

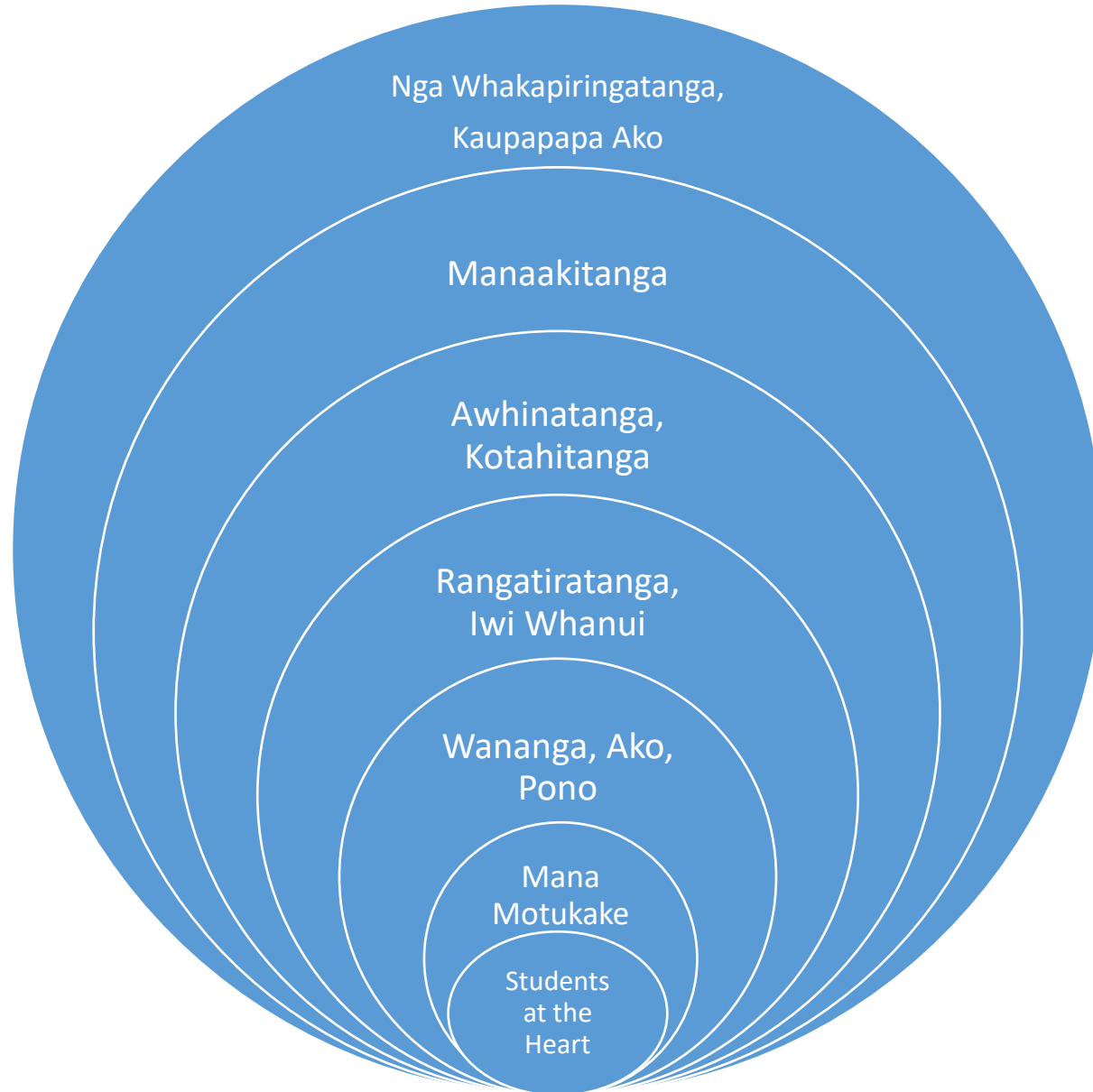
Flanshaw Road School

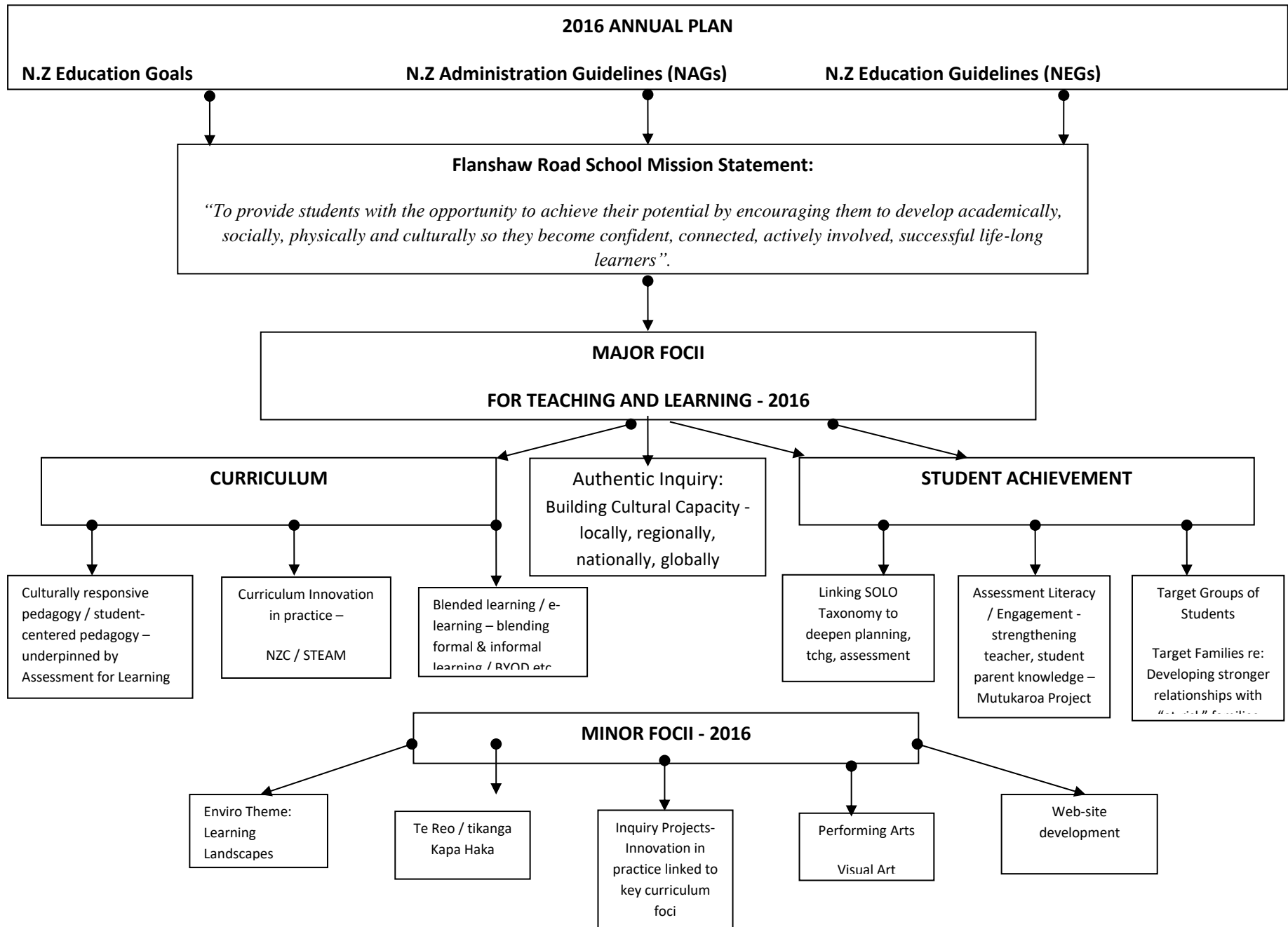
Te Ara o te Ra

ANNUAL PLAN

2016

“Growing Leaders of Tomorrow”





