murals were unveiled at a special BBQ ceremony on 13/12.</p>
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LONG BAY PRIMARY SCHOOL
Whole Child Education

Goal	Outcome	2019
To communicate to our community the LBPS values and expectations, that support well-being	The school vision and values are evident within the school environment	Review means of sharing school vision & values. Enhance visibility: display in foyer, part of T1 class citizenship units, signage, within LBPS booklet, newsletter, website etc Staff model collegiality and students get to know all teachers within their year level team.
	A learning focus supports positive behaviour management	Share with the community the Long Bay Way citizenship guidelines, sport values and expectations. Communicate the school behaviour management system; our focus on learning & encouraging students to develop the key competencies and inclusive education. Review school behaviour management – linked with values, including consultation with students/community. Parent evening regarding safe digital device use.
Promote manaakitanga (showing hospitality & an ethic of care for others)	Progress Term 1: 4 March: Establishing learning focused relationships reflecting on the Long Bay Way is covered within all classes at the beginning year.	Progress Term 1: 4 March: Establishing learning focused relationships reflecting on the Long Bay Way is covered within all classes at the beginning year.
	Progress Term 2: Netsafe ran a parent evening regarding safe digital device use (organised by John K). 30 parents attended.	Progress Term 2: Netsafe ran a parent evening regarding safe digital device use (organised by John K). 30 parents attended.
	Progress Term 3: Staff mtg re sharing the school vision & values	Progress Term 3: Staff mtg re sharing the school vision & values
	Progress Term 4: School vision & values further reviewed. Survey to go home term 1, 2020.	Progress Term 4: School vision & values further reviewed. Survey to go home term 1, 2020.
	The school is welcoming for new students and families	Review the enrolment and induction process for new families (including initial visit, preparation for NE students, documentation for international students). Complete information booklet for new families. Include school vision & values, sports expectations etc. Provide outline of the NZ education system for immigrant families (& Chinese translation). Survey new school families to develop welcome process & documents further.
	Progress Term 1: 4 March: Specific enrolment day scheduled prior to school term starting (new families shown around the school, enrolment paperwork processed so new students could go straight to class on the first day).	Progress Term 1: 4 March: Specific enrolment day scheduled prior to school term starting (new families shown around the school, enrolment paperwork processed so new students could go straight to class on the first day).
	Review of the FFP enrolment form & refining how enrolment information is passed on to staff (to assist placement & early identification of learning, support & behaviour needs).	Review of the FFP enrolment form & refining how enrolment information is passed on to staff (to assist placement & early identification of learning, support & behaviour needs).
	5/4 School Disco – community event.	5/4 School Disco – community event.
	Progress Term 2: 21 May: New enrolment form continues. Data on preschool attendance also collected.	Progress Term 2: 21 May: New enrolment form continues. Data on preschool attendance also collected.
	10/5 Great Walk for students and families and teachers to school to promote Travelwise and healthy exercise.	10/5 Great Walk for students and families and teachers to school to promote Travelwise and healthy exercise.
	School disco – community event	School disco – community event
	Progress Term 3: LBPS supported the Torbay Kindy fundraiser through hall use	Progress Term 3: LBPS supported the Torbay Kindy fundraiser through hall use
	25/9 Parents of Y5/6 students invited to an evening to share about camp (purpose, activities, planning, health & safety & a chance to ask questions). Led by Miranda and Ellis.	25/9 Parents of Y5/6 students invited to an evening to share about camp (purpose, activities, planning, health & safety & a chance to ask questions). Led by Miranda and Ellis.
	Progress Term 4:	Progress Term 4:
	12/11 Parents attended a sports meeting organised by Nikki (our sports co-ordinator) to develop ideas to encourage more students to play team sports, with a focus on girls in particular. Initiatives already undertaken from this meeting have included girls only lunch time hall time for basketball, lunch time netball fun games aimed at encouraging new players, the 11/12 teachers vs Y6 netball game to highlight the sport, selection of boys and girls who don't already play team sport for the Long Bay College cluster primary sport day (attended with Nikki).	12/11 Parents attended a sports meeting organised by Nikki (our sports co-ordinator) to develop ideas to encourage more students to play team sports, with a focus on girls in particular. Initiatives already undertaken from this meeting have included girls only lunch time hall time for basketball, lunch time netball fun games aimed at encouraging new players, the 11/12 teachers vs Y6 netball game to highlight the sport, selection of boys and girls who don't already play team sport for the Long Bay College cluster primary sport day (attended with Nikki).
	See enrolment and welcome actions above.	See enrolment and welcome actions above.
Effective communication encourages whanau to engage with student learning and support school events.	Board of Trustee elections are held. Whanau are informed of the role and encouraged to be involved (stand if able to, and to vote).	Board of Trustee elections are held. Whanau are informed of the role and encouraged to be involved (stand if able to, and to vote).
	Advertise future event dates in the newsletter & website as early as reasonable so parents can make diary arrangements (dates within that term/over next month).	Advertise future event dates in the newsletter & website as early as reasonable so parents can make diary arrangements (dates within that term/over next month).
	Review the school website	Review the school website

