

# ***Finlayson Park School***



## **Annual Report 2017**

## **Analysis of Variance**



FINLAYSON PARK SCHOOL



**FINLAYSON PARK SCHOOL  
CHAIRPERSON'S ANNUAL REPORT 2017**

**Evaluative Report of School Aims & Objectives**

I wish to acknowledge the committed and enthusiastic teaching staff of our school and their involvement in all extra-curricular activities which have enhanced our school's community and the broader learning opportunities for our students. Thank you to our supporters and involved Board members and to all the support staff also who assist with making our school a trail blazer for the many "wrap round" programmes that have been undertaken. From a whole Board's perspective, we consider ourselves extremely fortunate to be guided by a visionary Principal who takes a holistic view of the 'schooling community'.

We have always promoted balanced learning programmes for our students and staff have used the NZ Curriculum, Finlayson Park School Curriculum, Te Marautanga o Aotearoa and specifically compiled schemes for each Language Unit to ensure this happens. Our school's underlying principles are based on those in the NZ Curriculum and the chosen values, perceived to be most important by our schooling community after in-depth consultation were implemented.

**Our school's 4 C's encompass these values:**

- Common Sense
- Consideration
- Cooperation
- Courtesy

**Student Achievement**

Research shows that it takes 3-4 years of teaching in English for our multicultural second language learners to show the achievement levels of English speaking first language students (with Early Childhood experience).

**Special Needs**

The many special needs students in our school are very well catered for. All are on specialist programmes e.g. RTLB, ORRS, RT Literacy, RT Deaf, and Language Therapist, Physiotherapist, withdrawal groups, SWIS and Counsellor programmes and ESOL support. Achievement levels of these students have all shown progress at their own rate. Much funding was set aside to provide targeted programmes to cover our needs - valuing the "whole wellbeing of the child" approach and whanau engagement. Numbers of students in these categories have escalated over 2017.

**Personnel**

We have continued to employ high quality staff and staff turnover remains low. This is an indication of what may be considered a 'happy and supportive' work environment.

The Principal, Senior Management team and Board members are all like-minded and recognise the importance and benefits of professional development. Whole-school needs-based professional development is undertaken to strengthen Teacher knowledge. It was pleasing to see staff take on all professional development with enthusiasm and implement new learning within their classroom environment.

Professional development funding was used to strengthen teaching skills as well as leadership skills. Board members also accessed funding for their specific needs development.

**Finance**

The annual budget is monitored closely by the Principal and Treasurer and all Board Members receive monthly updates. The Principal, Treasurer and Executive Officer liaise regularly on monetary matters. This has resulted in well managed finances which have been overseen by EDTECH on a Termly basis. Our Executive Officer is extremely competent and knowledgeable in all financial matters.

## **School Self Review**

This year our Board members and Senior Managers have continued to review our achievement levels and inform our community regularly. We have reviewed policies and financial support to ensure our school continues to be supported in the right areas. With five different language learning pathways it is essential that our self-reviewing is ongoing to ensure all levels of support are available to staff to maximise learning.

## **Multi-Cultural needs of Students**

Total Immersion Maori, Bilingual Maori, Samoan Bilingual and Tongan Bilingual Language Units and Nga Hau e Wha have continued to strengthen and accomplish learning pathways that suit our multicultural ethnicities. Our Total Immersion Unit Te Huringa bases their curriculum on the Te Marautanga o Aotearoa Curriculum document. Whanaketanga PANui and Te Reo for Te Huringa and Te Roopu Reo Rua has continued to be supported by University of Auckland facilitators on a Ministry of Education contract. Continuing staff development was undertaken in the use of Maori, Tongan and Samoan Assessment tools.

Te Reo Maori continues to be a high priority of learning for all staff. Weekly units of Te Reo learning have been implemented and free weekly Te Reo Maori classes are available for staff and community.

At least one paper in Bilingual Education University study is an expectation for all staff. This year three teachers were enrolled. 3 Teachers began their first year of TESSOL study. This brings the total Teachers trained or in training to 25.

## **Parent Participation**

Our Health Promoting School & Home / School Partnership programmes have continued to strengthen relations with home / school and students. Parents have been involved in a variety of activities:

- School trips and camps
- Health Education consultation
- Curriculum based knowledge hui
- Team hui on a wide variety of learning / information topics
- Team open mornings / Assemblies

We have continued to offer free Adult Learning programmes with funding from a variety of funding agencies. These modules cover Adult Literacy, Study skills, Numeracy, Computer studies, Te Reo Maori, ESOL, Budgeting and Job Skills programmes. The aim being most support & assistance for the children's learning at home.