Overview: 2016

TERM 1:

We had a great start to the year, with teachers and staff quickly getting focused on learning students, putting programmes in place and undertaking professional development at individual, team and staff levels. Teachers worked with Pam Hook to fine-tune planning and assessment, using SOLO Taxonomy pedagogy, and Chris McLean from CORE Education, introduced 'Universal Design for Learning' – essentially a way of thinking about teaching that supports inclusion of ALL students, by design. Chris also collected baseline information on our schools' capacity in delivering the 'New Zealand Curriculum' (NZC) to identify areas for us to review and strengthen in 2016. Senior leaders did some PLD in Coaching and teachers set up inquiry projects with peer coaches. Shanley Gamin, from the MOE, did an oral language workshop revisiting key principles of effective teaching of ESOL students. Teachers met with parents at the 'Family Fun Night', in Mutukaroa meetings and at the end of the term in Teacher-student-parent 'Goal Setting Meetings'. In some classes, 'Closed Face-book Pages' were set up between teachers and parents, while parents in other rooms preferred 'face-to-face' or e-mail communication.

As well as 'learning learners' and their whanau, teachers introduced the use of Te Reo into class routines in Term 1. Students across the school joined the Junior Kapa Haka group, the Senior Kapa Haka Group, the Cultural Group and the Bollywood group. Within class programmes, teachers were focused on developing cultural responsiveness in their practice, utilizing students' cultural capital within lessons. A visiting Auckland Principal asked some students if our school valued their culture at school. She was told "we learn about everyone's culture at this school".

In Term 1 teachers were also focused on ensuring key students were supported in the playground, as new friendships were being formed and school expectations were re-established. Our Hauora programmes focused on students understanding and modelling 'mana motuhake' (High aspirations, high expectations), pono (resilience) and rangatiraganga (Self-determination / honouring the principles of the Treaty of Waitangi). We enjoyed a low-key 'Family Fun Night' with the community and celebrated 'Chinese New Year' with support from our Chinese families.

During Term 1 swimming was a popular PE focus, as was cricket, table tennis and athletics. We had three basketball teams that took part in the Waitakere Basketball Season for the first half of the year, with our Year 5 / 6 teams reaching the semi-finals and our Year 3 / 4 team winning their finals. Term 1 also saw the 'Play.Sport' initiative get underway across the Te Atatu schools, which involved specialist teachers and community liaison staff beginning a scoping exercise in our school. Work begun with Eliza McDonald, a 'learning landscape architect', began the development of a Strategic Enviro Plan. Key Enviro projects we wanted to complete were identified; our Garden to Table programme got underway and each team in the school took responsibility for key enviro systems that support our 'sustainable communities' goals.

Nationally, at the beginning of 2016, the Ministry of Education signalled their intent to restructure the New Zealand education system – in professional development delivery, special education, property and 'Communities of Learning'. They began the process of moving from having four regional offices to having ten. The Auckland Office was split into four regions, with MOE staff roles being redefined and allocated to different parts of the city. Pressure to join 'Communities of Learning' was intensified as MOE staff were given quotas to meet re: schools signing up. Our school Board of Trustees spent time reviewing all key BOT responsibilities to ensure the new, incoming BOT, had a strong foundation from which to build. The Annual Community Survey was completed. Four of six trustees stood down at the end of Term 1, each having served on the school BOT for six years. Our staff representative also stood down, having served on the BOT for at least 12 years.



TERM 2:

At the beginning of Term 2 a new Board of Trustees was elected, comprised of two returning members, four new parent representatives and a new staff representative. Class programmes in Term 2 were focused on the systemic introduction of 'hands on' STEAM' and culturally-inclusive activities, with a focus on motivating and engaging students in creative, open-ended projects. Programmes were reviewed and refined as they focused on key goals, identified through Term 1 'Goal Setting Meetings'. In Term 2 we heard we had been successful in winning a 'Teacher-led Innovation Fund' of money, to further develop STEAM across six schools. Planning for 2016 – 2018 was begun with principals and 'Project Lead Teachers'. Teaching inquiries were reinforced by peer-coach dialogue and observations. Students led conferences about their learning with their parents at the end of Term 2.

Through WAPA 2020, the 'Maori Achieving Success as Maori' (MASAM) project saw teachers introduced to Dr Tamsin Hanley's resources, using Te Reo resources within class programmes and being challenged to think about and use 'Universal Design for Learning' principles in their planning and teaching. The Kapa Haka groups performed for parents, mid-way through Term 2, as part of Matariki celebrations. Flanshaw Road School was invited to join the Tamaki Makaurau 'Maori Achievement Collaboration' network.

In Term 2 some of our teachers did PLD in 'The Incredible Years' behaviour management programme to further support students in different classrooms. Students were surveyed using a version of the 'Me and My Schools' survey, which provided teachers and teams information about how students were relating to teachers, to other students; how they viewed learning, how motivated they were and the extent to which they were positive about learning. This information was used to further refine class programmes and playground activities.

Senior school students took part in netball and soccer cluster field days, the league and rugby days being cancelled. We had five netball teams take part in the Waitakere Netball season this year, with two teams reaching the finals in their grades and one team winning their grade. We also had a girl's soccer team take part in the West Auckland schools soccer competition. Students enjoyed a range of PE activities, including fitness work, cross-fit training, touch-rugby, dodge ball, basketball and hockey. The school's 'Garden to Table' programme was renamed 'Garden to Market' with students harvesting, then creating products to sell to parents at the end of the term. Planning for 2016 Enviro projects was progressed, with support from parents and BOT members.

Term 2 saw the government announce a 'Global Funding' policy that proposed to 'bulk-fund' teachers' wages and schools' operation grants. A national campaign was mounted by NZEI and PPTA and, for the first time in 60 years, the two education unions joined forces to oppose this proposed legislation. The Education Legislation Amendment Bill was also introduced to parliament, outlining broad and sweeping structural changes to the Education system, not seen since 'Tomorrow's Schools' 1989 policies were introduced. The new Flanshaw Board of Trustees began an induction process to better understand how Education in New Zealand works at each level of the system, as well as developing knowledge of how Flanshaw Road School works at different levels (i.e. governance, leadership, in classrooms, with community and the wider education community).

At the end of Term 2 we said farewell to Luzette Hermann, who had accepted a teaching position in Thailand and welcomed Tulili Mataia to the teaching staff.