	<p>Promote LBPS to the wider community: Aim for 2 articles each year in local paper, the Torbay News, PTA Facebook page (account managed by AP).</p> <p>Translation of selected documentation and important messages into Mandarin (as largest ESOL ethnic group, 20% of roll). In 2019 we will utilise our Mandarin Language Assistant.</p> <p>Run specific parent evenings across the year that link with learning/school. Aim for 2 each year e.g. digital citizenship, resilience,</p> <p>Utilise Google forms to collect community feedback on specific areas / initiatives.</p> <p>Invite and involve parents in school events, e.g. kapahaka festival, Matariki, visual arts festival</p> <p>Support the PTA fundraising and community gathering events e.g. Twilight Gala.</p> <p>Demonstrate how valued our school supporters are, e.g. acknowledgement in newsletter, helper morning tea</p> <p><u>Review means of informing parents about class programmes: what should we include in team newsletters?</u> Class use of See-saw or Blogs?</p> <p>Progress Term 1</p> <p>4 March: 20/2 Goal setting evening for Year 1-6 students (84% attendance/ 85% of interviews included the student). Notice translated into Mandarin. Teachers follow up and send goals to parents who did not attend the evening. Information about the PTA & BoT (2019 is a Board election year) was provided. 19/2 PTA meeting (staff rep Lisa L & Linda attended). Fundraising events across the year scheduled.</p> <p>T1 Team newsletters shared. School newsletter format reviewed so less cluttered.</p> <p>Staff meeting re familiarisation with See-Saw. Teams have selected See-Saw or blog communication (Kauri with Blogs, rest using See-saw this year).</p> <p>25 March: Link to remaining blogs set up on website – Kauri team, Music, Kapahaka, Performing Arts, Te Reo</p> <p>BoT member reflection shared in a newsletter – to encourage nominations for 2019 election</p> <p>Progress Term 2 New Board appointed.</p> <p>19/4 Nikki, Jo, Sandy met with PTA re Fun Run organisation. Further meeting 16/6 to plan for Fun Run at end of Term 2 (Julie & Nikki staff PTA reps in T2)</p> <p>12/6 Parents invited to the Northern Bays Cluster Schools Festival, where our Kapahaka performed</p> <p>27/6 Community invited to the school celebration of Matariki (assembly, hangi & planting). Will feature in the next Torbay News</p> <p>1/7 Netsafe evening attended by 30 parents and 5 staff.</p> <p>3/7 Parent teacher conferences.</p> <p>5/7 Fun Run: organised by Nikki & the PTA. A fundraiser, with all students taking part (whether sponsored or not). Mud pits, tyre & hay towers, net crawl and water gun gauntlet. A great day, lots of whanau came along to cheer the students. Phys Ed students from Long Bay College assisted.</p> <p>Progress Term 3</p> <p>30/7 PTA meeting, focusing on the Twilight Gala (planning a fun evening & successful fundraiser that is time effective for our committed & creative PTA core team). Jo & Lisa staff PTA reps in T3. 23/8 PTA sausage sizzle. 3/9 PTA meeting</p> <p>Additional community connections made through the team turangawaewae units e.g. Hauraki Gulf Forum, Watercare, MERC etc</p> <p>20/9 PTA school disco, community event (crazy hair theme)</p> <p>Progress Term 4</p> <p>22/10 PTA meeting – focused upon the 15/11 Twilight Gala. An impressive amount of work & organisation has gone into the planning of this event. (Linda & Lisa staff PTA reps in T4). The PTA committee continued to be an absolute pleasure to work with across the full year.</p> <p>15/11 PTA Twilight Gala: a well-supported and successful community event, raising \$25,000. Wonderful core PTA team for staff to work with. (post gala review meeting on 21/11 & PTA dinner 4/12 with wine from BoT as a thank-you).</p> <p>6/12 PTA school disco: neon theme</p> <p>Community Articles in 2019</p> <p>Term 2: 22/7 Education Gazette – article about the Kahui Ako Matariki festival, Torbay news article re Kahui Ako Schools Pink Anti Bullying day</p>
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	<p>Term 3: August Torbay News articles about our schools Matariki Day & the Kauri team petition to include Waiake in the Okura Marine Reserve.</p> <p>13/8 Article in LBC newsletter featuring LBC Athlete Development Programme students who assisted in our Fun Run.</p> <p>Term 4: Julie has submitted an article about the 40th Anniversary Entry Mural – will be published in February 2020</p>
