



Te Ara o te Ra

*Developing
academically strong, culturally centered,
socially resilient, physically confident learners
who understand they can make a difference in the world.*

Flanshaw Road School
"Growing Leaders Of Tomorrow"

ANNUAL PRINCIPAL'S REPORT - 2022

Kia mahi tahi tatou I tenei

Let's do this together

This report is a summary of what has been another unprecedented year. It has been a year that again has been dominated, one way or another, by COVID variances. We started the school year at Red Level which did mean schools were open for instruction. This was not how I expected the school year to commence. The Education sector, like many sectors, has become a somewhat unpredictable. It has meant that this year we have needed to be flexible and adaptable. We became very familiar with the COVID-19 Protection Framework and we were updating it, and informing our staff and whanau, as the requirements changed.

At the beginning of the year the *He Pitopito Kōrero* Bulletin for School Leaders were arriving in my email inbox twice a week. The Bulletins were packed with information to be digested. The information from the Bulletins guided our response to the challenges we were encountering.

TERM 1:

The beginning of 2022, for teachers and staff, was all about reconnecting with each other. Our first 'Teachers Only Day' was focused on teacher's hauora, reconnecting and being challenged. In relation to our school vision - the day focused on teachers being socially resilient and physically confident. We started, as we have in the past, by joining in the school karakia as we stood around the pou. We stayed out west – driving to Murray Jones Reserve, Riverhead, to be greeted by Andrea from Corporate Challenge Events. Corporate Challenge Events had tailored an event for us –based on the TV show Survivor. The teachers were in teaching teams to complete a number of tasks. The goal being to become the victorious tribe. The tribes had to be strategic, employ team work, plan, be competitive, demonstrate leadership, communicate and have fun. Following the set challenges we adjointed to a local Riverhead café to debrief and enjoy lunch together.

The beginning of 2022 was also about determining key goals for 2022 in each of the vision statement areas – academic achievement, cultural centredness, social resilience, physical confidence. On Thursday 27th January, the second 'Teachers Only Day' was held at school. The first part of the day we reviewed our draft strategic plan – charter. It was important for the teachers to be aware of Flanshaw Roads strategic plan so they know why we do what we do. We also went over our behaviour learning plan so everyone had a common understanding of the plan. The second part of the morning was based around teachers hauora and reflecting on themselves. Anne Lowe lead a yoga session to start with. In the afternoon Phil Gordon, who is our facilitator for Maori Achievement Collaborative (MAC), delivered a presentation based on the Unteach Racism resource.

This year we had three new teachers start at Flanshaw .Two teachers changed teams and two teachers changed roles within the school. Helene Churchill joined us teaching in Ponga class, Jasmine Toddun also joined Flanshaw teaching in Pohutukawa. Adrienne Ackerman came to Flanshaw Road teaching Harakeke class. Erana Foster returned from maternity leave teaching in Kahikatea class. Heather Kluit is acting deputy principal this year. Three days a week Kendra Schierning is doing classroom release for teachers (CRT). The other two days Kendra is teaching in Cathi White's classroom or Susie

Rasmussen's classroom. Susie and Cathi are both teaching four days a week. Tracey Woolley, Anne Lowe and Tiffany Harkess are all working three days a week. Tracey and Anne released two of the team leaders. There are seven members of the learning support team.

We farewelled Chelsea Hartnell at the end of week two as she headed off to teach in South Korea.

At the end of February Helene Churchill ended up in hospital needing an emergency open heart operation. Helene was off school recuperating for the remainder of Term 1.

We asked parents not to come onto the school grounds unless it is absolutely necessary. We did allow new entrant parents onsite the first couple of days. We also restricted non-essential visitors on site. We had staff meetings, with outside facilitators, via zoom. We had planned a teacher only day with all the teachers from the four other WAPA 2020 schools which was postponed.

The Red level impacted the start of the school year. We were unable to have a whole school powhiri as is the tradition at Flanshaw Road. Senior students were unable to carry out duties that seniors normally do. We were unable to hold our family fun night / meet the teacher evening.

The first day of school we had approximately 85% of our students back at school. There were still families who were hesitant about sending their tamariki back to school. We contacted all the families – some of the families had immune compromised whanau.

On Monday 14th February we were notified of our first positive COVID case. The planning for such an occurrence had been reviewed which meant we were aware of what needed to be put into place. I would like to acknowledge Heather for outstanding support she provided. We had a system in place which meant only one class was affected. The most frustrating part was the delay from Health in providing the links we needed to notify the Ministry of our cases. At this time at least five schools in our area had been dealing with cases. I was appreciative of the support from other school leaders from our local cluster and beyond. It became apparent that we would be making our own decisions without support and guidance from the Ministry.

COVID had impacted in many ways. It meant no interschool sport, no kapa haka, no cross grouping, no assemblies and students not playing with students from other classes at playtimes and lunchtimes to name a few.

The senior playground was blessed by Matua Timi this term. The students have enjoyed the challenges that it created for some of them. The senior classes were fortunate that Bigfoot Adventures Ltd were able to provide bike skills training for them. This was fully funded by Auckland Transport. Starting the first day of the term, Drowning Prevention Auckland started their pilot programme *Swimming Water Skills for Life*. This pilot ran over the first two weeks involving Year 3 -Year 6 students participating in lessons each day. As part of the Water Skills For Life Beach Pilot Programme Harakeke class went to Long Bay for the 'Beach Day'.

Throughout this term teachers were getting to know the students in their classes. Some classes had low numbers attending, especially at the beginning of March. This was a plus and a minus. The plus being teachers were able to really get to know the students who were attending. The negative was the amount of time some students were away which ultimately could affect their learning and progress academically and socially.

With COVID restrictions at the end of Term 1 we opted to have the whanau tamariki hui via zoom. We have always had a strong turn out of parents attending with their tamariki and this time was no different. Candace Gardner from Kawakawa class had completed the tamariki 5 week meetings via

zoom prior to the whanau tamariki hui. This gave us the confidence that way of reporting to parent would work for Term 1.

Throughout the term the office staff did a sterling job at following up with anxious families. Hard packs were supplied to students who were not at school for a range of reasons. I contacted five families explaining to them that after 20 consecutive days of unjustified absence I am obliged to take them off our school roll. Two of the families returned to school within the week of being contacted. Two returned before the end of term and the final family were waiting until the beginning of Term 2.

COVID -19 had made its presence felt in the schooling sector. We had students, teachers, learning support staff and families all affected by COVID-19. By the end of Term 1 a number of the teachers were expressing how fatigued they were feeling. We need to acknowledge that this was a trying term.

TERM 2:

In Term 1 we only had New Entrant parents on the grounds. From the beginning of Term 2 whanau could come onto the grounds but not into the classrooms. Everyone coming onto the grounds was encouraged, strongly, to wear a mask. As a leadership team we reviewed how the Orange level would best operate at Flanshaw Road. This was done as changes occurred.

Term 2 started with five staff members away on the first day for one reason or another. By week four ten staff members were away – four of whom were COVID positive. We were again having to work hard to ensure we had classes covered each day. The second half of this term had staff away unwell themselves or their children unwell, isolating as they are household contacts or recovering from illness or surgery. There were a number of students away as well. Some student absences were due to the student having COVID. We have also had students who have had colds, coughs and general unwellness. I was strongly recommending that we continued to wear masks as an additional way of protecting ourselves. We were fortunate in getting supplies of adult and student masks from the Ministry. We also received three portable air cleaners and CO2 monitors. The monitors showed our learning spaces, offices and staffroom were all well within acceptable levels. The air cleaners were placed in the digi-tech room, library and staffroom as these spaces have the highest numbers of people at any given time. Ventilation and how best to ventilate rooms was another priority.