TERM 3:

Term 3 was another busy, intense term. Teachers continued to apply new knowledge to teaching and learning programmes. STEAM and MASAM initiatives were the focus in all classrooms; as was using 'Universal Design for Learning' to inform planning at all levels, to better meet the needs of students, staff, teachers and parents. Oral language and speeches were part of the literacy foci for the first half of the term. Term 3 was also our 'Performing Arts' term. Teachers and students worked to create their part of the 'Whole School Show' which was enjoyed by an audience of over 1200 people at the Trusts Stadium. Seeing how our students go on to excel in the Performing Arts at intermediate and college has been further affirmation that this annual event is an extremely effective way to develop student skill in music, drama, dance, the visual arts and 'STEAM' as well as leadership skills and confidence. As lead school for the WAPA 2020 STEAM initiative, a milestone report was written, sent and accepted by the MOE TLIF Governance Group.

In Term 3, our Kapa Haka, Cultural Group and Bollywood groups continued to build skills and a repertoire, for our Cultural Day in Term 4. Teachers worked with the 'Play.Sport' Team to develop specific plans to strengthen the delivery of PE across the school, using the results of their scoping exercise and survey to inform planning. Students enjoyed gymnastic lessons delivered by teachers and outside providers. Winter sports were the focus of PE. A second 'Garden to Market' was run at the end of the term, with proceeds going towards spring planting. At the end of Term 3 Mandy Martin went on maternity leave and we welcomed Sue Forgie to the teaching staff.

Having presented a revised Strategic Plan to the Board of Trustees, a school-wide consultation process to update the schools' Year 6 Graduation Profile Skills and Dispositions was set up. Parents, students, teachers, staff and the BOT all completed surveys to inform this work. The BOT, having familiarized themselves with the 'Education Legislation Amendment Bill', developed a submission to express their concern at proposed changes. Nationally, NZEI and PPTA campaigned around the country to oppose the Global Funding policy. The NZEI campaign bus stopped at Flanshaw Road School to meet with Flanshaw parents on their second day on the road.

TERM 4:

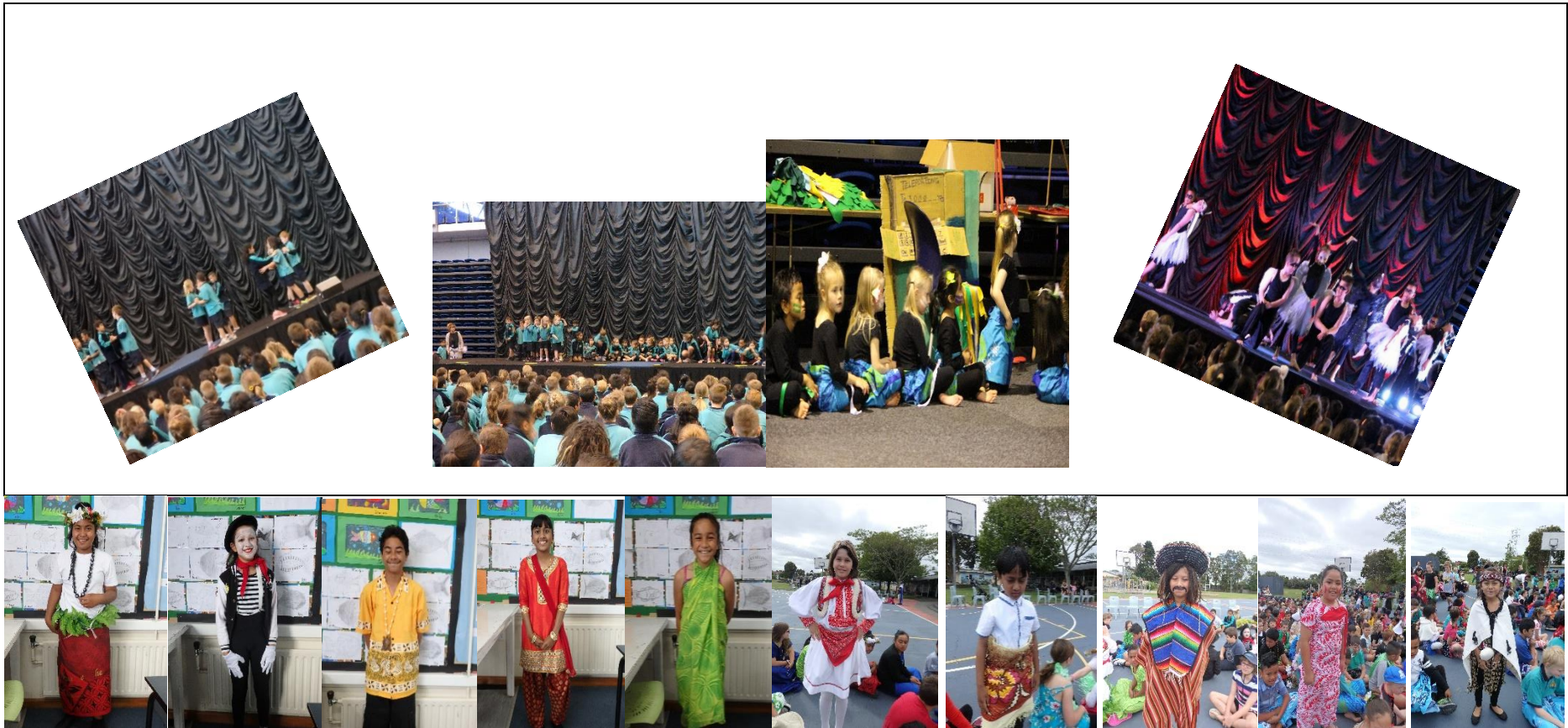
At the beginning of Term 4, teachers across the school had a strong focus on literacy and mathematics goals they wanted students to achieve in the first six weeks of the term. Week 4 was 'Education outside of the Classroom' (EOTC) week, with students at each level of the school taking part in a range of challenging, new learning experiences. The Year 5 and 6 students went to Finlay Park Camp in Cambridge, which has been a Flanshaw tradition for 24 years. It was a privilege to watch teachers, students and parents immerse themselves in all the learning opportunities the camp had to offer; everyone challenging themselves every day!

Teachers presented 'Inquiries into Teaching' projects in Term 4, showcasing how their practise had shifted over the year. Two of our teachers were awarded scholarships for 2016 to complete their Master's Degrees. All five teachers doing Post Graduate study completed all papers with outstanding results. A draft Strategic Plan was completed with input from the BOT and school leaders. Maggie Reid and Tracey Woolley completed milestone reports for the 'Accelerating Academic Learning' initiative they have been part of, which will inform our 2017 programme of work. Information for the second WAPA 2020 TLIF STEAM project checkpoint report was collected from schools in the project. The NZC facilitator for Flanshaw Road School has asked to post several teacher inquiry projects onto the official MOE TKI website.