<p>* To strengthen cultural understanding and promote appreciation of other cultures represented within our school community.</p>	<p>Link appreciation with the Long Bay Way</p> <p>Continue with weekly greetings.</p> <p>Lift staff understanding of Chinese culture e.g. through Mandarin Language Assistant.</p> <p>Provide opportunity for whanau to share expertise & ideas, e.g. with class programmes, assisting with the dance group.</p> <p>Progress Term 1 Fortnightly greetings in another language (primarily reflecting ethnicities at LBPS), shared across the school.</p> <p>13/2 Our 2019 MLA (Yiqing Chen) started. Yiqing is teaching Mandarin and sharing about Chinese culture with Niakau, Totara & Kauri classes.</p> <p>Terms 1-4: Yiqing Chen continued to support with some translation to members of our Mandarin-speaking community.</p> <p>Yiqing Chen also taught a group of Mandarin-speaking students to write in Chinese calligraphy.</p> <p>Alison, a LBPS parent has assisted the office staff throughout the year with translation of community notices.</p> <p>The Chinese community contributed to enhancing our understanding too: they presented traditional dances at the Twilight Gala.</p> <p>A group of Chinese parents also prepared dumplings for the Twilight Gala and at the Community Thank-you morning tea.</p> <p>Foster whakawhanaunga tanga – the encouragement of connections between people</p> <p>Regular hui with our Maori students and with the whanau of our Maori students (least twice a year)</p> <p>Lift staff and BoT understanding, through the Maori lead teacher team and through kaumatua guidance.</p> <p>Share tikanga with the school community, e.g. explain why we follow protocols, and incorporate in community events.</p> <p>Expand our school Matariki understanding and celebration</p> <p>Begin student team inquiry units to develop a sense of belonging and guardianship of the wider Oneroa area</p> <p>Continue to strengthen the kapahaka team & increase their involvement in welcoming & special events, instilling a sense of pride & value.</p> <p>Increased use of reo in the daily life of the school, within daily conversation, at staff meetings, in communication & signage & reflected in artwork, as well as within school learning programmes and assemblies.</p> <p>Continue with te reo specialist programme. Focus on progressions for increasing depth of understanding at higher student levels and to develop a sustainability model for continuing programme over time.</p>
<p>* To strengthen the tikanga Maori understandings, and to reflect this around the school</p>	<p>Progress – Term 1 8 a.m. Wednesday Kapahaka sessions began W3. Year 1-5 students can join. Di E lead co-ordinator in 2019. Supported by the Maori lead team. Te Reo specialisation run throughout the school year (all class levels involved).</p> <p>Turangawaewae units have begun; Nikau & Rimu teams have visited Long Bay reserve.</p> <p>28/2 Aaron, Tarina & Kathryn to Kahui Ako Maori lead teacher meeting</p> <p>Tikanga and Maori protocols shared and followed as appropriate, e.g. respecting rahui tradition following drowning at local beach we postponed two trips out of respect and to allow time for whanau & police to attend the site.</p> <p>27/3 Whanau hui held for Maori and Pasifika families – afternoon tea meeting.</p> <p>Progress Term 2 Matariki staff meeting held 5/6 to start preparations for school preparations (student suggestions collected as part of Maori student hui with Aaron). Matariki celebration day planned for Thurs 27 June. Rawiri invited as our kaumatua.</p> <p>12/5 Kapahaka group performing at the Northern Bays Cluster arts festival at Bruce Mason Centre.</p> <p>21/5 Kapahaka festival at Sherwood for Y4-6 Kapahaka group (Di E and Kathryn)</p> <p>27/6 Matariki celebration day organised by Aaron and Maori team.</p> <p>Progress Term 3</p> <p>Te reo numbers added to classroom numbers across the school.</p> <p>Signs showing the correct names of the new build classes displayed: Te Ao Marama (1st floor) and Tiaho Mai (ground floor)</p> <p>14/8 Aaron to Kahui Ako Maori lead teacher meeting</p> <p>17/8 Our kapahaka group performed at the Northcross Festival</p>