Programmes for students with special needs have been inclusive of parents which has opened the door for those parents who do not usually engage with school e.g. RTLB, Counsellor & Social Worker programmes, social skills and values education (Kiwican).

## **Specialist Programmes**

All programmes planned for 2016 were continually evaluated to ensure outcomes were successfully reached. All specialists employed by our school continued to assist students / staff to a high degree. Regular written reports to our Board of Trustees have kept us all well informed on the progress and outcomes of these.

Along with these specialist employees we have had the services of a Public Health Nurse, Speech Language Therapist, Advisor for the Deaf, and other support agencies. This specialist support has been fully utilised and have resulted in our students becoming more engaged in their learning environment. Involvement in the Rheumatic Fever Programme (in school) has been an excellent add on to continued good health monitoring for our students.

We have completed three years of the Arrowsmith Neuroscience Programme with twenty students. Our two specially trained teachers have implemented this very intense programme and results have been extremely significant for every student in this programme.

**Resources**

Many programmes and equipment have been provided to enable the “wrap around” education systems we have in place.

**Environment**

Many improvements in buildings and grounds have been completed. Refurbishments and additions. Maintenance of grounds and buildings has been ongoing.

**General**

The school is managed and lead very capably by our Principal and her Senior Managers and we feel very confident in their professional guidance and willingness to share their learnings and knowledge which benefits the Board greatly.

We are also heartened by the fact that we have been host to a number of national and international dignitaries again this year. There has always been huge interest in the successful operations of our school and the uniqueness of our philosophies of nurturing first languages and bilingual learning. Also the extensive wrap-around services we offer our students and whanau.

Our Board of Trustees elections gained one new member and all have worked together very capably. We have been blessed with high quality members who have supported each other and the school well. Thank you to them all again for their support and willing involvement.

The Board, Principal and staff continue to serve the school with enthusiasm and commitment. We remain open to possibilities of improving practice, but are proud of the job achieved thus far.

**Signed:**                      **Jaylene Ball**                       **Date:** 22/02/18.  
**Chairperson Finlayson Park School Board of Trustees**

**Shirley Maihi**                       **Date:** 22/02/18.  
**Principal**

# Analysis of Variance Reporting: Writing



<b>School Name:</b>	Finlayson Park School
<b>School Number:</b>	1275
<b>Strategic Aim:</b>	All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement.
<b>Annual Aim:</b>	To increase the number of students achieving at or above for Writing.
<b>Target:</b>	At all year levels, to move 70% of the students who are working 'below expectation to at/above by the end of the year.
<b>Baseline Data:</b>	<p>Analysis of school-wide writing data in November identified that a significant group of students are still working below expectation. The year groups that stood out as a target group for 2018 are as follows: Year 3, 38 (33%), Y5, 38 (33%), and Year 7, 40 (43%).</p> <p>Analysis of the data also indicates:</p> <ul style="list-style-type: none"> <li>• Boys' achievement remained consistent from last year 74% to this year 73%.</li> <li>• Maori' achievement has dropped slightly from last year 76% to 74%.</li> <li>• Writing programme support for teachers where students transition from Years 6 to 7.</li> <li>• Changes to the way the writing programme is planned and delivered so that extra time and expert support is directed on the learning needs of targeted students.</li> </ul>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Up-skill teachers to analyse their class data and to identify students working just below expectations.</p> <p>Interventions are put in place for target groups which are monitored regularly.</p> <p>Analyse school wide writing information and tracking the student progress of all teams.</p> <p>Professional development is ongoing for all staff and especially for the PCT's.</p> <p>Writing groups are formed. 5 – 6 students (needs based) are seen 4 times a week, 25 minute sessions with the literacy group.</p> <p>At the end of the year, data is collected and analysed by the literacy leader to decide on the direction for 2018.</p>	<p>Teachers using the school Literacy tool box and the FPS writing indicators as a point of reference to support writing practice.</p> <p>Effective teacher modelling of what high expectations, what 'good' writing looks like and what writers need to do to achieve them.</p> <p>Writing improved – teacher knowledge and planning for learning.</p> <p>All Year 1 and 2 students met the standard for 2017.</p> <p>Begin data show that the Year 3 (17%) and Year 7 (5%) made the lowest gains although a significant shift of over a third of the students Year 3 (66%) and Year 7 (59%) made At and Above expectations.</p>	<p>Teachers hold high expectations for student achievement in writing.</p> <p>Students are independently selecting writing and learning tasks that will engage and motivate innovation.</p> <p>Students are exposed with high quality writing and regularly discussing these examples with them.</p> <p>Teacher to student 'feedback' that focuses on the process and the product.</p>	<p>To improve the standards (content) of Writing which includes both surface and deep features.</p> <p>To increase the teachers' knowledge and skills for teaching Writing through professional development.</p> <p>A focus on student goals and where to next for learning which needs to be explicit and clearly understood.</p>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>• Provide professional development across all year levels.</li> <li>• Provide in class support especially for those students in Years 3, 5 and 7 that are working below expectation.</li> <li>• Set up professional learning groups where teachers are able to share 'best practice' and are able to support each other.</li> <li>• To support writing moderation twice per term in all teams.</li> <li>• Analyse school wide writing information, tracking the student progress of all teams.</li> </ul>			