The school's 'Cultural Day' was another whole-school event that saw students across the school turn out in a range of traditional costumes from the 36 cultures that make up our school community. Students, staff and parents enjoyed performances from different cultural groups; parents and grandparents provided a feast of food from different cultures. To see so many students lead different items, with 'mana', was affirming for all our teaching staff, who work so hard to ensure every student is valued for 'who they are'. NZC end-of-year student and staff survey results showed shifts in ALL dimensions, including school culture, leadership, delivery of the New Zealand curriculum and student engagement in learning. Students feel their teachers know them, like them and their families and value and respect their culture – a great external affirmation of work done within classes, across and beyond the school, this year.

Four different Enviro projects will have been completed by the end of the year, including a 'Rangitoto' project, partially funded by the Flanshaw Early Childhood Incorporated Society. This completes the first phase of development, linked to our strategic 'Learning Landscape Plan', developed earlier this year.

Nationally, Term 4 saw our Minister of Education, Hekia Parata, announced she would be standing down at the next election. A new Secretary of Education was announced and Iona Holstead, former head of the Education Review Office, took up her new role in November. The government announced they would be abandoning 'Global Funding' having found no support for this policy. The Education Legislation Amendment Bill however, is still going through the parliamentary process and is unlikely to be modified, despite opposition from many education organizations, BOTs and parents.



SUMMARY:

As we come to the end of the 2016 year we have three teachers leaving the Flanshaw Whanau, all of whom will be missed. We wish Anne Lowe, Megan Kanz and Christina McKenzie all the best for the future.

It has been a year of change, of challenge, of innovation and inquiry into learning. Flanshaw Road School teachers have strong pedagogy and have been successful in supporting over 80% of students to achieve success in literacy and numeracy for a number of years, in a school with 36 nationalities and approximately 50% of students being 'English speakers of other languages'. 'Assessment for Learning' remains the foundation teaching pedagogy in the school, overlaid with SOLO Taxonomy, Universal Design for Learning and Culturally Responsive practices.

To get from 'good to great' and to improve teaching and learning, teachers need to have the confidence and freedom to experiment, to try new and different strategies, to better meet the needs of different students. The risk in this is that teachers' experimentation may not result in progress in student learning; the opportunity is that they will potentially change students' lives, through new and different learning opportunities created. This year, teachers were challenged to be risk-takers as learners and teachers. There are many indicators that this has positively impacted on the quality of teaching and learning across the school.

I would like to take this opportunity to thank our learning support team, led by Nicola Hubble and Christina McKenzie, our teaching team, led by our talented Leadership Team and our new Board of Trustees, who have been so supportive of all we have tried to achieve, as we have worked to support student success in learning this year. Flanshaw Road School has continued to enhance its reputation as a leading school in education innovation, through the work done by leaders, teachers, students and parents. Finally, I would like to take this opportunity to wish all those who are part of our Flanshaw Road School community a safe and happy Christmas and New Year.

Nga mihi nui

Dr Cherie Taylor-Patel

PRINCIPAL

<p>Ako / Awhinatanga – Practice in the classroom and beyond (reciprocal teaching/learning, parent, whanau, hapu, learner, teacher, effective learning by all learners, effective culturally-responsive pedagogy, effective curriculum for all learners)</p> <p>Self Review: NAG 1: Curriculum</p> <p>NAG 1: Student Achievement</p> <p>NAG 2: Self-Review</p> <ul style="list-style-type: none"> - Leadership - Teaching and learning - Student progress and achievement - Reporting processes - Major and minor foci areas <p>NAG 3: Professional Development</p>	<ol style="list-style-type: none"> 1. Ensure ‘Assessment for Learning’ pedagogy continues to be a focus in classroom practice – (specifically LI’s, Tasks, Success Criteria using SOLO, Feed-back and feed-forward, Reflections upon learning, ID of next steps) – to support all students to develop a deep understanding of how learning works, so they have ownership of and take responsibility for, their learning and become knowledgeable ‘assessors and drivers of their own learning’. 2. Through culturally-responsive pedagogy PLD, teachers continue to develop strategies to utilize students’ and parents’ cultural capital, to make learning programmes relevant, culturally responsive and authentic. 3. Through the STEAM PLD initiative, teachers will develop knowledge and understanding of how to integrate ‘Universal Design for Learning’ pedagogy into their planning and classroom programmes, to develop students’ curiosity, creativity and problem-solving skills. 	<p>Principal All Senior Leaders Teachers and staff External expert – Pam Hook</p> <p>Principal Mandy Martin, Mericia Chang, Fina Hallman Teachers, staff and parents External expert – Chris McLean (MOE – NZC) NZCER Wananga o te Aotearoa (Te Reo) Outside organizations that support learning and events</p> <p>Principal Tracey Woolley, Heather Kluit Teachers and staff</p>
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	<p>4. That classroom programmes ensure students learn, with, from and through others (Ako), guided by teachers and supported by parents, specialists, experts, coaches and learners in the global education community.</p> <p>5. That school goals for 2016 include academic, cultural and social goals – to further embed the vision for our school – “That all students will access the New Zealand Curriculum and achieve success in learning - academically, socially, culturally and physically – so students leave our school culturally centred, academically strong, socially resilient, understanding that change is constant and believing they can make a difference in the world.” (See appendix)</p>	<p>External expert – Chris McLean (MOE – NZC) Mindlab OMGTech</p> <p>Principal Senior leaders</p> <p>Principal Senior Leaders Teachers and staff</p>
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Academic Achievement: AKO / AWHINATANGA: Making learning work for all; Empowering students

1. Assessment for Learning was revisited this year in staff meetings each term, in Term 1 and 2 in insolation, in Term 3 and 4, as aspects of ‘Afl’ linked to ‘Universal Design for Learning’, SOLO Taxonomy and culturally responsive pedagogy. Evidence of this work is seen in classroom environments, teachers’ planning, student work and in the quality of ‘Student-led Conferences’, led by students, with parents in Term 2. Through Mutukarua, parents continue to be supported to learn how learning works, so their capacity to support students to develop understanding of their learning is further developed.

2. This year teachers have experimented with planning to incorporate culturally responsive activities and content. Some teachers have excellent examples of ways they have used the 'cultural capital' of students and whanau, seen in class programmes and inquiry projects.
3. Leaders and teachers have continued to embed AKO in school systems such as buddy classes, Kapa Haka peer teaching, student TV station and class programmes.
4. 'Universal Design for Learning' PLD was provided for Flanshaw Teachers through WAPA 2020 workshops and school staff meetings (x3). To specifically design learning to be inclusive for all students was done consistently across the school. Teacher practices beyond the classroom still saw some students excluded as an unintentional consequence of teachers' decision-making, in some instances.
5. There has been a strong focus on embedding the revised Flanshaw Road School vision at all levels of the school this year. This can be seen in leadership meetings, staff PLD, newsletters and this report. Academic success, cultural centeredness, social resilience and physical confidence have been discussed and actioned at all levels of the school this year. Evidence can be found in student portfolios, BOT reports and observation of students' success in learning in a range of curriculum areas.