	<p>20/8 LBPS hosted the Y1-4 & local ECE kapahaka festival – with Magic Garden and Torbay Kindergarten</p> <p>22/11 The full kapahaka of approx. 80 Y1-6 students performed at the North Shore schools Onepoto festival. This is a significant event in the years calendar.</p> <p>5/12 Kapahaka performed outside New World after school (New World have been supportive of the PTA & school).</p> <p>Constructive discussion with the kapahaka leads (Di E, Kathryn, Sef and Winiata) about how we can best farewell our teachers, particularly when we have more than one staff member leaving at the same time. 13/12 Kapahaka farewell for Tracey Hardey, Katherine Atken and Aaron Joyes. Two waiata and a powerful finishing haka with the senior school boys joining in.</p>
* To work alongside our cluster schools to develop practice & support student transition	<p>Connect with the wider educational community through the Oneroa Kahui Ako: sharing practice & supporting transition from ECE to Primary, Primary to Northcross Intermediate.</p> <p><i>Strategic plan for the Oneroa Kahui Ako has been developed for 2019 & beyond.</i></p> <p>Progress Term 1</p> <p>4 March: Cluster schools continue to share to develop each other's practice. Awaiting announcement of new Kahui Ako lead.</p> <p>25 March: Kahui Ako lead roles confirmed. Janet Pinchen (Glamorgan School) & Rose Neal (Oreha Valley School) will be sharing the leadership role.</p> <p>5/4 Jo attended Kahui Ako Principal's facilitated meeting to develop a new strategic direction for the Kahui Ako (shared at 21 May meeting)</p> <p>8/4 Kahui Ako meeting for WSL Di and Katherine and 2 student leaders</p> <p>Progress Term 2 6/6 Kahui Ako meeting for WSL Di and Katherine and 2 student leaders.</p> <p>17/6 Jo met with Rose and Janet, Kahui-Ako co-lead principals, re collation of complex needs Kahui Ako –wide.</p> <p>24/6 Jo to Kahui Ako principals meeting.</p> <p>A story celebrating the developing cultural connections within our Oneroa Kahui Ako featured within the NZ Education Gazette.</p> <p>Progress Term 3</p> <p>7/8 Kahui Ako Principals strategic planning day.</p> <p>8/8 Meeting complex needs workshop for representatives across the Oneroa kahui ako (Linda, Jo, Julie, Katherine & Miranda attending).</p> <p>12/8 Linda to further Kahui Ako Principals strategic planning meeting. Note: other shorter principal meetings occurred across the term, as required.</p> <p>19/8 Meeting #2 regarding complex needs (Linda, Jo, Julie & Katherine)</p> <p>Within School Lead meetings for Katherine & Di E: 26/8, 9/9</p> <p>2/9 Julie & Anne K to Kahui Ako mtg regarding meeting the needs of ESOL learners. Aim is to pool ideas to provide direction for cluster going forward.</p> <p>9/9 Linda on Kahui Ako appointment panel for Across School leads.</p> <p>Progress Term 4</p> <p>Within School leads Di E & Katherine A to Kahui Ako meetings, and for student leaders.</p> <p>Kahui Ako principals meetings continued to develop the strategic direction for 2020. The draft plan was shared with the LBPS BoT at the November meeting and Linda took the feedback to the principals group on 18/11.</p> <p>The two Within School Leads for Long Bay Primary for 2020 are Kathryn Hohaia (focusing on the Cultural Awareness Strand) and Miranda Kelly (focusing on Complex Needs). Linda will attend the Kahui Ako Wellbeing focus meetings in 2020.</p> <p>Other: Jo is a long serving member of the maths association, she assisted with running the Auckland Intermediate Mathex on 22/8</p> <p>Aaron J organises & runs our school Waterwise programme. Aaron is a member of the cluster schools Waterwise leader group, working alongside Browns Bay, Glamorgan & Torbay schools to improve the resources, programmes and training of instructors. Linda Shaw (a LBPS parent) has been appointed to train instructors. 18/10 Aaron Joyes assisted Linda Shaw with the first new instructor training session at the beginning of term 4.</p> <p>29/11 One of our Associate Principals, Jo Patrick, was presented with the prestigious NZ Maths Association Jim Campbell Award for Teaching Excellence at the school assembly (only 6 presented every 2 years). This award recognises Jo's commitment in the teaching and learning of mathematics. Among her many achievements Jo has been a numeracy facilitator advising schools, she has mentored new teachers, she is a member of the Primary Maths Association, a facilitator at their conference and a supporter of Mathex. Jo is a treasure, she willingly and humbly shares her knowledge and we are blessed to have her on our staff.</p>