# Analysis of Variance Reporting: Reading

School Name:	Finlayson Park School	School Number:	1275
Strategic Aim:	All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement.		
Annual Aim:	To increase the number of students achieving at or <i>above</i> in reading.		
Target:	At all year levels, to move 70% of the students who are working 'below expectation to at/above by the end of the year.		
Baseline Data:	Analysis of school-wide reading data in November identified some concerns at Year 1/2. While the data showed respectively 37% and 45.8% of students were at/above expectation, further analysis showed that most of the students had limited or no pre-school education. At Y 1/2 students are learning to read and have to make large gains to reach national standard expectation.. Analysis of assessment results showed as the demands of reading increases, students become more at risk of not meeting expectations.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>1. Discussed data with senior staff and determined the particular learning needs of target students.</p> <p>2. Monitored the progress of target students through termly collection of reading graphs/ team minutes/mid year snap shot/teacher appraisal discussions.</p> <p>3. Student/ parent voice was used to determine goals at the 3 way conferences: all students had a literacy goal.</p> <p>4. Literacy leader was involved in PD for new/ beginning teachers: The Literacy Tool Box</p> <p>Inclass support for reading- both teachers/students/ PLG across year levels/PLGs within teams.</p>	<p>The analysis of the end of the year data:</p> <p>Y1 - 37.5%</p> <p>Y2 - 45.8%</p> <p>Y1 and Y2 showed some gains in levels of achievement in reading however they did not meet the target of shifting 70%.</p>	<p>All students made gains from their starting point. However the Y1/2 students did not reach 70% target set by FPS. The transition into Year 1/2 brings with it a significant step up in terms of demands to read. Students are expected to read and comprehend increasingly and challenging text. We at FPS monitor students reading results closely and support teachers by providing professional development/resources/extra support.</p>	<ol style="list-style-type: none"> <li>Individual students were identified, with teachers using the data to include the at risk learners in their appraisal goals. This had a significant impact on the success of individual student achievement levels and needs to be continue next year.</li> <li>Most parents take the opportunity to work alongside the teacher and support student learning by attending 3 way conferences- goal setting opportunities.</li> <li>Regular monitoring of at risk learners at team meetings will continue across all teams next year.</li> <li>Professional development in reading will continue to be a focus on Y2/3 students.</li> </ol>



### Planning for next year:

- Continue the good practice of PLGs across year levels.
- Continue to target small group teaching with T.A
- Continue to include target specific groups into performance appraisal.
- Ensure greater engagement of parents in learning programmes.
- Initiate the model of Accelerated Literacy Learning at the beginning of the year with a focus on Reading.

# Analysis of Variance Reporting: Mathematics

<b>School Name:</b>	Finlayson Park School
<b>School Number:</b>	1275

<b>Strategic Aim:</b>	All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement.
<b>Annual Aim:</b>	To increase the number of students achieving at or <i>above</i> in mathematics.
<b>Target:</b>	At all year levels, to move 70% of the students who are working 'below expectation to at/above by the end of the year.
<b>Baseline Data:</b>	It is pleasing to note that analysis of school-wide mathematics data in November indicates that the target of moving 70% of students across all years was achieved. Regular monitoring, robust discussions, engagement in the DMIC PLD and moderation of assessment were some of the factors that led to our success story.