POSSIBLE NEXT STEPS:

- To revisit principles of 'AfL' with new teachers to Flanshaw in 2017, using our experienced 'AfL' teachers to design and deliver PLD – either as peer coaches, or in Team PLD.
To support team leaders to develop specific 'AfL' goals to inform 'Walk-Throughs' and teacher observations.
To continue to develop parents' knowledge of how learning and assessment works in education, to build their capacity as first teachers.
- Through STEAM and MASAM, review planning expectations, and request that all planning include cultural dimensions / involvement of parents or outside organizations to provide stronger purpose, relevance or authenticity in learning.
- Continue to develop teachers' 'Universal Design for Learning' pedagogy, linking it to their core values and those of equity and social justice, to do things differently to create learning opportunities that work for ALL students. To apply 'UDL' principles to self-review at all levels of the school.

- Encourage teachers and students to use AKO as a key teaching and learning strategy to empower students and to develop student agency, particularly in STEAM and MASAM initiatives, to grow opportunities for students to be part of planning and designing learning experiences.
- Continue to embed and promote the revised vision of Flanshaw Road School, making it visible around the school grounds, in classrooms, in school enrolment packs, at assemblies and in what we celebrate, so it is something all students, staff and parents know and work towards.

<p>Whanaungatanga / Mana motuhake / Iwi Whanui – Relationships (school-wide, community) with high expectations, effective relationships with all learners, Effective parent, whanau and iwi keeping connected, productive partnerships</p> <p>SELF REVIEW: NAG 2: Community Engagement</p> <p>NAG 2: Reporting to the BOT, To the Community, To Parents</p> <p>NAG 2: Building relationships beyond the school – WAPA 2020, National, International Communities</p> <p>NAG 5: Health and Safety – Social / Emotional Well-being</p>	<p>6. Through Haoura and Mutukaroa programmes, all students will be supported as valued, connected Flanshaw whanau, to develop strong, mutually respectful relationships – at student, teacher, staff, parent and community levels</p> <p>7. Using a range of strategies, input and feedback is to be sought from different stakeholder groups – to further develop and improve systems and to initiate and implement projects that enhances parent engagement in students’ learning</p> <p>8. That through the E-learning Strategic Plan, the school will continue to experiment, innovate, create and apply ICT knowledge and strategies to enhance communication (locally and globally) to improve the quality of teaching and learning across the Flanshaw</p>	<p>Principal Teachers and staff Parents Students</p> <p>Principal Leaders Parents Students Outside groups / experts</p> <p>Maggie Reid Teachers and staff Rob Huxford (ICT) Greg Patel – Lead Teacher (ICT)</p>
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	Road School community. (See E-Learning Strategic Plan)	Glenn Patel – ICT support External support (Ed Tech)
<p><i>Community Engagement: Whanaungatanga / Mana motuhake / Iwi Whanui</i></p> <p>6. Through Mutukaroa, class Hauora programmes, pastoral care and counselling support and an on-going focus on building relationships with parents at all levels of the school, parent engagement and support of the school remains high. This has been seen in survey results from students, teacher inquiries that have included parent voice, parent participation in school events and informal feedback. Some classes that have operated Closed Face-book Pages have developed extremely effective parent communication and learning conversations. Key teachers have been asked to share their strategies around developing an on-line teacher-parent learning community with our NZC facilitator and WAPA 2020 leaders.</p> <p>7. Feedback from all key stake-holders is a critical component of self-review and school improvement. This year information has been sort from students, staff, teachers, leaders, the BOT, parents and external providers working with the school using surveys, learning maps, on-line dialogue, focus groups, parent group hui, meeting minutes, interviews and observation of presentations. Information has informed systems design, planning and actions. Where possible, feedback has been actioned. An example of this is the inclusion of a ‘Friends of Flanshaw’ tab on our school website. Where it has not been able to be actioned immediately, possible actions have become part of our Strategic Plan going forward. An example of this is ‘wifi’ strengthening across the school.</p> <p>8. Teachers in several classrooms across the school have continued to experiment with a number of different tekky devices and their use in enhancing learning. This includes experimentation with e-bots, i-pads, 3D printers, phones, electronic microscopes, mobile recording video cameras and augmented apps. While we are still “in process” in developing our ‘E-learning’ plan, through the Equico grant of \$5000, our STEAM team of leaders have created a list of ‘high tech’ equipment they want to purchase to further extend early-adaptor teachers of STEAM in 2017.</p> <p><i>POSSIBLE NEXT STEPS:</i></p> <ul style="list-style-type: none"> To continue to provide a range of programmes, specifically designed to build strong community relationships and parent capacity as first teachers. 		

- To continue to promote the strengthening of teacher-parent relationships, in order to support student learning, with both a short and long term view of its importance through the Community Engagement Strategic Goal.
- To do a stocktake of current devices in the school to inform purchasing in 2017, so each team has a range of different devices to use as part of regular programmes and STEAM initiatives.
To purchase equipment for different STEAM spaces being developed around the school in 2017 – such as ‘Makey-makey Area’, Hard Materials Area, Construction Area, Lego Area, Device Deconstruction Area, Game Making Area, Enviro Area, Visual Arts Area etc

<p>Tangata Whenuatanga / Rangatiratanga / Kotahitanga – Place-based, socio-cultural awareness and knowledge, effective language and cultural practices, Te Reo, Tikanga Maori, Place based cultural context, All learning and interaction occurs within a cultural context, knowledge of whakapapa – knowing who children are, where they are from and who they belong to, identity, language, culture</p> <p>SELF REVIEW: NAG 1: NZC – Curriculum Delivery</p> <p>NAG 2: Being responsive in our local context / building parent partnerships</p> <p>NAG 3: Teacher Pedagogy / capacity building</p>	<p>9. Through the Major Foci - ‘Culturally responsive pedagogy’, teachers, staff and parents will support all students to develop knowledge of ‘mana’ linked to identity, language and culture - as New Zealanders, as Flanshaw Road School students and as unique global citizens of the world.</p> <p>10. Using SOLO Taxonomy criteria will be developed to evaluate success in supporting students to deepen their sense of identity, language and culture.</p> <p>11. Through the WAPA 2020 Research project with NZCER explore and develop evaluation tools linked to the development of cultural responsiveness, cultural adaptability and cultural fusion.</p>	<p>Principal Mandy Martin, Mericia Chang, Fina Hallman Teachers, staff and parents External experts – Chris McLean (MOE – NZC) NZCER, Outside organizations that support learning about different cultures</p> <p>Principal Teachers Pam Hook</p> <p>Principal Leaders WAPA 2020 leaders NZCER researchers</p>
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Cultural Centeredness: Tangata Whenuatanga / Rangatiratanga / Kotahitanga –

9. This year, teachers have created a range of different class-based initiatives to develop students' knowledge and understanding of their culture and identity. Some teachers made this an explicit part of their 'Inquiry into Teaching' initiatives. Despite this, key 'at-risk' students have not developed enough knowledge to share aspects of their whakapapa with confidence. A 'Waitakere Whakapapa' initiative has been started as part of the WAPA 2020 MASAM work, to see what impact place-based learning has on embedding knowledge and growing 'mana' and confidence of key students. This project will continue in 2017 with a view to expanding it across the school and potentially the WAPA 2020 network.
10. Teachers had two PLD days with Pam Hook in 2016. The goal this year was to extend the use of SOLO Taxonomy maps across all subject areas and for teachers to experiment with all the maps, not just those they were familiar with. This was successful to some extent, but more work is needed between PLD hits with Pam, to embed this across the school. Students are reasonably familiar with SOLO Taxonomy and use it well in Term 2, when there is a focus on them explaining how they assess the quality of their work. Some parents understand SOLO Taxonomy, but this is also needing more work.
11. Because MASAM was not funded by the TLIF in 2016, evaluation work in this area has been done with WAPA 2020 MASAM Lead Teachers and our Project Coordinator, but has not involved NZCER. Through involvement in MAC (Maori Achievement Collaboration) the evaluation framework of Ka Hikitia has been provided to use as a baseline evaluation tool for schools. Further discussion with other MAC schools further along in their thinking about alternative assessment strategies needs to be a next focus.