At the beginning of Term 2 Alyse Logie joined Flanshaw Road. Alyse joined us as part of the Enviroschools Learning Support programme. Lorelle Young, joined Flanshaw Road - in a fixed term position, opening the second New Entrant class. Jess Jones returned from maternity leave and taught in Rimu class, taking over from Trina Atwell. Trina Atwell had intended going on maternity leave from the end of week 4 but was advised by her midwife to finish work in week 1.

Cathi White tended her resignation. I advertised the position and only received three applications. I invited two of the applicants to an interview. One applicant won a permanent position before the interview and the other was offered more hours at a school they were currently at which suited them better. I decided that as the Year 1 and Year 2 classes had small numbers that Cathi's class would be split over the three Year 1 /2 classes. Schools in our local area have also said how they have found it difficult to fill positions they had available.

This year, as of May 17, we had enrolled 50 students and 10 had left Flanshaw. Six of the students who left Flanshaw had moved out of Auckland, 1 went overseas, 1 enrolled at another school and 2 moved to schools closer to where they live. When talking to local Principals they were also experiencing the

same situation. We received a letter from the Ministry advising that I could not make any permanent appointments without discussing it with them first.

COVID had impacted cluster sport field days in Term 1. This term sport restarted. Netball teams from the middle and senior school played during the week. Some of the senior students were involved in the soccer field day, rugby league and a Ki o Rahi tournament. The Year 6 students attended a taster morning at Rangeview Intermediate. Pihinga team had their first team assembly in week 3. The other teams began mixing across teams. Members of the Enviro team were fortunate to go to Tiritiri Matangi.

Our Enviro Green/Gold reflection took place at the beginning of July. The reflection was to see what we were currently doing and what we could strengthen in the future. This was a timely focus for the whole school. Born to Move was relaunched at the beginning of July, with the support of Peggy Lockyer from Les Mills. This was the first gathering of the whole school this year.

Students engaged in a wide range of learning experiences this term. The teachers and students embraced learning and sharing around Matariki. The team leaders reviewed this term's learning and experiences looking ahead to next term. This year our overarching theme is based on Te Whare Tapa Whā. This was the basis for topic studies. I also used the Te Whare Tapa Whā model in relation to staff wellbeing. We referred to the Te Whare Tapa Whā model or The Four Practices of The FISH! Philosophy (first introduced on the second Teacher Only Day) at each of our weekly Leadership Team meetings.

I appreciated the information and discussions through the fortnightly Tamaki Makaurau Area Director hui and the fortnightly West Auckland principal discussion groups with the MOE.

Teachers attended paid union meetings in the run up to the re-negotiation of their collective agreement. The union, NZEI Te Riu Roa, had scheduled online meetings to minimise disruption to teaching and learning and our school ensured that the least disruption to learning occurred while upholding the right of teachers to participate in their union meeting.

Student-Led conferences were held in the last week of the term. The students shared their learning with their whanau. This was the first time whanau had been into classrooms this year. We restricted the numbers in classes at one time and everyone needed to wear a mask.

Next term there will be an emphasis on the performing arts as we work towards our whole school production at the end of the term. Anne Lowe continued to take music lessons across the senior classes and Nick Cabalo took lessons across the middle school. These music lessons along with the Born to Move dances would all be useful to draw on for the production. The teachers had also been demonstrating their visual art teaching skills through the wide range of art projects undertaken this term culminating in the Matariki art display at Te Atatu Peninsula Community centre.

At the end of May we finally purchased a new school van. We had received funds for this van through The Trusts. Andre, our property manager, and Deb secured the van for the school. The van is a 10 seater and has been used to transport students to events.

TERM 3:

The start of Term 3 was not without its challenges. While Covid-19 infections were tracking downward we were still experiencing fallout from cases, winter-illnesses were also part of the mix, and staffing

and attendance continued to challenge. We were keeping a close eye on attendance. I was in contact with a couple of families and monitoring some other families.

At the beginning of the term there was plenty to celebrate such as students coming back to school and getting straight back into learning.

Each class was doing gymnastics, in the school hall. Classes had decided on which part of New Zealand they would be focusing on for their part of the school production.

The weather being so wet had meant that we had asked the students to stay off the grass. The bush walk was out for the term as it was so wet in it. The plus for students not being on the grass was how they are playing together on the courts at break times. The swing pod was finally installed.

The Commonwealth Games evoked a roller coaster of emotions. We saw athletes smash records and achieve 'personal bests' both individually and in teams. This was what we hoped our students would do in their learning this term. We wanted them to have high expectations of their own abilities and to be supported to achieve to the very best of their abilities.

In September 2021 we were in Lockdown level 4/3 and now, mid-September, the traffic light framework has gone. This meant that staff and students were not required to wear masks but they could if they wished to.

On Friday week 5 (26 August) we had our first whole school assembly. This was the first whole school gathering indoors we had had this year. It was important for us to return to having whole school gatherings as we are having our whole school production at the end of the term.

Other activities which students had participated in were - Karaka class did some planting down at Sherwood Park, the enviro team visited Treasure Island, Flanshaw Road ran the interschool netball field day, students participated in the cluster interschool basketball day. Pihinga team went on a trip to Harbour View to learn more about the local area. Flanshaw ECE four year olds came to visit in Akeake class. Rerenga team went to a production of Bad Jelly the Witch. Walking Wednesday started again. As a school we have been part of Travel Wise for several years. It felt like we were able to get back to doing more within our school and beyond our school.

Heather Kluit and I went to Christchurch to attend the New Zealand Principals' Federation conference. It was a very interesting four days of learning networking and reconnecting. The line up of speakers were from Chris Hipkins, the opening keynote speaker, Siouxsie Wiles, Farah Palmer, Scott Robertson to youth leaders, to educationalists and NZPF's lawyer plus others. The conversations that were had after each session and are still ongoing are what makes conferences such as this so important to attend. We are all learners and I appreciated being challenged and being provided with information to further enrich my kete of knowledge.

Two teachers from National Monitoring Study of Student Achievement (NMSSA) worked with some of our Year 4 students. Flanshaw Road School has participated in the monitoring study for several years.

Board of Trustee elections were held. As the required number of candidates stood Flanshaw Road did not need to have an election. The departing board was farewelled at the September board meeting and the new board, who are all new, were welcomed.

I meet with our Ministry property advisor, Nicholas Raw. Nick walked around the school reviewing our building. Andre, Deb and I were able to point out potential leaky building concerns. Nick was able to get the 'weather tight team' to investigate areas of concern.

The whole school production was held at Church Unlimited on Wednesday 28 September. This was the first production we had had since 2019. It was a huge success for the students, whanau and extended whanau who attended. The students and staff had a lot to be proud of.

The staff all worked extremely hard this term. It was not an easy term with numerous student and staff absences. I am very appreciative of the way the staff supported one another.

TERM 4:

The start of Term 4 began with very few absences in staff. The warmer drier weather we were experiencing I was hopeful that students would be able to get out at break times and that winter ailments might be behind us. Term 4 is a short term – nine weeks only.

