





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"


Maori Strategic Plan Goals

GOALS	Current Context	2017	2018	2019
<p>Academic Achievement Mana Motuhake</p> 	<p>Maori students achieve consistently 5-10% below NZ European students in literacy and numeracy data</p> <p>School leaders, through WAPA 2020, have engaged in professional development around 'Culturally Responsive' practices needed to 'learn the learners'.</p>	<ol style="list-style-type: none"> 1. Continue to use targeted resource to improve academic outcomes of Maori students, where needed. <p style="margin-left: 20px;">Review the impact of TLIF PLD on student outcomes / Maori student agency</p> 2. Further develop 'Universal Design for Learning' pedagogy (UDL) <p style="margin-left: 20px;">Develop personalized learning plans for all "at risk" learners</p> <p style="margin-left: 20px;">2018 - Further embed culturally responsive pedagogy and STEAM as they link to UDL</p> <p style="margin-left: 20px;">Review the impact of personalized plans on students' learning</p> 3. Invest in NZ literature, such as the My NZ Story series published by Scholastic, to build students' knowledge of NZ history. <p style="margin-left: 20px;">Use lead teachers to support 'Accelerating Literacy' strategies to be used across the school in reading – create videos for parents to support reading at home</p> <p style="margin-left: 20px;">2018 - Revisit literacy and numeracy PLD – based on staff needs and student outcomes</p> 4. Staff PLD – Create a SOLO rubric for key dimensions of success in learning for Maori <ul style="list-style-type: none"> - Te Reo - Engagement/ interest in indigenized curriculum content - Strength of cultural identity – as Maori, as a Flanshaw student 5. Review and refine planning & tools to learn the learner (E.g. Learning Maps) <p style="margin-left: 20px;">2018 - Review and refine reporting systems to include a 'cultural centered' student review tool</p> 		
<p>For Maori learners to build strong academic foundations upon which to achieve success in learning – as Maori.</p>				

		<p>6. Continue to employ quality teachers, that embrace the core values of Flanshaw Road School</p> <p>Continue to develop leaders at all levels of the school to ensure we are growing the cultural capability and capacity – of leaders, lead teachers, teachers, staff, students and parents</p>
<p>Cultural Centeredness Rangatiratanga</p> 	<p>Lead school in 'Maori Achieving Success as Maori' WAPA 2020 initiative (Two project lead teachers from Flanshaw)</p> <p>Member of Tamaki Makaurau 'Maori Achievement Collaboration'</p>	<p>1. Apply for TLIF funding for MASAM Project – Indigenizing the Curriculum</p> <p>2. Continue to support MAC – support senior leaders / team leaders to take part in PLD where possible to further strengthen the beliefs and values that underpin this work</p> <p>Continue to forge links with iwi and organizations to support MASAM work</p> <p>2018 - Further extend links with iwi, utilizing resources in the wider community – E.g. Participation in the Te Atatu Matariki Marae Coalition Art Exhibition</p>
<p>For learners to develop Maori learners' personal / cultural 'sense of self' and mana as Maori</p>	<p>Leader / teacher inquiries linked to priority Maori learners</p> <p>Teachers' PLD - culturally responsive pedagogy</p> <p>Teacher inquiries completed - 2017</p>	<p>3. Continue to develop culturally responsive practices, across the school and through WAPA 2020</p> <p>Prioritize MASAM student-led initiatives that can be shared across the WAPA 2020 network (E.g. Waitakere Whakapapa Project)</p> <p>2018 - Share TLIF learning story in a range of different education forums</p> <p>4. Use lead teachers and external expertise to upskill staff in Te Reo / tikanga</p> <p>2018 - Review progress towards goal of teachers and students being at Level 2 in Te Reo</p> <p>Continue to embed culturally responsive pedagogy and Te Reo / tikanga school-wide</p> <p>5. Continue with class / individual inquiry projects with priority learners</p>

<p>Social Resilience Pono</p>	<p>Hauora Programmes to support development of social resilience</p>	<ol style="list-style-type: none"> 1. Review planning of Hauora programmes re: cultural foci / links to school values
	<p>Five year Play.Sport Cluster Initiative begun in 2016 Scoping exercise completed</p>	<ol style="list-style-type: none"> 2. Further extend Play.Sport initiatives to create more opportunities for students to develop social and physical skills using traditional Maori games / creative games / hybrid games
<p>To enhance Maori learners' positive attitudes, values, mind-sets and social skills</p>	<p>School-based Hauora / Well-being surveys on-going</p>	<ol style="list-style-type: none"> 3. 2018 – Review the Me and My School Student Engagement Survey – and follow up on results for Maori students - individually, at class, team and whole-school level 4. Continue to seek feedback from all stake-holders to attend to school hauora / well-being, with support from the MOE RAWE Team 5. Continue to encourage students to create initiatives to solve / resolve social dilemmas Review FRS Behaviour Learning Plan – update
<p>Physical Confidence Ako, Mana Motuhake</p>	<p>Play.Sport Cluster Initiative begun in 2016</p>	<ol style="list-style-type: none"> 1. Apply UDL principles to Play.Sport PLD – to strengthen school Health & PE to strengthen strengths and wellbeing of all students
	<p>Range of EOTC experiences created using sports clubs experts</p>	<ol style="list-style-type: none"> 2. Continue to develop opportunities for Maori students to try new sports / cultural activities (E.g. Cross fit; Hip hop; Kapa Haka; Te Rakau) <p>Encourage creativity in play through Enviro initiatives</p>
<p>To create active, healthy, happy Maori learners who give thing a go</p>	<p>Kapa Haka / Cultural Group programmes well established and supported by students, staff and whanau</p> <p>EOTC whole-school focus Term 4</p>	<ol style="list-style-type: none"> 3. Kapa Haka / Cultural Group / Te Rakau - Continue to create resourcing for Kapa Haka and Cultural Group – and the annual programme of performances 4. EOTC – 2018 – EOTC – Finlay Park EOTC – School visit to Hone Waititi Marae to learn about the history of the first urban marae in NZ 5. Continue to source funds to develop the school grounds as a community facility (E.g. Waitakere Ranges Project) 6. Review school systems that support Health and PE – look to strengthen consistency in opportunity across the school
<p>Community Engagement Kaupapa Iwi</p>	<p>Mutukaroa programme has continued</p>	<ol style="list-style-type: none"> 1. Continue the Mutukaroa programme <p>Review how we share achievement data of Maori with our Maori Parent community</p>