POSSIBLE NEXT STEPS:

- To continue the 'Waitakere Whakapapa' initiative, with adequate resourcing, in order to inform the development of students' sense of self, cultural identity, language and culture – focusing on development of in-depth knowledge of West Auckland iwi history, places, heroes, oral language skills, knowledge of the school pepeha, waiata, school pou, kapa haka leadership skills, team work skills and Te Reo.
To capture the story of this project, using multiple sources of evidence, to inform other school initiatives and WAPA 2020 MASAM workshops and evaluation strategies.

- To utilize the Ka Hikitia evaluation tool to begin the development of school-based sources of evidence that 'Maori students are achieving success as Maori' in all subject areas, that have been designed using 'UDL' principles and culturally appropriate learning contexts – as part of the Cultural-centred Strategic Goal in the Strategic Plan.

<p>Manaakitanga / Nga Whakapiringatanga / Kaupapa Ako – Values – Integrity, trust, sincerity, equity, effective teaching profile (Flanshaw Core Values), Caring for learners as culturally located citizens, treating all students, whanau and iwi with sincerity and integrity</p> <p>SELF REVIEW: NAG 1: NZC – Curriculum Delivery / Target Students NAG 2: Embedding enviro principles in school-based and community projects within and beyond the school NAG 4: Property</p>	<p>12. To ensure systems within the school meet the needs of students with diverse learning needs – Maori, Pacific Island and Special Needs and Abilities. – See major foci (Targeted Students information)</p> <p>13. To continue to embed principles of Enviro Schools, focused on developing a Learning Landscape school environment to develop the capacity to affect change as a 'sustainable Enviro-community', acting locally but thinking globally – See minor foci (Enviro Schools)</p>	<p>Principal Maggie Reid, Nicola Hubble Senior Leaders Teachers Support staff Parents</p> <p>Principal Heather Kluit, Tracey Woolley, Jan Maul Enviro-school facilitator External Expert – Eliza (Learning Landscape Architect)</p>
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Cultural Centredness: Manaakitanga / Nga Whakapiringatanga / Kaupapa Ako

12. Key Maori and Pacific Island students have been part of targeted learning programmes this year, to support their learning. Each team had different foci and used different teaching strategies to do this. Some learning support was provided by Learning Support Staff working with groups of students in class; some learning support was provided through small-group programmes; some projects involved working with parents to support student learning at home. Results of targeted students have been tracked and reported using 'National Standards' data in the Term 4 Student Progress and Achievement Report. This, however, is just one way progress could be reported. Other measures that may be more important could include students' confidence with peers, students' attitude

towards learning, students' social skills, students' problem-solving skills, students' strengths, students' oracy skills in different contexts, learning maps reflections etc.

13. This year we started the year by developing a 'Strategic Learning Landscape Map' with Eliza McDonald. Having this, and also having our STEAM project begin, enabled us to identify a list of possible Enviro projects that could enhance our school as an imaginative, creative, multi-dimensional learning landscape. The plan was completed in Term 2. Projects concepts were developed in Term 2 and 3. Four projects were actioned in Term 4, with support from Alex Busby, ex-teacher from Flanshaw who also is a Landscape Designer.

POSSIBLE NEXT STEPS:

- To continue to develop a range of indicators to measure 'Cultural Centeredness' of students at Flanshaw Road School, as part of pilot projects and Target Student programmes.
- To complete 2016 projects and identify 2017 project opportunities, linked to the principles of the 'Learning Landscape' plan, designed to create a range of creative, imaginative, interactive play provocations.

Wananga – Communication, problem solving, innovation; students, whanau and iwi engaging in discussions and robust debate, effective teaching and learning, interactions with students, whanau and iwi; reporting and co-constructing learning goals

SELF REVIEW:

NAG 2: Community Engagement

- Mutukaroa
- Ethnic Parent Hui

14. That, as a community we continue to develop strong communication systems, to
 a) share information,
 b) to motivate and enhance learning and
 c) to empower parents, in formal and informal contexts – In our marketing, branding, website, newsletters, Mutukaroa, parent hui, surveys using a range of communication modes with parents

Principal (External support – Springboard Trust PLD mentor)
 Nicola Hubble, Christina McKenzie
 Team Leaders
 Teachers
 Staff
 Parents
 ICT Team

<ul style="list-style-type: none"> - Individual Parent Engagement through Target Projects - Globetrotting Initiative - ICT innovation <p>NAG 2: BOT Elections</p> <p>NAG 2: Self-Review in all areas</p> <ul style="list-style-type: none"> - Governance - Leadership - Community engagement 	<p>15. That self-review continue to be incorporated an integral part of the teaching and learning cycle at all levels of our school learning community each term, in order to further develop capacity</p> <p>16. That, through dialogue, leaders, teachers, staff, students and parents keep learning about learning (planning, teaching, assessment, reflection), parents to develop capacity as a learning community, so students are supported to achieve success</p>	<p>BOT (With STA Support as a new BOT) Principal (External support – Springboard Trust PLD mentor) Senior Leaders Teachers and staff Students Parents</p> <p>Team leaders Mutukaroa leader ECE parents, school parents External support – WAPA 2020 Network</p>
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Community Engagement - Wananga

14. This year we have upgraded our website and have continued to support classes of parents that chose to use 'Closed Face-book Pages', as alternative communication strategies. Some classes of parents chose to stick to 'face to face' as their preferred communication option. Newsletters are all on the website, as are community notices.

Through Mutukaroa, parents have shared preferred communication modes, which have been used by teachers, in informal 1-1 discussions and in focus groups. There is opportunity for more work to be done to develop on-line video clips of "how to" strategies to support parents who want additional information to better support learning at home.

15. Self-review has continued to be used at all levels of the school to inform decision making, to problem solve and to inform future plans. Evidence of self-review can be found in BOT reports, in leadership surveys, teacher inquiry projects, team reflections, student portfolios, external review tools (NZC, NZCER, Play.Sport, MAC, Revised Strategic Plan, MOE Accelerating Achievement in Literacy Project, RTLB Reviews of target students, IEPs etc)

16. Parents continue to have multiple opportunities to engage with teachers, students and the Mutukaroa Liaison teacher, to learn more about learning. Specific strategies have included initial visits to school with pre-schoolers, five week meetings, Mutukaroa meetings with parents, Family Fun Night general meetings, Goal Setting meetings, Student-led Conferences, Target Group project meetings and 1-1 conversations initiated by parents and/or teachers.