Trina Atwell returned from maternity leave at the beginning of Term 4. Trina taught in Akeake class as the New Entrant numbers had increased significantly. Trina took groups of students for literacy and numeracy into Tanekaha classroom. Lorelle and Trina shared the class for all other learning.

This year we have enrolled 86 students and 20 have left Flanshaw. Nine of the students who have left Flanshaw have moved out of Auckland or gone overseas, 1 enrolled at another school and 6 have moved to schools closer to where they live. Two have moved away from West Auckland but still in Auckland. Two were away for a term and returned to school in Term 4. We averaged 89% attendance over the first two weeks of Term 4. There were a range of reasons for students not attending school every day. Some students were unwell, others were away on holiday - within New Zealand or overseas and some parents were hard to contact to inquire why their tamariki were not at school.

Teachers struggled to get completed samples of work and carry out testing for some students as they had a number of days absent from school this term.

On Friday 28 October we had a whole school assembly which the senior student councillors ran. It was great to have everyone together and students being recognised for the work they had been doing.

All the teams were involved in a range of activities which had not been possible earlier in the year. Some of the activities were the brick pit (Lego construction) Y0-Y4, Gumboot Friday, ShakeOut drill whole school, Kakano went rock climbing, Pihinga team went to a production of Whalerider, Rerenga team participated in a range of EOTC activities at school and away from the school site – these activities challenged some students, Pihinga team took part in Firewise programme and activities relating to EOTC, the performance Kapa Haka group performed successfully at the Te Kahu o Te Reihia Kapa Haka competition and the whole school participated in the school cross country. Kendra took 3 Travel Wise leaders to a day out in the city run by Travel Wise.

At the beginning of November most of the Year 5 and Year 6 students attended camp at Finlay Park. Some students were challenged by being away from home. Some students were challenged by the activities. The majority of the students really enjoyed the opportunity to try different activities.

Teachers attended paid union meetings relating to the negotiation of their collective agreement. The union meetings were held in the morning and in the afternoon which meant we did not close the school for instruction. Teachers covered classes of those attending.

On 2 December we had our certificate assembly. This assembly was the first assembly that led to the end of the year. On the 9 December we had our trophy assembly and on the 12 December the Year 6 graduation was held. All of these are important occasions. The certificate assembly recognises 6 students from each class. The teachers have a range of reasons for selecting these students. Last year we were unable to hold our certificate and trophy assemblies.

In the last couple weeks of school COVID-19 showed that it was still active within our community. The numbers of COVID cases being reported were on the increase. We had five staff members, in the last few weeks of school, test positive. We had a number of students also test positive.

In the last week of school once again I was wearing a mask and encouraging others to as well.

SUMMARY:

The beginning of 2022, for teachers and staff, had been all about reconnecting with each other and being aware of need to look out for one another. My intention from our first Teacher Only Day was to have a focus on staff hauora this year. This is why I used the Te Whare Tapa Wha model as a reference point.

Hauora is a Māori philosophy of health and well-being unique to New Zealand. It helps schools be educated and prepared for what students are about to face in life. There are four dimensions of hauora: taha tinana physical health, taha hinengaro - mental health and emotions, taha whanau - whānau as the epicentre of one's wellbeing and taha wairua spiritual health. – based on Wikipedia article

It has indeed been a year when the staff had to 'listen to their bodies'. With a number of the staff having had COVID at least once through the year it has been a stressful year for them. The various variants and symptom that have been prevalent this year have had an impact on staff a range of ways. It has affected the way they have been able to recover and/or the lingering effects they are experiencing. Some staff have also experienced anxiety as a result of their concerns of COVID. This year has demonstrated how vulnerable we are to things beyond our control.

I would like to acknowledge the mahi that each and everyone of our staff has done this year. The teachers have agonised over the students in their care each and every day. They have supported them at school and when in need supported their learning at home. When the teachers shared their inquiry findings it showed the lengths they had gone to ensure they had supported the needs of their students.

I had the pleasure of looking through portfolios of learning in Term 4. What stood out was the impressive progress that students had made in their learning. The Term 4 data report, that was presented to the Board of Trustees, showed that many students across the school and across subject areas have not reached the expected achievement levels but there has been significant progress made. COVID-19 has definitely impacted on many students learning. The impact has come from students absence this year and lockdowns last year. Some students did not start school in 2021 when they turned 5 years old as we were either in lockdown or their parents made the decision to start them in 2022. This meant that some of these children missed out on preschool socializing. This year we have also noted an increase in the numbers of neuro diverse students at school. This has been discussed at cluster level too.

During 2022 we received additional funding from the Ministry, Regional Response Fund Grant, tagged for broadly supporting students and staff wellbeing. It became apparent through our observations and whanau conversations that there were students needing counselling support. Nicola Hubble was approached and agreed to work with a total of seven students over the year. The first session for each child was funded through the Gumboot organisation. This is one reason the student council organised the alternative clothing day to raise funds on Gumboot Friday.

Team leaders have had to be adaptive in their approach to supporting each of their team members. They also have had to be adaptable in teaching approaches and sharing their practice with team

members. As the year progressed teams found ways to engage in professional development – some using staff from our schools expertise, others supporting one another through team meetings.

The teams have reflected on what worked for them and the students this year whilst realising that next year will be another year to be considered. This year has meant that they have added more skills and strategies to their ketes.

The leadership team have been very supportive in some trying times. I would particularly like to thank Heather Kluit for the work she has done this year. I know she experienced a steep learning curve coming to the role of acting Deputy Principal. The learning support team, ably led by Jan Maul, has had a busy year adapting to working and supporting the tamariki in class and around the school. They have had to deal with some challenging learning situations. The office staff have been a huge assistance to me in my role of Acting Principal.

I would like to thank the past Board of Trustees for their support over the three terms of this year and also acknowledge the new Board of Trustees. I have valued their support over the fourth term when there were some challenging times. I would like to thank Luke Faesnkloet, Presiding member, for his support, understanding and advise.

The next section of this annual report, is a review of the progress that was made with key goals during 2022.

GOALS 2022	ACTIONS
Mana Motukake Academic Achievement	<p>1. Continue to improve academic outcomes of students across all curriculum areas</p> <p>Set annual targets for each cohort in reading, writing and mathematics; with team leaders design team PLD to support strengthening of teacher capacity in core subject areas (SL Team; teachers)</p> <p>Done – see annual targets in Progress and Achievement report each term. See Professional development overviews for each term.</p>
For learners to build strong academic foundations upon which to achieve success in learning	<p>2. Revisit and refocus all teachers on ‘Assessment for Learning’ pedagogy across all subject areas. (SL Team; teachers)</p> <p>Continue to develop and implement personalized UDL learning plans for target “at risk” learners (Teachers)</p> <p>Review the impact of personalized plans on students’ learning (SL Team; teachers; LSS)</p> <p>Strong focus in Term1/2 which set the tone for Term 3/4. Teachers with extensive AfL knowledge were able to support teachers new to AfL and those who had less experience in working with the AfL strategies. Teachers identified at risk learners and developed their understanding of UDL. Plans were reviewed throughout each term and adapted as necessary. Teachers shared their team and individual inquiries at staff meetings. See- professional development overview.</p> <p>3. Further embed culturally responsive pedagogy (SL Team; teachers)</p> <p>Implement and monitor the the Flanshaw Digital Curriculum plan, to complement our integrated curriculum approach.</p> <p>Some progress was achieved in implementing the integration of the digital plan in some teams – see teams termly overviews. There was some beneficial student learning (mostly senior students) completed regarding creating videos based on the Pou. – see student videos</p> <p>4. Continue to develop teachers’ collective capacity in Te Reo, as a Level 4B school, with the goal of embedding the use of Te Reo in teaching and learning programmes, through classroom paepae. (SL Team; teachers)</p> <p>Some teams had more success than others in maintaining and developing their own knowledge and incorporating Te Reo in classroom programmes. Most of the classes were able to maintain the Level 4B requirement of 30 minutes per day. - See team overviews and the major/minor foci reflections.</p> <p>5. Use lead teachers to support teachers to strengthen literacy practices across the school, including ESOL (DP; Senior Leaders; ESOL teacher)</p>