	<p>Maori Parents have engaged in a range of projects, linked to their expertise, such as the creation of our Pou</p> <p>Current BOT has two Maori parent representatives</p> <p>Community consultation with Maori parents established (Hui 2x year)</p> <p>Lead school for WAPA 2020 STEAM TLIF initiative (WAPA 2020 Network)</p> <p>Flanshaw Road School part of the MAC Network</p>	<ol style="list-style-type: none"> 2. Continue to involve parents / whanau in learning programmes using a through 1-1 meetings, workshops. Facebook, projects) 3. Develop a timeline of Maori Parent Meeting hui for 2018 / to further develop a shared vision for our tamariki and to identify partnership projects to action – in partnership with the MOE RAWE Team <p>Continue to support four ethnic parent groups to engage in the school through projects / events – (E.g. Whole school powhiri (each term/ for key events), Matariki Celebrations, Cultural Day – Term 4)</p> <ol style="list-style-type: none"> 4. Support BOT-led projects, linked to strategic and annual priorities of ‘Maori students, achieving success as Maori’ 5. Annual Community Consultation to be completed, shared and actioned 6. Continue to be WAPA 2020 Lead school for the MASAM initiative and to be part of MAC – 2017 / 2018 <p>Review network programmes and their impact on teaching and learning at Flanshaw Road School</p> <ol style="list-style-type: none"> 7. Continue to look for opportunities for Flanshaw Road School to engage in networks locally, nationally and internationally (E.g. Te Akatea Principal Network; Te Areare NZEI network; Indigenous Maori Principal network; Indigenous Aboriginal / Torres Strait Principal network; Stronger Smarter Institute)
<p><i>Learning for Sustainability</i></p>  <p><i>To learn and applying principles of sustainability to grow our school as a bilingual school that is culturally</i></p>	<p>Developed a strategic ‘Learning Landscape Plan’</p> <p>Enviro-school systems have been embedded</p> <p>Four class-based enviro-projects have been completed (Or are in process) as part of Learning about Sustainability</p>	<ol style="list-style-type: none"> 1. Review and further develop the ‘Learning Landscape Plan’ based on work completed <p>Build a propagation shed Install rainwater tanks (funding permitting)</p> <ol style="list-style-type: none"> 2. Continue to action the ‘Learning Landscape Plan’ – linked to class programmes / learning about sustainability 3. Activate staff & the wider community to support / lead up to five enviro projects in the school <p>Revisit / review Enviro principles and strands to inform planning and student learning</p> <ol style="list-style-type: none"> 4. Continue to support student-led / class-based Enviro projects, linked to the Learning Landscape Plan

<p>responsive and supportive of all learners</p>	<p>Initial discussions about using Green-Gold schools to support new Enviro schools begun</p>	<p>Share student-led projects and initiatives across and beyond the school</p> <p>2018 - Link STEAM and MASAM initiatives with authentic Enviro projects / social entrepreneurial projects</p> <p>5. Explore ways to support new Enviro Schools as a Green-gold school, in partnership with the Enviro-schools National team</p> <p>Further develop staff, student and parent leaders in different Enviro areas to support, mentor, coach teachers and student leaders across and beyond our school</p>
<p>Nga Whakapiringatanga</p>  <p>To develop an environment that creates 'optimum conditions for learning'</p>	<p>Strategic Plan reviewed, with input from BOT, leaders, teachers, students and parents / Annual Plan implemented</p> <p>Legislative and mandated requirements met</p> <p>10 Y A and 5 Y A finalized and 2016 minor capital works completed</p> <p>Discussion about a new School / Community Facility begun</p>	<p>1. Implement the annual plan</p> <p>Ensure all operational tasks are attended to as required through the National Administration Guidelines</p> <p>2018 - Review the previous plan – implement the annual plan, with input from key stake-holders</p> <p>2. Ensure legislative requirements are met</p> <p>3. Oversee minor and major capital works as per the 5 and 10 YA Plans</p> <p>4. Further develop a proposal for the development of a new School / Community facility</p> <p>Further develop school facilities as opportunity allows</p>