POSSIBLE NEXT STEPS:

- To investigate the use of texts to parents, in case of whole-school emergencies.
- To continue to ensure self-review is a key feature of work done at every level of the school – and beyond.

To continue to work with NZCER to develop network evaluation tools to ensure the WAPA 2020 STEAM story is evidence-based, so has academic credibility, while also emphasising the need for bespoke evaluation tools to measure network impact.

- To continue to use feedback from Mutukaroa, parent surveys, staff and student surveys to improve communication and support for parents as first teachers

NAG 1 Student Achievement – Mana Motuhake, Wananga, Ako, Awhingatanga

Continue to develop assessment systems that provides reliable, valid, accurate student achievement data – using a range of nationally referenced assessment tools and NZC - referenced matrices– to be used by teachers, students, parents, the Senior Leadership Team and the Board of Trustees to further improve teaching and learning school-wide.

<p>Self-Review</p> <p>NAG 1: Student Progress and Achievement</p>	<ol style="list-style-type: none"> 1. Survey students and teachers to assess levels of ‘assessment literacy’ of students and teachers to inform ‘next steps’ for PLD 2. Survey parents through Mutukaroa to assess levels of ‘assessment literacy’ of students, teachers to inform ‘next steps’ for PLD 3. With Senior Leaders review assessment tools being used in mathematics, reading, STEAM and Globe-trotting and the quality of information they provide to students, teachers, parents, leaders and the BOT 	<p>Principal Maggie Reid Teachers and students</p> <p>Principal Nicola Hubble Parents</p> <p>Principal Senior Leaders Chris McLean (NZC Facilitator)</p>
<p>NEXT STEPS:</p> <ul style="list-style-type: none"> • 1 / 2 - Needs to be rolled over to the 2017 Annual Plan – to be done in February, 2017. • 3 – Work is in progress - Need to continue this work as part of the development of appropriate STEAM and MASAM evaluation criteria and types of evidence in 2017. 		
<p>To further develop ‘assessment literacy’</p>	<ol style="list-style-type: none"> 4. Provide differentiated PLD in ‘assessment literacy’ and SOLO Taxonomy so information informing teaching, learning, assessment and reporting cycles, is reliable, accurate and valid. 	<p>Principal Senior leaders</p>

<p>across the Flanshaw Road School community</p> <p>NAG 3: Professional Development</p> <p>To ensure assessment systems are 'best practice' providing reliable, accurate and valid student progress and achievement information that is used to inform 'next steps'</p> <p>NAG 2: Self Review</p>	<ol style="list-style-type: none"> 5. Continue to analyse student progress, engagement and achievement information to inform the strategic direction of the school 6. Continue to reinforce the importance of teachers using and sharing assessment information with students, through Goal-Setting meetings in Term 1 and Student-led Conferences in Term 2 each year – and Student Portfolios that provide a snapshot of progress and achievement being made each term. 7. Work with Pam Hook 3 X this year to embed SOLO Taxonomy across target curriculum areas to refine and further improve assessment in all curriculum areas and student understanding of themselves as learners 8. Continue to develop teachers' "deliberate acts of teaching" strategies in oral language, culturally-responsive teaching and STEAM informed by data, so programmes include flexi grouping structures to meet students' needs. 	<p>Principal Senior Leaders Teachers</p> <p>Principal Senior Leaders Teachers and staff Students</p> <p>Principal Senior Leaders Teachers Pam Hook</p> <p>Principal Senior Leaders Teachers / tutor teachers Students</p>
<p>NEXT STEPS:</p> <ul style="list-style-type: none"> • 4 – Continue in 2017, especially with new staff, to ensure our baseline pedagogy is strong – using Team Leaders and expert 'AFL' teachers to lead PLD in teams and/ or in Peer-Coaching forums 		

- 5 – Continue to improve analysis and personalization of programmes to meet the needs of students – ensure teams have time to do this PLD to inform programme development
- 6 – Continue to emphasise reflection upon learning, oral think-a-louds of teachers and students to discuss learning, routine strategies to share information about learning – to inform formal reporting strategies used to build students’ understanding of themselves as learners
- 7 – Use Pam Hook in 2017 to support teachers to extend the use of SOLO Taxonomy with ESOL learners, as well as across STEAM subjects and when developing indicators of culturally-centered learning – supported also by expert teachers in the use of SOLO Taxonomy
- 8 – Through PLD link ‘deliberate acts of teaching’ with ‘Universal Design for Learning’ principles and other PLD done in supporting ESOL students, oral language as the foundation of all literacy programmes, flexi grouping and the development of ‘passion projects’ where students design their own projects



NAG 1 Curriculum Goals – Pono, Wananga, Mana Motuhake, Manaakitanga, Kotahitanga, Rangatiratanga, Kaupapa Ako

To provide a high quality curriculum programme based upon the New Zealand Curriculum - providing opportunities for all students to foster high achievement in academic and social skills, promoting positive attitudes to authentic, co-operative learning, based upon individual students' needs.

<p>Self-Review</p> <p>NAG 1: Curriculum Delivery / NZC Foci</p>	<ol style="list-style-type: none"> 1. With the MOE NZC facilitator review curriculum delivery documents, planning, delivery and curriculum coverage. 2. Review the effectiveness of 'AfL' and culturally responsive pedagogy approaches, as they relate to student engagement, progress and achievement levels 3. As part of our NZC work this year review planning and teaching using effective, evidence-based teaching strategies – 'Assessment for Learning' / SOLO pedagogy – particularly focusing on oral language, reading, writing and mathematics. 4. Develop a baseline measure of culturally responsive pedagogical knowledge of teachers, with a particular emphasis on Te Reo / tikanga, and review progress made each term 5. Develop a baseline measure of teachers' STEAM knowledge and review teachers' focus and developing expertise in planning authentic, 'hands on', relevant and meaningful learning experiences each term 6. Continue to support teachers to experiment with blended learning / BYOD, universal design for learning, digital learning, gamification (use of digital games to support student learning) 	<p>Principal Senior Leaders NZC Facilitator</p> <p>Principal Team Leaders Students</p> <p>Principal Pam Hook Senior Leaders</p> <p>Principal NZCER, WAPA 2020 CRP Team</p> <p>Principal STEAM Team Teachers</p>
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	and supporting learning in formal and informal spaces informed by a long term ICT Strategic Plan.	Principal Maggie Reid E-learning Team Teachers
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NEXT STEPS:

1. With the MOE NZC facilitator we have reviewed our curriculum implementation, and using baseline data from teachers and students, developed a plan of work which has been followed this year. End of year teacher and student data showed gains in every dimension – and highlighted the work that has been done by teachers across the school to develop student-centred, motivating teaching programmes (*See Te Toi Tupu Survey Data appendix and the NZC Report for Flanshaw Road School*). In an across-school facilitator moderating process of all the schools working on NZC, Flanshaw Road School rated extremely well.
2. Next year we need to revisit ‘AfL’ so newer teachers are using all the effective strategies within class programmes each day. In this way student voice and opportunity for student decision-making will become more consistent across the school. Using our expert teachers in either team meetings or through peer coaching will also strengthen our core value of AKO.
3. SOLO Taxonomy is used, but not consistently. This needs to be revisited in 2017, with a focus on quality work – what is it, how we know and how we do this every day.
4. MASAM evaluation tools have begun to be developed and will become more a focus in 2017, as we focus on developing specific cultural competencies within classroom programming.
5. STEAM evaluation tools are in the process of being developed, with guidance from Professor Cathy Wylie from NZCER. The ‘Me and My School’ Survey provided some information about student engagement across the network. Teachers have been asked to create reflective blogs, to complete end of year forms summarizing their learning in STEAM, and its impact on student learning to date. Principals across WAPA 2020 schools need to have specific students that are tracked in 2017, so rich data, including Learning Maps, inform the stories of student success in learning.