	<p>Teachers used the skills of our more expert teachers (eg Tracey Woolley) to support them with their in class practices and planning for literacy. The teachers tapped into the ESOL teacher’s knowledge of second language learner to support their teaching. Teams focused on supporting one another. – see team minutes.</p> <p>6. Ensure teachers’ practice is underpinned and aligned to our Curriculum Implementation documentation, to reflect ‘best practice’ teaching and learning principles and organization of curriculum delivery (Principal; Senior Leaders; Teachers)</p> <p>Partially achieved as team leaders were unable to carry out observations in term 1 COVID impact. Team leaders observed practice when and where they could. With the introduction of professional growth cycles in place of appraisals the teachers had one meeting with the Principal in Term 3. See professional development overview.</p> <p>7. Continue to review and refine reporting practices and assessment, where student agency is at the centre of the system (Principal; SL team)</p> <p>Reviewing and refining of reporting and assessment was ongoing throughout 2022 as we were being impacted by COVID. Term 1 meeting were conducted via zoom. Term 2 student led conferences were carried out on site. See termly portfolio content sheets and assessment collecting.</p> <p>8. Continue to prioritize whole school, team and individual PLD – to build capacity at all levels of the school (Board, Principal; DP; Teachers, LSS, Parents)</p> <p>Team leaders supported PLD within teams. Limited external PLD occurred because of COVID. Staff meetings took into the needs of staff at the time. See professional development overview and Principal reports to the BOT.</p> <p>9. Support Learning Support Staff to implement plans to support targeted students in learning (SL team; teachers; support staff; expert)</p> <p>Strong focus this year with the extensive needs of key students being addressed. LSS were supported through team PLD and teachers. See planning</p> <p>10. Continue to employ and develop quality teachers, that complement the skills of current staff (Principal; SL Team)</p> <p>Teachers have continued to develop their skills. With staff changes through the year, it meant other teachers shared their skills where there was a need. The fixed term New Entrant teacher employed from Term 2 had skills to share in Kakano and school wide.</p> <p>11. Continue to develop leaders at all levels of the school to ensure we are growing capability and capacity – of leaders, lead teachers, teachers, staff, students and parents (Principal; SL Team; lead teachers)</p>
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	<p>Leadership development has occurred through the needs of the impact of COVID but COVID has also impacted the ongoing leadership development. Opportunities were not as frequent as has been in previous years. See Principals reports</p>
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**Rangatiratanga
Cultural Centeredness**

**For learners to develop
learners' personal / cultural
'sense of self'
(Language, Identity, Culture)**

1. Use lead teachers and external expertise to upskill staff in Te Reo / tikanga to define and move students through Te Reo progressions **(SL team; Teachers, MAC)**

Some teachers, through team PLD, developed their individual skills to use in their classroom practice. COVID impacted accessing external support. See team overviews and team minutes. This goal will need to be focused on 2023.

Continue to develop and embed our culturally responsive kawa (Te Reo/tikanga)
(Principal; SL Team; teachers; students; whanau; community)

COVID impact meant we had no powhiri to welcome whanau in 2022. Kapa haka commenced in Term 3 with the performance Kapa haka group competing at the Te Kahu o Te Reihia Kapa Haka competition. We continue to take every opportunity, that is possible in these times, to develop and embed Te Reo and tikanga. This will need to be a continued focus in 2023.

2. Further embed 'Afl' and culturally responsive pedagogy across all curriculum areas
(Principal; Staff, Students, SL Team; parents; community, iwi, external experts)

Afl was a focus in Term 1 and 2 but embedding Afl and culturally responsive pedagogy across all curriculum area did not take priority with the disruptions we were coping with. This goal will need to be considered in 2023.

3. Continue to support the MOE funded MAC PLD – contributing where appropriate, to support this PLD to upscale nationwide **(Principal; Lead teachers)**

MAC PLD was part of the second Teacher Only Day at the beginning of the year. MAC PLD was carried out each term – via zoom and face to face. Tracy Leaoa and I attended the MAC conference.

4. Continue to forge links with iwi and organizations to support MASAM work
Through the WAPA 2020 network **(Principal; teachers, Students, SL Team)**

A meeting was held with two representatives from the Te Atatu Marae coalition outlining progress. COVID disrupted any WAPA2020 networking throughout 2022.

5. Continue to develop integrated curriculum and culturally responsive teaching and learning practices, across the school and through the WAPA 2020 network that are aligned with Kawerau-a-maki tikanga **(BOT; SL Team; Teachers; Staff; Students; Community)**

Not achieved in 2022 due to COVID.

6. Continue to support teachers to develop class / individual inquiry projects with priority Maori or Pacific Island learners, underpinned by 'Spirals of Inquiry' **(Principal; SL Team; Peer coaches; teachers)**

This was a strong focus this year. Teams had team inquiries based on the needs of the teams. The inquiries were shared at staff meetings. Individuals also had inquiries relating to identified key students within their classes. The inquiries were shared at staff meetings. The shared inquiries demonstrated growth in the teachers.

See individual planning and professional development overview.

**Pono
Social Resilience**

To enhance learners' positive attitudes, values, mind-sets and social skills

1. Continue to work on the implementation of the Digital Curriculum building STEAM pedagogy, across all curriculum areas, linking learning to developing positive student cultural identities, growth mind-sets, key competencies and dispositions / skills in our charter **(WAPA 2020 Lead teachers; SL team; teachers)**

Steam was not a priority 2022 but teachers, from all teams, across the school incorporated STEAM into their programme. However in some classes STEAM will not have been explicitly explained. There was no sharing or knowledge building across the WAPA2020 network – COVID.

See teacher planning, student projects, class environments reflecting the STEAM carried out.

2. Look to further extend STEAM concept, using spaces around the school and utilizing resources in the wider community **(Principal; teachers; staff; parents)**

Not achieved especially through COVID restrictions

3. Continue to source STEAM resources to support programme development **(Principal, DP)**

Not prioritized – not achieved.

4. Embed the student-led 'Born to Move' initiative and other relevant physically challenging opportunities, such as Ki o Rahi, to support students to further develop social and physical skills **(SLs; lead teachers; teachers; experts)**

COVID Born to Move and sport and play in term 1 and term 2. The first time the whole school came together was for the relaunching of Born to Move. Born to Move was taken each Thursday depending on the weather and other interruptions. Interschool sport recommenced with varied results. See newsletters, Principal reports, interschool sports results.