## Planning for next year:

- Continue the good practice of PLGs across year levels.
- Continue to target small group teaching.
- Continue to engage in the DMIC PLD.
- Continue to include target specific groups into performance appraisal.
- Ensure greater engagement of parents in learning programmes.

Te Huringa Rumaki Reo – Finlayson Park School

Wāhanga 1- 4 2017 Pāngarau – OTJ's Te Waharoa Ararau

This data shows the percentage and numbers for 131 students.

Manawa toa	Manawa āki	Manawa ora
Exceeding national expectations	Progressing towards expectations	
Achieving national expectations	Requires a modified program to achieve expectations	

**Goal:** All students will make increased achievement and progress according to their ability and with high quality teaching programs.

**Target:** By the end of the year, all classes in Te Huringa will move 70% of ākonga at Manawa āki and Manawa taki to working at Manawa ora or Manawa toa in Pāngarau.

Taumata Tau	Total Te Katoa	Begin – Wāhanga 1				End – Wāhanga 4 / 2017				Target Achieved	
		Manawa Toa	Manawa Ora	Manawa Āki	Manawa Taki	Manawa Toa	Manawa Ora	Manawa Āki	Manawa Taki		Manawa Ora/Toa
Tau 1	13% 18	4% 5	5% 6	3% 4	2% 3	8% 11	5% 6	7% 9	2% 3	11% 15	✓
Tau 2	12% 16	4% 5	5% 6	2% 3	1% 2	8% 11	5% 7	5% 7	1% 2	11% 14	✓
Tau 3	13% 18	2% 3	7% 10	2% 3	1% 2	10% 13	6% 8	6% 8	1% 2	12% 16	✓
Tau 4	13% 17	3% 4	4% 5	4% 5	2% 3	7% 9	5% 6	5% 7	3% 4	10% 13	✓
Tau 5	9% 12	1% 2	3% 4	2% 3	2% 3	5% 6	3% 4	5% 6	1% 2	8% 10	✓
Tau 6	11% 14	4% 5	5% 7	1% 2		9% 12	5% 7	5% 6	1% 1	10% 13	✓
Tau 7	11% 14	4% 5	5% 6	2% 3		8% 11	5% 6	5% 7	1% 1	10% 13	✓
Tau 8	18% 24	5% 6	7% 10	6% 8		12% 16	7% 9	8% 11	3% 4	15% 20	✓
Totals	100% 133	26% 35	41% 54	23% 31	10% 13	67% 89	40% 53	46% 61	13% 18	86% 114	✓

**Successes:**

- \*Targets in all classes and year levels achieved
- \* Shift from 89/133 or 67% at beginning of year to 114/133 or 85.7% at Manawa Ora/Toa
- \*There are no students at Manawa Taki at the end of the year.

**Professional Development:**

School Pāngarau Leader, Team Representative in Pāngarau and Pouārahi: Cater for PCT and Kaiako needs

**Areas of Concern:**

- \*In 2018, Year 5's will be a target group to focus on. \*On observation it has been noted that Maths resources are not being fully utilised, why is this?

**Our next steps are to:**

- \*Monitor the use of Maths resources. \*Activities shared during TH hui using Maths resources. \*Identify hotspots and cater for these learning needs. \*Ongoing discussions and sharing ideas during team hui, feedback, feed-forward... \*Share and discuss in team hui how can we innovatively use

## Key Targets - 2017

### Strategic Aim

Develop the proficiency of all students in Te Reo Maori achievement through high quality oral language teaching and learning programmes.

### Te Reo Maori

- Students' progress in aromatawai a-waha will be measured through pre and post-tests. Years 1-6 students will be tested using the 'Kia Tere Tonu' assessment tool. Years 7-8 students will be tested using the 'Takapiringa' assessment tool.
- Teachers will promote the use of Te Reo Maori through specialised Nga Toi programmes and the integration of ICT learning tools and media.