LONG BAY PRIMARY SCHOOL
Whole Child Education

Development of the Physical Environment			Annual Plan		
Welcoming Environment that Promotes Learning & Well Being			Community Connections		
Goal	Outcome	2019			
To maintain and enhance the physical environment in a practical considered manner	Buildings well maintained	Annual building wash & carpet clean. Maintenance of existing features, e.g. drinking fountain upgrades. Cyclical maintenance plan updated annually for painting. Regular health, safety & maintenance checks to minimise, isolate or eliminate hazards Health & Safety committee meeting each term, and subsequent action as required			
	Development links with existing buildings & enhances use of space	Improve access ways (connecting between learning areas) Develop outdoor learning zones, consider sun shades			
	Inclusive design elements are considered	Continue to improve inclusive features across the school Completion of high dependency bathroom (MoE funded)			
	Safety & security considerations are applied	Complete blinds across the school for lock down Locking systems across new build areas match existing Replace garage tilt door for security Complete upgrade of boiler to gas (10Yr PP project)			
	Progress Safety checks part of property managers routine, including daily morning check of the adventure playground area				
To develop the classroom environments to enhance learning	Practical considerations taken into account	Progress Term 1 March report: Summer annual building wash, all carpets cleaned & staffroom furniture, school ovens and fridge. Completion of MoE funded High Dependency bathroom (by R10). Consultation with informed parent regarding wheelchair access to Rimu & Manuka team classrooms (access to office via carpark was improved In 2018). 25 March report: All spaces now have lock-down security blinds (in break-out rooms in new build). Gas boiler installed and boiler room walled in (10 yr PP)	Progress Term 2 May report: Gas boiler working – commissioning – intermittent and timer not working. Technician working on this. R10 disability toilet red/green indicators to show if in use. Drain in far field now gridded and padlocked. Covered walkway to new building completed in April holidays, also decks outside Rooms 2 and 8. New fence is in, safety fencing fixed, triangle of land fenced. June report: Gas boiler now working on timer.	Progress Term 3 Portable toilets organised for the new build classrooms in case of a lockdown. Garage tilt door replaced Awnings installed over entry to high dependency & R10 bathrooms. 23/9 Health & safety meeting	Progress Term 4 Internal painting of hall & admin area arranged for over the summer break. 2019 10 year PP projects all completed & documentation finalised.
		Progress Term 1 4 March report: Upgrade of Rooms 6 to 9 (10 Yr PP) & of R10 (MoE roll growth) completed over the summer break. This project included internal painting (walls, trim, ceiling & beams), replacement of some ceiling panels, autext wall lining in all spaces, instalment of LED lights, instalment of 2 sliding doors leading to back			