5. Continue to seek feedback from all stake-holders to attend to and be responsive to school hauora / well-being needs **(SL Team; teachers; Mutukaroa Community Liaison teacher; students; parents)**

' Me and my schools' surveys were conducted throughout the teams. Team reflected on the results and implemented necessary steps. School hauora has been a major focus – born out of the effect that COVID was having. See Principals reports, newsletters, team minutes, survey collations and summaries.

6. Refocus and refresh Cool Schools / Hauora planning and teaching strategies to support students, teachers and parents to develop and use effective strategies to manage and enhance relationships **(Lead teacher; teachers)**

Cool school's student leaders did not operate this year due to COVID restrictions. In class teachers were supporting students as well as those unable to attend school. Term 1 and term 2 with classes mainly being in class bubbles the emphasis was on getting

	<p>on with each other. Term 3 and term 4 there was a need for teams to review strategies being used as the school was mixing together again.</p> <p>Review Flanshaw Road School Behaviour Learning Plan with all staff (SL Team; teachers; staff;)</p> <p>The behaviour learning plan was reviewed at the second teacher only day at the beginning of the year. See teacher and team planning, TOD agenda.</p> <p>Continue to seek feedback from all stakeholders to attend to school hauora / well- being for students 2 X a year/ parents through the Annual Survey and a range of formal and informal forums (BOT; Teachers; students; parents)</p> <p>Annual community survey was carried out in July. Results were shared through newsletters and with the BOT. As mentioned above: <i>'Me and my schools' surveys were conducted throughout the teams. Team reflected on the results and implemented necessary steps. School hauora has been a major focus – born out of the effect that COVID was having.</i> <i>See Principals reports, newsletters, team minutes, survey collations and summaries.</i></p>
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Maia Tinana
Physical Confidence

**To create active, healthy,
happy learners who give things
a go**

1. Review and strengthen school Health and PE systems and teachers' individual content knowledge, as needed, with a view to how to be inclusive of all students
(SL Team; Lead Teacher; Experts; Teachers)

COVID affected most of the health and PE programmes the first half of 2022. Within each team teachers shared expertise in area of PE in the second half of the year. All teams ran strong PE lessons. See team and teacher planning.

2. Continue to develop opportunities for students to try new sports / cultural activities within and beyond school
(SL Team; teachers; staff; parents; experts)

This did not happen extensively this year. Students participated in swimming (across the school T1 and T4). All classes did gymnastics. Senior students participated in a range of interschool cluster sports.

Continue to forge relationships with organizations that could enhance our sports programmes, such as Les Mills, Sports Waitakere, Sports clubs, The Halberg Trust)
(SL Team; teachers; staff; parents)

Peggy Lockyer from Les Mill was an invaluable support for Born to Move. Sport Waitakere donated three bikes and helmets. See in Principal reports and newsletters.

Encourage creativity in play through Enviro initiatives
(SL Team; teachers; staff; parents; experts)

Not a focus in 2022.

3. EOTC – Create opportunity for Year 5 / 6 students to participate in an extra-curricular EOTC camp in Term 4. Continue to support teams to provide a range of dynamic, different EOTC experiences.
(BOT; Principal; Lead Teachers; Staff; Students; parents)

Most Year 5/6 students attended camp in Term 4. All the teams relished being able to do offsite activities at the end of Term 3 and Term 4. Teams did a range of EOTC in Term 4. We were able to hold our school cross country in Term 4. See Principal reports, newsletters, seesaw and portfolios.

4. Review school systems that support Health and PE – continue to strengthen consistency in opportunity across the school (Team sports afternoons; targeted PE skill building; exchanges with other schools;)
(Principal; SL Team; Teachers)

As mentioned above teams across the school embraced the opportunities to mix in Term 3/4 by having PE. Rerenga team mixed the teams across the classes in preparation for their EOTC activities. The other teams were out together but in classes. The teams focused on a range of PE skills and sports/games. Exchanges with other schools did not happen. See team planning, newsletters, seesaw postings.

<p><i>Whanaungatanga Community Engagement</i></p>	<p>1. Continue the Mutukaroa programme – specifically targeting families where student learning needs more support (SL Team; Mutukaroa leader; teachers; parents)</p> <p>Term 1 and Term 2 COVID restrictions made it difficult to continue the Mutukaroa programme in the same way we have done in the past. Teachers made contact with families when they were able to.</p>

To support our whanau as 'First Teachers' so they have capacity to support student learning, now and in the future.

Candace Gardner conducted five week meeting via zoom with families.

From Term 3 Tracey Woolley and Heather Kluit supported the Kakano teachers with the five week meetings. Teachers continued to be in contact with whanau either in person or by phone in Term 3 and Term 4.

Continue to review how we share information about learning and achievement data of different ethnicities

(Principal; SL Team; Mutukaroa leader)

This was only done through the progress and achievement report to the BOT each term. The information was not shared to specific ethnic groups in 2022.

2. Develop online home support systems, to improve seamless home-school learning when disruptions from COVID occur, through Seesaw, Google Classrooms, providing access to devices for students who need them, hard packs– in the process strengthening the partnership with parents as home-based teachers

Seesaw was used extensively by the Junior and Middle school classes as a way of supporting families. Hard packs were produced for students whose learning was impacted by COVID.

Teams were prepared each term with a basic pack which they were then able to add to if there was a need. With there being no whole community lockdowns in 2022 the packs were used by individuals rather than the whole school.

3. Continue to involve parents / whanau in learning programmes using a through 1-1 meetings, online use of school platforms, workshops.
(SL Team; teachers; Mutukaroa leader; parents; students)

Workshops etc did not take place this year. Where necessary teachers met with whanau. IEP took place via phone in Term 1 and Term 2. They were able to be in person in Term 3 and Term 4.

4. Continue to support key ethnic parent groups to engage in the school through projects / events – (E.g. Chinese, Indian, Pacific Island, Maori)

(Mutukaroa leader; lead parents; EOTC tutor; LSS; principal)

Not achieved COVID impacted.

Teachers and classes celebrated various cultural days.

5. Support BOT-led community projects and Friends of Flanshaw initiatives, linked to strategic and annual priorities
(BOT; SL Team; Lead parents)

No projects were carried out this year.

6. Annual Community Consultation to be completed and shared
(Principal; DP; parents; BOT)

Completed in July. See Principal report and newsletters.

	<p>7. Continue to be WAPA 2020 Lead school and to be part of MAC – 2022 onwards (Principal; DP; SL Team; Lead teachers)</p> <p>WAPA 2020 workshops and TOD did not happen this year because of COVID. The WAPA 2020 reference group met three times. One meeting being the AGM. See minutes of meetings.</p> <p>8. Continue to look for opportunities for Flanshaw Road School to engage in networks locally, nationally and internationally (Principal; SL Team; BOT; teachers; staff)</p> <p>Some staff have been able to engage locally and nationally. This has been face to face and via online platforms. See Principal reports</p>
<p><i>Kaupapa Iwi Learning for Sustainability</i></p> <p><i>To learn and applying Enviro-school principles of sustainability so students and whanau know they ‘make a difference in the world’.</i></p>	<p>1. To continue to work towards being a Zero Waste School (SL Team, teachers, staff, parents, students, community)</p> <p>This is an ongoing goal. With the restrictions in Term 1 and Term 2 it meant there was less waste around the grounds. Unfortunately in Term 4 this was not the case.</p> <p>2. Continue to action the ‘Learning Landscape Plan’ – linked to class programmes – the theme for 2022 being Te Whare Tapa Wha (Teachers; students; experts; parents)</p> <p>Students are more aware of linking learning to environment. This was evident in the Garden to table programme this year.</p> <p>3. Continue to embed Enviro principles and strands into planning and student learning with the Enviro reflection being in June (SL Team; Enviro lead teachers; teachers; students; parents)</p> <p>This was a major focus with the enviro reflection being the driver. The staff reviewed, led by Richard from enviro schools and Jan Maul, the enviro principles initially via zoom in Term1. The focus was sustained throughout the year in varying degrees. See principal reports, Green Gold and beyond certificate, professional development overview, teacher planning.</p> <p>Share student-led/ whanau led projects and initiatives across and beyond the school (Teachers; Lead teachers; Enviro lead students; students, ESTA, whanau)</p> <p>Karaka class worked with ‘Twin Streams’ replanting and developing treasure island. This is an ongoing project. See below other in school work.</p> <p>Employ at least one ESLAs (Enviroschools Learning Aide) through a WINS scheme, to support the Lead Enviro teachers with their annual programme of work (Principal; WINS; Tomata Foundation, ISAP)</p> <p>This year we had one ESLA who is a fixed term Learning support staff member and we employed, through the WINS scheme a second ESLA. The pair were major driver of the Garden to Table -</p>