### Kia Tere Tonu Data 2016

(only students who have been tested for both tests)

Akomanga	Level 1 (0-8 Kupu) Timata	Level 1 (0-8 Kupu) Mutunga	Level 2 (9-16 Kupu) Timata	Level 2 (9-16 Kupu) Mutunga	Level 3 (17-24 Kupu) Timata	Level 3 (17-24 Kupu) Mutunga	Total Students
TRRR1	13	8		5			13
TRRR2	23	2		17		4	23
TRRR3	16	3	4	17			20
TRRR4	15	3	5	15	3	5	23
TRRR5	14	2	4	12	2	6	20
TRRR6	20	5	3	12		6	23
TRRR7	13	2	11	17		5	24
TRRR8	10	1	9	11	5	12	24
TRRR9	7		9	9	6	13	22
	131	26	45	115	16	51	192

### Kia Tere Tonu Data 2017

(only students who have been tested for both tests)

Akomanga	0 Kupu Timata & mutunga		Level 1 (1-8 Kupu) Timata	Level 1 (1-8 Kupu) Mutunga	Level 2 (9-16 Kupu) Timata	Level 2 (9-16 Kupu) Mutunga	Level 3 (17-24 Kupu) Timata	Level 3 (17-24 Kupu) Mutunga	Total Students
TRRR1	2	1	5	7		5			7
TRRR2	15	1	6	21		17		4	21
TRRR3			20	8	1	9		1	21
TRRR4	2		4	2	2	2		4	8
TRRR5			13	7	5	11	2	2	20
TRRR6	1	1	15	12	3	6			19
TRRR7	2	1	14	1	4	12		6	20
TRRR8			6	2	12	5	2	13	20
TRRR9			7	1	11	6			18
<b>TOTAL</b>	<b>22</b>	<b>4</b>	<b>90</b>	<b>61</b>	<b>38</b>	<b>73</b>	<b>4</b>	<b>30</b>	<b>154</b>

## Evaluation

- At the beginning of term 1 and end of term 4 all Year 1-8 students were tested and baseline data gathered using either the 'Kia Tere Tonu' assessment tool.
- Data was based and measured on the 'Kupu' component of Kia Tere Tonu assessment tool.
- Findings show growth and steady movement across all levels in Te Roopu Reo Rua.
- Teachers were be provided with professional development in using the assessment tool 'Takapiringa' however no students achieved this level to be assessed.
- Two moderation meetings were conducted to ensure consistent methods of testing and analysing data were applied.
- A weekly focus on at two kiwaha were introduced by Teachers introduced and their application in every day situation was taught as a direct act of teaching.
- Opportunities were provided for students and teachers to celebrate Te Reo Maori, e.g. pohiri, a team marae visit, promotion of Te wiki o te reo Maori, a Matariki event and the incorporation of digital applications into classroom programs. The success of these opportunities were based on formative assessment methods i.e. Whanau feedback, collaborative teacher evaluations, student voice and leadership observations.
- Senior Leaders monitored the implementation of Te Reo Maori in classroom programs by walk throughs, monitoring teacher planning and instructional coaching.
- Teachers did not engage in any Te Reo Maori PLD to improve their proficiency in Te Reo.
- Teachers competence in the performing arts has improved by collaborating with more capable members of the team through planned waiata sessions and utilization of our Te Reo Maori performing arts resource i.e. Teacher aide.



**OLT Team Strategic Goals 2017 Evaluation**

English Writing	Aganu'u Fa'aSamoa (Samoan Traditions)
29 students are working <b>BELOW</b> their expected achievement level.	20, Year 8 students will be at <b>Level 5</b> by the end of 2017
<ul style="list-style-type: none"> <li>Team Strategic Goal 1 for 2017: achieved</li> </ul>	<ul style="list-style-type: none"> <li>Team Strategic Goal 2 for 2017: achieved</li> </ul>
70% of the 29 students working <b>BELOW</b> will be <b>AT/ABOVE</b> by the end of 2017.	100% of the 20 Year 8 students will be <b>ABOVE</b> their expectation by the end of 2017.
<b>Outcome Results:</b> 100% of the 29 students' data is evidently showing working <b>At/Above</b> the English writing expectation.	<b>Outcome Results:</b> 100% of the 20 Year 8 students' data is evidently <b>AT Level 5</b> of the Taiala Curriculum Document (M.O.E)

**End of Term 4 2017 Data Analysis:**

<b>English Writing</b>			
<b>Assessment Tools: FPS Indicators/Samples</b>			
<b>Total: AT/ABOVE=51 students</b>			
Year Levels	above	at	below
Year 5	0	15	5
Year 6	2	10	3
Year 7	0	10	0
Year 8	0	14	2
<b>Total:</b>	2	49	10

<b>Aganu'u Fa'aSamoa-Level 5</b>			
<b>Assessment Tools: Formative/Summative/Surveys</b>			
Year	above	at	below
Year 8	20	0	0