	<p>courtyard area (from rooms 8 & 9), window for visibility between rooms 8 & 9.</p> <p>Installation of sliding door in room 2 leading to their back courtyard.</p> <p>Upgrade of R10 (MoE roll growth funded) completed. Permission to occupy granted 1/3. Year 2/3 Manuka team class moving in 4/3.</p> <p>New furniture received for Totara team – storage units, high tech room tables, teacher office meeting table</p> <p>New furniture for Kauri team – 2 high student tables (trial)</p> <p>New furniture for Kowhai team - jellybean whiteboard tables and stools</p> <p>25 March mtg: furniture ordered for Rimu & Manuka teams.</p> <p>Progress Term 2 Arrival of new furniture in Rimu and Manuka teams. New decks outside Rooms 2 and 8 have been enhanced to include outdoor play areas.</p> <p>Progress Term 3 New furniture arrived for Kauri team (jellybean teacher tables, stools, e-learning tables, storage units)</p> <p>Progress Term 4 Final furniture order of jellybean table for R5 New Entrant class</p>
To enhance the outdoor spaces for learning (and incorporate aesthetic elements)	<p>Students' sense of guardianship and responsibility over the school grounds and the local environment is developed</p> <p>Student voice encouraged. Student council re-established, and sustained, to collect and develop selected student ideas to enhance the school grounds</p> <p>Encourage class inquiry and local citizenship projects (e.g. linked with science related programmes).</p> <p>Support the student Enviro group to develop ideas.</p> <p>Note: Team tūrangawaewae inquiry learning units start in 2019, with the intention that they will be taught annually and developed over the next 3 years. An annual survey will be developed to collect student impressions at the conclusion of each year's unit. These units may influence design aspects to enhance our school grounds</p>
	<p>Progress Term 1 4 March: Tūrangawaewae inquiry learning units have started. Enviro group has started, currently tidying up enviro garden</p> <p>Progress Term 3 Citizen projects linked with tūrangawaewae units: Kauri team petition to extend the Long Bay Marine Reserve, Totara teams involvement in the Metre Squared project citizen science project (monitoring Waiake Beach rocky shore sea life).</p> <p>Students worked with Julie Butler to design and paint the entrance way mural (on R1A) and to create 40 birds which will be displayed in the grounds (as part of the 40th anniversary celebration).</p>
	<p>Well-designed/ utilised outdoor learning spaces are incorporated in the school layout</p> <p>Develop the gardens, outdoor art, interactive elements, out-door classroom areas, encourage environmental awareness projects, as well as outdoor education and play based discovery areas.</p>
	<p>Develop an initial landscape plan, consider suggestions from our teacher inquiry groups, particularly Taha Maori and Play-based learning</p>
	<p>Progress Term 1 Decking to connect Kowhai & Rimu teams to their courtyard spaces has been arranged (construct in term break).</p> <p>Hicks has dug out our mud pits in readiness for the Mud Run in term 2.</p> <p>John U has mown a maze in the triangle field for the children to run around in.</p> <p>Discussion with Todd Property re reinstating the boundary fence round the triangle of land.</p> <p>Progress Term 2 Boundary fence around triangle of land now in place. Covered walkway from main block to new block now in place for ease of access.</p> <p>Decks outside Rooms 2 and 8 built in April holidays have now enabled outdoor play based learning areas to be developed in these spaces.</p> <p>Progress Term 3 Kowhai and Manuka play based learning areas enhanced with further activities.</p> <p>Spring planting in Team Green area (including strawberries), coprosma ground cover planted in garden by library (is super hardy)</p> <p>3/9 Linda & John met MoE property officer- updated site plan information & discussed potential school plans to develop the triangle field & community plant the bank by Glenvar Ridge Rd (will join the 2 bush areas as part of the North-West wildlife corridor). We await MoE response.</p> <p>Progress term 4 Linda and John have met further with MoE advisors re updating the Ministry's CAD plan for our school.</p> <p>The summer maintenance and hall/admin upgrade have been organised.</p> <p>A meeting is planned in week 10 to meet with the schools property advisor re the announced additional Government upgrade funding.</p>

Self-Review and Finance				
	Term 1	Term 2	Term 3	Term 4
Compliance	1 March roll return submitted 2018 End of Year Analysis of Variance sent to MoE on 1 March	Board election process conducted correctly following guidelines	1/7 Roll Return & supplementary questions submitted to MoE 3 day student Stand Down for misbehaviour, conducted following MoE guidelines. Out of zone enrolment process: applications opened 4/9 1/10 FFP Self-attestation code submitted	Out of zone enrolment process completed. Siblings only accepted for 2020. Linda submitted a review of the 2020 MoE staffing.
Finance	2019 Budget approved at March meeting. New photocopyier contract with Canon started in January. Preparation for Audit on 26/3 18/3 Budget holders meeting 2018 Annual Report & February finance report tabled at 25 March meeting. 26/3 Auditor visit to LBPS	21 May: Audit completed and signed off. Finance meetings and reports tabled at BoT meeting.	Finance meetings and reports tabled at BoT meeting.	Finance meetings and reports tabled at BoT meeting. Draft 2020 budget at December meeting
Review	4 March BoT meeting Strategic Plan, Annual Plan & Targets approved. 2019 Budget approved Board Succession planning Principals 2018 appraisal tabled BoT Policies Reviewed 4/3: Theft & Fraud Financial Management Financial Schedule of Responsibilities Travel, Gifts & Entertainment 25 March meeting: Uniform: review of girls skort design Admin: review of international student application sheet 25/3 BoT mtg discussion re Tomarrows Schools BoT Policies Reviewed 25/3: School documentation & Review Policy Reporting to Parents Policy Emotional & Physical Abuse Policy Education Outside the Classroom Policy Parent Teacher Association Policy	21 May meeting: PTA Constitution tabled School wide data – initial review Oneroa Kahua Ako strategic plan ratified. BoT Policies Reviewed 21/5: Protected Disclosure Act	12 August BoT Policy Review: PTA Policy Other: PTA Constitution signed Mid-year school data 2020 school term dates New Board discussion re Board processes/Code of Conduct September: Jo: Review of Bike/Scooter riding permission notice, discussed with students. Bike/scooter licences checked, system in place to easily identify those with permission. Medicine storage/systems reviewed (Lorna) BoT Policy Review: Complaints Policy BoT Governance Framework BoT Code of Conduct	11 November: Trustee Register / Conflict of Interest record BoT Policy Review: Health, Safety & Welfare Policy Crisis Management Policy 17 December: School review of class placement process & Pluto adopted School review of curriculum tracking and appraisal documentation and processes for 2020 2020 Board Work plan Draft 2020-2022 Strategic Plan at December meeting 2019 EoY student achievement data report at BoT meeting 2019 support programmes report to BoT from SENCO, Julie Butler
Board Training			Board training: Kylie to Board Chair training session.	