	<p>gardens, plantings etc. Recycling, worm farm – using plants to show students how to be creative. See Principal reports, newsletters, seesaw postings.</p> <p>4. Further develop staff, student and parent leaders in different Enviro areas to support, mentor, coach teachers and student leaders across and beyond our school (BOT; SL Team; Teachers; Staff; Parents; Community)</p> <p>Not done in 2022.</p>
<p><i>Nga Whakapiringatanga</i></p> <p><i>To develop an environment that creates ‘optimum conditions for learning’</i></p>	<p>1. Implement the annual plan (BOT; principal; SL team; teachers)</p> <p>As can be seen through this review not all part of the annual plan have been attended to due primarily to the impact that COVID has had again this year.</p> <p>2. Ensure all operational tasks are attended to as required through the new National Education Learning Priorities and the National Administration Guidelines (BOT; Principal)</p> <ul style="list-style-type: none"> - Student Achievement / Curriculum - Self-Review / Reporting - Performance Management - Finance and Property

	<ul style="list-style-type: none"> - Health and Safety - Legislative Requirements <p>Done – see Principal reports, Health and safety reports, newsletters, annual audit, student achievement and progress reports from each term, portfolios, major and minor foci reflections by the teachers</p> <p>3. Ensure legislative requirements are met (BOT; Principal; SL team; teachers; staff)</p> <p>Done see Principal reports</p> <p>4. Oversee minor and major capital works as per the 5 and 10 YA Plans (BOT; Property Manager; Principal)</p> <p>The senior playground was completed in Term 1. The roofing project has been tendered. See 10YA plans, project documentation, Principal reports, and school site.</p> <p>Further develop school facilities as funding allows (BOT; Principal; Community)</p> <p>The swing pod was completed in August. See Principal reports, project documentation, and school site.</p>
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IN SUMMARY:-

Goal 1: For learners to build strong academic foundations upon which to achieve success in learning.

This year we set targets and strategic priorities before we realised how COVID would once again have a huge impact. The effect would be similar and yet different to 2021.

The team leaders were integral in ensuring that their teams were learning about and using assessment for learning principles to support students in achieving success in learning through knowing about what they were learning, the purpose, receiving feedback and feed forward from their teachers. The teachers became aware of the needs of individual students very early on. The challenge was the number of key students who had significant absences from school.

As was recommended from 2021 it was important that teachers taught the students from where they were in their learning. This meant teachers reflecting and altering their planning as gaps became more evident. Teachers were quickly developing their understanding of universal design for learning so they could support their learners to achieve success. It became apparent that there needed to be an emphasis on progress being made. Teachers needed to be talking to their students about progress without losing sight of where they should be achieving. For many students it was about developing their confidence again as a learner.

Next year there will need to be a continued focus on moving the students on in their learning. It will mean for some students reengaging in learning as they may have had significant time away from school for one reason or another in 2022. Using identified staff to support teachers in class to develop their teaching practices across the curriculum would be beneficial in 2023.

The way we assess, when we assess, what we assess and what input the students have in these decisions could be a priority for 2023.

Goal 2: For learners to develop learners' personal / cultural 'sense of self'

COVID impacted school wide powhiri each term. Teams prioritized this goal in different ways. Teachers in each team have strengths which they were able to share if the time was provided for them to do so in team meetings. Rerenga team set themselves a challenge to improve their own skills and supported the development of the student's skills in Te Reo and tikanga.

A meeting with two of the Te Atatu Marae Coalition members enabled them to once again make contact with our school and provide an update on the marae development. The two members may be able to support us in making connections to local iwi.

The work we continue to do with the Maori Achievement Collaborative (MAC) will also enhance our knowledge and connections.

Next year making contact with the Te Atatu Marae Coalition will ensure we are involved in the mahi in the future. As will continued professional development and sharing with MAC.

Goal 3: To enhance learners' positive attitudes, values, mindsets and social skills.

This year has once again demonstrated that people are affected by COVID differently. Some staff and students have struggled with mental health issues (anxiety) caused by the unknown and not being able to have control. Staff have been very supportive of one another and as a leadership team we have worked at accommodating the needs of the staff. Team leaders were able to draw on 2021 professional development about the neuroscience of the brain to discuss issues arising at team meetings. A staff meeting run by Sara Lee an intern psychologist who was working at the Henderson Office was structured to

- understand what emotion regulation is and why it's important for classroom learning,
- general overview of what anxiousness is, and how it affects our ability to regulate emotions,
- considering potential triggers or stressors to anxiousness and emotion regulation
- strategies to support emotion regulation in the classroom

Teachers found this type of professional development very beneficial.

Next year there will need to be further support for staff regarding ways for them to cope with ongoing anxiety issues. Providing appropriate professional development to further develop teacher's kete in neuroscience or similar might be useful.

The student's social and emotional learning may also need further attending to next year as became evident with the range of neuro diverse needs that surfaced this year.

Goal 4: To create active, healthy, happy learners who give things a go.

The outstanding achievement this year was in Term 4 when team participated in a range of EOTC activities. The Year 5 and Year 6 students had the opportunity of attending camp at Finlay Park. Most students made the most of this opportunity in challenging themselves to participate in the activities that were offered. Some children found the challenge a step too far. The other team provided a range of activities for the students to take part in. Kakano went rock climbing/ rope climbing at Butterfly

Creek. Pihinga explored the local area over on Te Atatu Peninsula and under close supervision toasted marshmallows over a brazier. Rerenga Year 3 students went to tree adventures and Year 4 went white water rafting. The whole Rerenga team participated in Bigfoot team activities which stretched some students abilities to work together. Te Mahuri team went to Action Ninja World at Matakana. While the Te Mahuri team were at camp the weather interfered with some of the planned activities so the team went to Action Ninja World. The COVID framework being removed opened up the possibilities for all the teams to be creative in what activities they could provide for the students.

There were challenges for some students who struggled with cooperating with others. Teachers had been putting in place activities which would encourage cooperation before EOTC events. The restrictions that have existed over the past couple of years has caused some student's resilience to not be as good as it might be. Some students have not had as much social interactions as they might normally have.