**Recommendations:**

- To continue Aganu'u Fa'aSamoa Curriculum across the Year Levels 1-8. Continuation of the Taiala Curriculum Document Professional Development for all OLT staff.
- Ensure intense explicit programs are set to assist lower level learners in Samoan/English literacy.
- Individual teachers to give more targeted teaching support from specialised Samoan/English literacy teachers within the team. (Tradic discussion and PD within our team).
- Engaging and collaborating with the community by planning and organising Samoan/English literacy workshops. (3 way conferences, parent helpers, fauau fonu, consult and liaise with specialised Samoan language experts).
- Data collected by individual teachers, roll books will be evaluated termly.
- Coaching and Mentoring P.L.G hubs - Facilitators within the team.
- Teacher and Parent mini workshops during the year.
- Moderation of formative and summative assessment of student's achievement.
- Innovate with the teacher aides to strengthen cultural empowerment.

Fa'afetai lava

OLT Team 2017



## Sia Mo'ui – 2017

### Strategic Aim:

Students of Sia Mo'ui will develop their ability, skills and experience to use the Tongan Language appropriately and reasonably accurately to communicate meaningful messages according to the indicators of their reading, speaking and writing levels and classification.

### Goals for 2017:

- Develop Tongan Gloss assessment maths: Interview 1-4, 2017
- Use Tongan language reading indicators to show progress in 2017.
- Use newly developed Tongan assessment gloss test to show progress in 2018.

### **Goals 1 – Achieved – Tongan Gloss assessment maths develop: Interview 1-4**

- *Assessment tool –Tongan gloss assessment maths have been developed in collaboration with all Sia Mo'ui staff and the use of resources: NZmaths gloss assessments.*
- **Goals 2 – Achieved – Tongan Reading Indicators Progress:** *Tongan Reading Indicators to show progress. SM team have started to use the Tongan Reading Indicators to moderate the students' Tongan reading language. We can now see the students' progress. Tongan IPI and Tongan PM bench mark is yet to be developed.*

LEVELS	Working towards		At		Above		Total	
	Mid	End	Mid	End	Mid	End	Mid	End
Yr 1-8	46	13	24	32	14	39	84	84

- **Goal 3 – Not Achieved – Sia Mo'ui Tongan Gloss test trialled.** *Trialling of Tongan gloss assessment test was not done due to gloss assessment tool just finished and it's too late for testing.*

### Recommendations for 2018

- Develop Tongan IPI and PM benchmark for 2018
- Trialling new developed Tongan gloss maths assessment test in Term 1 2018 and to show progress by the END of 2018.





# FINLAYSON PARK SCHOOL

"Blessed with Bilingual Brains"

## Kiwisport Report 2017

85 John Walker Drive,  
MANUREWA 2102,  
Auckland, N.Z.

Telephone: 0-9-266 5558  
Facsimile: 0-9-267 3332

**Funding: \$13,573.00** (Gst exclusive)

### **Use of Funding:**

- Purchase of extra sports equipment for School Sports and Physical Education programmes.
- Transport to Interschool Sports.
- Interschool (AIMS Games) resources.
- Sports Uniforms.
- Sports Coach / Dance Specialists assistance

All senior pupils (Year 5-8) benefitted from these programmes.

**Total Funding Used: \$13,629.21** (Gst exclusive)

  
S.J. Maipi QSM  
Principal

**BOT Information**

Finlayson Park School 31/12/2017

Name	Position	How position	Occupation	Term Expires
Jaylene Bail	Chairperson	Elected May 2016	Office Worker	April 2019
Lin Sauer	Deputy chair	Co-opted June 2016	HIPPY Coordinator	April 2019
Joanna Long	Secretary	Co-opted June 2016	HIPPY Tutor	April 2019
Silomua Tuilimu	Parent Rep	Co-opted June 2016	Parent Rep	April 2019
Emi Tagoai	Parent Rep	Elected May 2016	Teacher	April 2019
Shirley Maihi	Principal			
Tipelu Tipelu	Parent Rep	Elected May 2016	Parent Rep	April 2019
Lupeni Vea	Treasurer	Elected May 2016	Parent Rep	April 2019
Raewyn Lawson	Parent Rep	Elected May 2016	Probation Officer	April 2019
Sumithra Naidoo	Vice Principal			April 2019
Indra Thomas	Deputy Principal			April 2019
Valay Raman	Staff Rep	Elected May 2016	Teacher	April 2019