				James Edgoose to Trustee Property workshop. 8/8 Jan Hill from Education Group for Kahui Ako School trustees: Kylie, Linda, Ellis, Harushini, Autumn 29/8 NZSTA at Albany Primary: Kylie, Ellis, Linda 12/9 BoT finance training (Kylie attended) Fire drill	
Other	Fire drill	Fire drill			17/10 Earthquake drill followed by Fire Drill 10 yr PP projects completed and documentation finalised

Educational Terminology and Abbreviations you may find in this report				
AFL	Assessment For Learning, also referred to as Formative Assessment	MST	Mathematics Support Teacher	
AG	All of Government (purchase scheme)	NSPA	North Shore Principals Association	
ALiM	Accelerated Learning in Mathematics	NSSLA	North Shore Senior Leadership Association	
BoT	Board of Trustees	ORS	Ongoing Resourcing Scheme (MoE support provision for a limited number of special needs students)	
BT	Beginning Teacher (also called PRT Provisionally Registered Teacher)	OTJ	Overall Teacher Judgement	
CoL	Community of Learning (a cluster of schools engaged in an Investing in Educational Success project)	PAT	Progressive Achievement Tests	
CWSN	Children with Special Needs	PLD	Professional Learning and Development	
ESOL	English Speakers Of Other Languages	PLG	Professional Learning Group	
FFP	Foreign Fee Paying Student	PMA	Primary Maths Association	
IEA	Individual Employment Agreement	PRT	Provisionally Registered Teacher (often a beginning teacher)	
Kahui Ako	Another name for COL. Oneroa Kahui Ako schools are Long Bay College, Long Bay Primary, Torbay, Glamorgan, Oteha Valley, Northcross, Sherwood.			
LBC	Long Bay College	PTA	Parent Teacher Association	
LBPS	Long Bay Primary School	RTLB	Resource Teacher of Learning and Behaviour	
MLA	Mandarin Language Assistant	SAP	Safety Action Plan	
MoE	Ministry of Education	SENCO	Special Education Needs Co-ordinator	
		SLT	Senior Leadership Team – Principal and Associate Principals	
Te Reo				
kaitiaki	English translation			
manaakitanga	Caretakers			
tūrangawaewae	Place where one has the right to stand - place where one has rights of residence and belonging through kinship and whakapapa.	Māori dictionary defines manaakitanga as 1. (noun) hospitality, kindness, generosity, support – the process of showing respect, generosity and care for others. Literally tūrangawaewae means ‘standing place’, and wae wae ‘the feet’, thus it is most commonly translated as ‘a place to stand.’ Not only is tūrangawaewae an acknowledgement of the place one is connected to through whakapapa – our foundation, place in the world, or home; it also signifies a place where one feels empowered or connected. Feeling and being connected – to our earth mother Papatūānuku, and to ngā tāngata katoa (people)		
whakawhanaungatanga	Building relationships through shared experiences	Whanaungatanga is about relationships through shared experiences where we work together with our learners to develop a sense of belonging. It is also about connecting to one another as whanau developing our relationships with one another through whakawhanaungatanga - the process of getting to know one another		

Long Bay Primary Kiwi Sport report for 2019

In 2019 Long Bay Primary received a total of \$6328 (GST exclusive) funding designated for Kiwi Sport.