Next year there might need to be further mahi done around student resilience and learning coping strategies if they find they are not coping. Investigating ways to support students needing counselling in 2023 might also be needed.

Goal 5: To support our whanau as first teachers so they have capacity to support student learning now and in the future.

The Mutukaroa programme supported our New Entrant parents in relationship to their child's learning and how they could best support them. Teachers worked hard at connecting with whanau which was not always easy. COVID impacted especially in Term 1 and Term when staff were affected personally. Again in Term 4 we had a resurgence in staff and student numbers.

The teachers worked hard at keeping connected to students and whanau to ensure that they were being provided with school work to support their learning. Again this was received with varying degrees of success. Whanau were becoming worn out by COVID restrictions and were often disengaging with student learning.

Covid prevented any interactions with our various ethnic communities in regard to events and project they might be interested in driving. We also did not conduct any ethnic hui where information about student learning could have been shared.

COVID halted all WAPA 2020 teacher sharing and engagement in 2022.

Next year we need to consider how WAPA 2020 can still 'operate' even if we are hindered by COVID. A suggestion might be to connect via an online platform.

Mutukaroa will need a reboot next year with Tracey Woolley no longer being at Flanshaw. It would be good to have a focus on targeting families where there are students who have learning needs as has been done in previous pre COVID years.

To continue to look for opportunities for teachers to engage locally or nationally as far as possible.

Goal 6: To learn and apply enviroschools principles of sustainability so students and whanau know they can make a difference in the world.

The biggest accomplishment this year was the Green Gold and Beyond reflection endorsing our sustained enviroschool practices across the school. Karaka class being actively involved in the

redevelopment of Treasure Island will be an ongoing project. Students who were in Karaka this year and will be remaining in Karaka as Year 6's in 2023 will be able to lead this project with support from Jan Maul and the group working on the project externally.

Employing the ESLA who had drive and enthusiasm to carry out planting, harvesting and cooking of the harvested produce enthused teachers and students alike. We have applied to have another WINS scheme ESLA in 2023.

Next year for sustainability of enviroschools and the garden to table programme there will need to be a focus for all classes to value the mahi that is done in the gardens and for them to continue to be driven in ensuring the enviroschool principles are being addressed through their planning. Further work needs to be done in working towards a zero waste school.

If circumstances allow next year whanau led enviro project across the school might be another way of reconnecting with our school and extended whanau.

Goal 7: To develop an environment that creates optimum conditions for learning.

With the support of the Board of Trustees (previous and present) all legislative requirements were met this year as far as we are aware.

The draft budget was presented to the Board of Trustees at the December meeting as we had requested a provisional roll review and did not have the outcome of this for the November meeting when the draft budget would normally be presented with it being ratified at the December meeting. The budget will need to be ratified at the first Board meeting of 2023.

The new equity index was introduced in Term 4. The fallout from this will no doubt be seen in the months/ years to come. Pourato became live in Term 4 also it provides a real-time view of resourcing information for schools, making it easier and faster to review changes and track resourcing information.

It will no doubt be important to continue to be adaptive and flexible when looking ahead in 2023 as was found all through 2022.

We look forward to 2023 being a year of hope for us all.

Our major and minor foci reflections from the teachers

Major foci	No progress made	Some progress made	Good progress made	Very good progress made	Excellent progress
Literacy – with an emphasis on written language					
		3 (23%)	2 (15%)	8 (62%)	
Assessment for Learning – Students knowing about their learning					
		2 (15%)	5 (38%)	5 (38%)	1 (9%)
Digital technologies – fluency and literacy					
		5 (38%)	6 (44%)	1 (9%)	1 (9%)
Assessment – Students knowing what they need to do to get to the next level.					
		4 (31%)	4 (31%)	2 (15%)	3 (23%)
Te Reo – building capacity across the school					
	1 (8%)	4 (31%)	8 (62%)		

In summary – from the teachers’ perspective

- ≈ As a staff we made the strongest progress in the area of Literacy with an emphasis on written language.
- ≈ The next strongest area of progress was Assessment for Learning – students knowing about their learning.

Areas to further strengthen, based upon teachers’ feedback were digital technologies – fluency and literacy and Te Reo – building capacity across the school.

The reflection from the teachers would appear to be based on their own practise/ experiences rather than them considering school wide, in most cases, progress made. This is understandable as their own experiences is what they could draw upon.

We will need to continue to build capacity in digital technologies – fluency and literacy and Te Reo in 2023.

Comments from the teachers:

- ≈ Tried lots of different things. Have a good idea for next year where to start.
- ≈ More descriptive language emphasis next time.
- ≈ Great depth of knowledge with the variety of genres.
- ≈ Student fluency = awesome progress
- ≈ Having still a lot to learn I feel like I didn't do enough for my students.
- ≈ Self-directed learning paid dividends in Term 3.
- ≈ Team inquiry in Pihinga was awesome. Great focus in teaching and learning. Very good progress overall.
- ≈ Children engaged in learning – most children made progress
- ≈ The children were engaged and enthusiastic to improve their written language. They knew their next learning.
- ≈ Great progress made. Lots of new learning for me, for next year.
- ≈ Strong progress for students moving from 1em to 1 E. Moving the students from 1E to 1F was more difficult. Need more time to learn about the deeper features and sentence structure. Year 1's showed the biggest advances.
- ≈ Over 80% of the whole school moved 1 level in writing.
- ≈ Students in my class often go to wall resources to check for next steps, implement it in next piece.
- ≈ Students were very aware of where they are at in each subject – needs and strengths.
- ≈ Students are wanting to share where they are at/ what they can do.
- ≈ Can say what they did – prompted by what to try next.
- ≈ Still learning myself.
- ≈ Teachers including WALTs in planning. Sharing WALTs more with students. More students able to talk about their learning.
- ≈ Children knew what they were doing and the gaps left by COVID were filled with children building confidence.
- ≈ In Term 2 shifted the focus on show don't tell and I noticed a improvement.
- ≈ I have been happy about the way my children have been able to talk about their learning.
- ≈ Was good to prepare the children for the SLC's in Term 2. I formed some good habits around teaching the LI and goal setting. Also set up resources on the walls.
- ≈ I had plans to do more but found the starting skills to be less than expected.
- ≈ Big focus this year also in planning.
- ≈ Can sign in and out of seesaw independently.
- ≈ My class is not the most tech savvy.
- ≈ Better use of laptops across syndicate.
- ≈ Integration is best. I don't think it should be taught separately. Some great videos were made about the pou.
- ≈ In Term 2 children were able to use the internet for explanations and speeches. They were using seesaw for literacy across the curriculum.

- ≈ There have been lots of things happening and it has been a challenge to get this up and running as well as I would have liked.
- ≈ The seesaw PD was good and helpful. My class grew to be more independent and confident with iPads. Found it very helpful to add to my reading and math tumbles.
- ≈ Children were able to use the devices to complete s/s tasks and speech writing. They loved going on Epic for reading.
- ≈ PLD has really benefitted some teacher's confidence in using digitech in class.
- ≈ Math I can and writing matrix always visible and discussed at the beginning of term.
- ≈ Some Year 4 and mature Year 3 are able to clearly articulate exactly what is needed.
- ≈ Student / teacher conversations next steps students attempting next steps.
- ≈ This is something we covered to light a fire under them.
- ≈ Better than pre-COVID because they self-directed learning better.
- ≈ Teachers and students very focussed on filling the COVID gaps. Students were engaged and achievement focussed.
- ≈ The children were able to use AfL – feedback and feed forward on next learning.
- ≈ Children had a fair idea about what was expected. Feedback and feed forward were very helpful.
- ≈ Made a real effort to use more Te Reo throughout day. Paepae in mornings really well organised.
- ≈ Tried hard to get the 30 minutes in each day but most weeks just not realistic. Not enough knowledge of Te Reo to integrate 30 minutes worth.
- ≈ Students were leading entire paepae in Te Reo by week 4. Additional kupu were learnt also.
- ≈ Some challenging topics even for teachers but good format/ structure/ tools.
- ≈ Beginning to use some kupu and respond in paepae in Te Reo.
- ≈ I don't know too much and didn't use it enough.
- ≈ Disruptions weren't helpful and I felt Phil was less helpful than Anaru.
- ≈ Developing my paepae and need to keep mixing it up. I have found repetition each day can help the students retain te reo but sometimes this is only in our paepae or context of our classroom. Good routines daily karakia, pepehā, waiata, calendar, hauora.
- ≈ I think the focus dropped in our team due to all else that was going on. Maintained from 2020/2021 but not improved.
- ≈ There is still a disconnected flow of te reo to topics. We could encourage children to use te reo in their narratives explanation or speeches to make it more authentic.
- ≈ I've built myself up term by term.
- ≈ Children learnt some words as per long term plan. They also had a chance to share with their peers.

Minor Foci	No progress made	Some progress made	Good progress made	Very good progress made	Excellent progress
Enviro Schools – Garden to table					
	2 (18%)	4 (36%)		3 (28%)	2 (18%)
Te Reo / tikanga Kapa Haka					
	1 (9%)	4 (36%)	3 (28%)	2 (18%)	1 (9%)
Cultural group performance					
	7 (64%)	2 (18%)		1 (9%)	1 (9%)
Performing Arts					
		2 (18%)	2 (18%)	5 (46%)	2 (18%)
Visual Art					
	2 (18%)	2 (18%)	5 (46%)	2 (18%)	

In summary – from the teachers’ perspective

- ≈ As a staff we made the strongest progress in the area of performing arts. This result is undeniably based on the school production.
- ≈ The next strongest area of progress was Enviro schools – Garden to table

Areas to further strengthen, based upon teachers’ feedback were cultural performance group performance and visual art.

COVID-19 impacted our ability to have cultural performance or even cultural groups, other than Kapa haka, practicing. We will need to use our staff’s expertise in 2023 to ensure we provide cultural group performances.

Comments from the teachers:

- ≈ Some syndicates have put garden to table in place re a rotation.
- ≈ Didn't do garden to table.
- ≈ It's been great to see more teams and classes involved. Pihinga teacher confidence grow in the absence of Cathi.
- ≈ Excellent enviro support but not across the syndicate.
- ≈ ESTAs have been outstanding drivers.
- ≈ New gardens, enviro teacher aides made all the difference this year.
- ≈ Garden bed didn't quite get the veg to table.
- ≈ Got my garden started well term 2/3 had great garden to table but term 4 got hectic
- ≈ Great learning for children creating our own garden and harvesting.
- ≈ Trying to just focus on reading, writing, math and inquiry- chose not to have a garden.
- ≈ Children enjoyed getting their hands dirty and planting their vegetables. We ate heaps from the garden.
- ≈ Term 3 onwards joined Junior kapa haka the students loved it, could perform waiata/ action for some songs learnt.
- ≈ It was hard in term 1/2
- ≈ Kapa haka and tikanga outstanding once over the COVID effect.
- ≈ Super to have junior / senior kapa haka. Especially competition.
- ≈ Paepae extended throughout the year. Each student can hold their mana.
- ≈ I sent kids but didn't do any in class.
- ≈ Good progress as lots of students showed interest in kapa haka however with time limit children shared with peers.
- ≈ Didn't help out.
- ≈ Some children from Rerenga went to Kapa haka. They participated in the Kapa haka competition.
- ≈ We weren't part of this – cultural group.
- ≈ COVID
- ≈ Pressures of time meant not done.
- ≈ No cultural day etc = COVID
- ≈ Didn't happen as far as I know.
- ≈ Celebrated language weeks
- ≈ Talented children – production was a great example (Totara class item)
- ≈ I stepped back from cultural because I am not in class on Friday but the production , the cultural aspect was present.
- ≈ Great to see kids up and embracing performing arts in whole school production.
- ≈ Students learnt 2 dances/performances on own – on/off stage etc.
- ≈ Amazing (performing arts) the most we have done since 2019.
- ≈ Students started far behind other years and produced an outstanding result.
- ≈ Class skits, daily 5.
- ≈ T3 was strong. T4 assembly item. Next year can work on this more.
- ≈ Children showed lot of character and interest in performance.
- ≈ Production performing
- ≈ School production was very successful. Organisation, venue, items were brilliant.
- ≈ Art displays for class 3 term this year.
- ≈ It would be nice to see this celebrated more art show, calendar art, fundraiser.
- ≈ I feel that we moved emphasis away because of the pressures on performing arts.

- ≈ Variety of unit plans and mediums used in class only.
- ≈ No time. Something has to give.
- ≈ T4 particularly good for me. Talked a lot to learners about resilience in art.
- ≈ Children loved doing painting and art.
- ≈ My class love visual art. Good progress was made in this area.
- ≈ Visual art integrated through EOTC this term

Reflection on 2022 by the teachers - term by term

The teachers were asked to describe what they remembered of each term. The following words are their responses.

Term 1

- ≈ COVID
- ≈ Boosters available
- ≈ Isolated
- ≈ Confined
- ≈ Very pregnant
- ≈ Adaptable
- ≈ Full of hope
- ≈ Masks
- ≈ Bubbles (classes)
- ≈ No singing
- ≈ Routines
- ≈ Bubble play
- ≈ No parents
- ≈ Taxing
- ≈ Huge learning
- ≈ Communicating with each other
- ≈ Change
- ≈ Students away
- ≈ Absences
- ≈ Zoom goal setting meetings

Term 2

- ≈ COVID
- ≈ Ventilation
- ≈ Parents on the grounds
- ≈ New team
- ≈ Reconnection
- ≈ Flexible
- ≈ 10 days to 7 days framework
- ≈ Borders open
- ≈ Small classes
- ≈ Close contact rules
- ≈ Students over being just with their classes
- ≈ Cold
- ≈ Born to move
- ≈ Classes together
- ≈ Return interschool sport
- ≈ Enviro gold review
- ≈ Matariki

- ≈ Toi showquest
- ≈ Student led conferences
- ≈ Absences

Term 3

- ≈ Week 8 haere ra to masks
- ≈ Interactions
- ≈ Mixing more freely
- ≈ Families loving seeing tamariki mixing
- ≈ Singing
- ≈ Singing assemblies
- ≈ Whole school inside together
- ≈ Trips – carefully
- ≈ Production
- ≈ Term 3 holidays COVID struck some staff

Term 4

- ≈ Camp
- ≈ EOTC
- ≈ Portfolios
- ≈ Assessing
- ≈ Numbers increasing in New Entrants
- ≈ Absences
- ≈ Increased COVID cases
- ≈ Staff getting COVID
- ≈ Masks

The teachers initially struggled to remember what Term 1 had been like. Once someone volunteered a word or phrase it reminded others of what it had been like and the memories flowed.