The funds received have been used to meet the aims of the Kiwi Sport initiative, which are to;

- Increase the number of school-aged children participating in organised sport
- Increase the availability and accessibility of sport opportunities for all school-aged children.
- Support children in developing skills that will enable them to participate effectively in sport.

In order to meet these aims we utilised our Kiwi Sport funds in the following way:

During 2019 we continued with our employment of a teacher as our school sports co-ordinator. This role included promoting physical activity, supporting teacher development, co-ordinating school sport activities (water safety, sport sessions and school sport days such as athletics and cross-country) and managing our sport team organisation. Our sports co-ordinator also ran specialist PE sessions, with every class taking part in planned skill development at some stage of the year.

A number of outside providers were asked to deliver programmes during school hours, these included:

- Cricket - East Coast Bays Cricket Club - (4 sessions)
- Tennis taster sessions followed by lunchtime tennis - Akshay Ashok - Game Plan Sports Management
- Football - Football for Children - taster sessions followed by lunchtime football
- Rippa Rugby - Football Kidz (Chris Bryson) - taster sessions followed by lunchtime rippa
- Basketball - Breakers Basketball - for Totara and Kauri teams - (4 sessions)

The following activities were offered free to students during lunchtimes:

- Dancing
- Badminton
- Dodgeball competition

Interschool opportunities:

Teams were sent to the following interschool tournaments. These generally target students from Years 4-6.

TERM 1	TERM 2	TERM 3	TERM 4
Swimming - Northern Bays 4 schools Swimming - North Shore Schools	Cross - country - 11 schools Badminton at Harbour Badminton Forest Hill	Winter sports day at Kristin School. Football (Year 5/6) - 11 schools	Athletics - 11 schools at Kristin School.
	Hosted by Long Bay Primary at Long Bay Regional Park	Football tournament hosted by Long Bay Primary and representatives from ECB Football at East Coast Bays Football grounds	

Sports opportunities - outside of school hours:

These teams are put together by our sports coordinator and are coached / managed by members of our community - parents, grandparents & students from Long Bay College.

Basketball	Years 1 - 6	Terms 1-4
Flippa ball	Years 2 - 6	Terms 1-4
Netball	Years 1 - 6	Terms 2 - 4
Hockey	Years 1 - 6	Terms 2 - 4
Rippa Rugby	Years 3 - 6	Terms 2 - 3
Touch Rugby	Years 1 - 6	Term 4

We once again entered a team into the Weetbix Tryathlon held at Manly Park, Whangaparaoa.

We worked with our PTA to run a Mud Fun Run at the end of Term 2 - both as a fundraiser and to encourage our students to be active.

We actively promote participation in sports both within school hours and in sports teams out of hours as outlined above. In addition to this our school physical education programme includes regular physical activity sessions based on building not only cardiovascular fitness but also agility, speed, strength, eye-hand and eye-foot coordination. The junior school participated in the Perceptual Motor Skills programme regularly over the course of the year to develop / improve spatial awareness, co-ordination, balance and eye-tracking. Some of the areas syndicates focused their physical education sessions on were:

Term 1

- Gymnastics
- Waterwise programme at Waiake beach - Year 6
- Swimming lessons at Northern Arena - Years 1-5
- Swimming sports day at Northern Arena - Years 4-6

Term 2

- Running - cardiovascular, strength, endurance.
- Cross country
 - Years 1-3 at Long Bay Primary
 - Years 4-6 at Long Bay regional park

Term 3

- Jump Jam
 - Including a special Jump Jam session raising funds for Star Jammers, a charity event run nationwide that provides performing arts opportunities for young people with disabilities.
- Skipping
- Throwing and Catching

Term 4

- Athletics
- T-Ball
- Year 1-3 athletics day
- Year 4-6 athletics day

- Waterwise - Year 6 (including snorkeling as well as developing water confidence, kayaking and sailing)
- Introduction to waterwise - Year 5 - one day only

We have maintained and upgraded the equipment available for student use both at lunchtimes and during planned physical education sessions, to allow teachers to deliver quality sessions with reliable equipment.

At Long Bay Primary we encourage our students to try sports out, participate with enthusiasm and develop a strong sense of fair play and sportsmanship. Our hope is that students at Long Bay Primary will develop a life-long enjoyment of sport and physical activity.

Report prepared by L. Barton, School Principal & N. Douglas, sports coordinator, December 2019