6. Lead teachers of STEAM this year have experimented using a range of different devices within classroom programmes. STEAM spaces and a focus on 'high tech' gear will continue next year. For teachers new to STEAM, how to use 'low tech / recycled' materials will be a focus.

<p>To continue to use NZC as the basis of quality planning and teaching, to provide culturally-rich, authentic, diverse learning opportunities for all students across all curriculum areas</p> <p>NAG 1 / NAG 3: Curriculum Delivery / Teacher Pedagogy linked to Major and Minor Foci Areas</p>	<p>7. Ensure programmes are differentiated to meet specific learning needs – E.g. IEPs (Individual Education Plans), IBPs (Individual Behaviour Plans), ISPs (Individual Social Plans), Special Projects, Correspondence School etc. as needed</p> <p>8. Ensure core values and Enviro-School principles are embedded within teaching programmes across the school as we move towards 'Beyond Green Gold Status'</p> <p>Continue to support the Flanshaw Road School community to becoming a leading Eco-community, focused on sustainability.</p> <p>9. Look to begin implementation of Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13</p> <p>10. Continue to develop whole-school capacity in key areas of the curriculum – E.g. Literacy, STEAM (Science, technology, engineering, the arts and mathematics), inquiry, health and physical education and Te Reo.</p>	<p>Principal Senior leaders Teachers Support staff</p> <p>Principal Enviro Team Teachers</p> <p>Principal CRL Team Teachers</p> <p>Principal Senior Leadership Team Teachers External support people</p>
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NEXT STEPS:

7. The system for writing, implementing and reviewing IEPs (Individual Education Plans) for key students in each team has worked well with all high-level students achieving success in different areas this year. What is not so strong is the development and implementation of ISPs (Individual Social Plans) and IBPs (Individual Behaviour Plans), so this will need to be revisited with leaders, teachers and staff next year.
8. Each term we have had a staff meeting to re-focus people on maintenance of enviro systems, enviro projects and how to link these to enviro principles. In Term 4 we did an exercise defining our vision, core values, Enviro principles, Universal Design for Learning principles to help people make connections between them all. We have a specific Enviro Goal in our Strategic Plan going forward, to continue to ensure Enviro-school work is used as a vehicle to create authentic learning experiences that do 'make a difference in our world'.
9. This year we did some work on Te Reo, but a more focused effort in 2017 using Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13 will support us to improve our use of Te Reo schoolwide.
10. Different people have worked on developing their skills in teaching in different curriculum areas. When asked to rank the level of focus on each of the major and minor foci areas this year, it is evident that teachers have spread their efforts over different foci. **(See Summary of Teacher Summary on Major and Minor Foci – 2017)**. The 'Play.Sport' survey in Term 2 showed up areas for us to focus on as a staff, which has been done outside of the Major and Minor foci areas this year, but will become a part of our Physical Confidence Strategic Goal in 2017.



NAG 2 - Self Review, Reporting to the Community, Community Consultation - Iwi Whanui, Kotahitanga, Awhinatanga, Pono, Rangatiratanga

To foster and develop strong, authentic relationships with the Flanshaw Road School community of parents, to enhance their roles as first teachers, to support them to become learners so they can better support their children’s learning as they move through the school, utilizing outside community groups strengths, skills and resource to do this.

To strengthen community capacity in multiple ways, using a range of culturally responsive strategies. to raise student achievement.

<p>Self-Review</p> <p>NAG 2: Community Engagement</p>	<ol style="list-style-type: none"> 1. Continue to survey all stake-holders in the Flanshaw Road School community annually and act upon feedback. 2. Continue to gather information about different aspects of the school, using forums, parent groups, parent representatives etc to inform ‘next steps’ in the development of a connected, learning-focused, culturally-responsive community. 	<p>Principal School Leaders Teachers Parents</p> <p>School leaders Mutukaroa / ESOL Leaders BOT Parents</p>
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Next Steps:

1. The Flanshaw Road School community completed an Annual Survey in Term 1, 2016. Having this available ‘on-line’ as a survey monkey could improve participation. Having a student version for students could also be a 2017 addition to stake-holder self-review.
2. We use a range of different ways to gather information from parents – Ethnic Parent meetings (with translators), through target project meetings, Friends of Flanshaw and through Mutukaroa 1-1 meetings with parents. To specifically foster culturally responsive relationships with families, for teachers to visit churches, to try new and different foods, to learn and teach a dance or skill from a different culture or ask a whanau member to do the same are all possible ways to extend teachers’ and students’ cultural capital.

<p>To continue to develop Community Engagement, using a range of strategies that enhance and enrich relationships, and that empower parents as first teachers</p> <p>NAG 2: Networking across and beyond the school to enhance the quality of teaching and learning across Flanshaw Road School</p> <p>NAG 2: Parent Engagement</p>	<p>3. Continue to connect with ECE providers to ensure transitions to school are as seamless as possible.</p> <p>4. Continue to embed a range of strategies we have developed to empower parents as first teachers.</p> <p>Embed Mutukaroa as an initiative that deepens parents' understanding of assessment, as it relates to their child, while also providing learning resources to support learning at home.</p> <p>5. Continue to develop multiple ways for parents to connect and contribute to Flanshaw Road School as a culturally rich community that utilizes parents' cultural capital to enhance our students' learning experiences.</p> <p>Continue to support our whanau to use our school as a community resource, to build capacity as an inclusive, supportive learning community.</p> <p>Continue to elevate the visibility and 'mana' of all cultural groups within the school community through school systems and traditions, class programmes and school projects.</p>	<p>School leaders Teachers ECE teachers Parents</p> <p>Principal BOT Mutukaroa Leader Teachers Parents</p> <p>Principal School leaders Teachers Parents</p> <p>Principal BOT representatives Lead teachers Interested parents</p> <p>Principal BOT representatives Lead teachers Interested parents</p>
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	<p>6. Work with Maori Whanau to develop and implement a Flanshaw Road School Maori Education Plan, based on Ka Hikitia, to ensure Maori students achieve success, while retaining their identity, language and culture.</p> <p>7. Work with Pacific Island Fono to develop and implement a Flanshaw Road School Pasifika Education Plan, based on the PEP MOE resource, to better support Pacific Island students to achieve success, while retaining their identity, language and culture.</p> <p>8. Continue to work with parents of Special Needs and Gifted students to ensure learning needs are being met.</p>	<p>Senior leaders Teachers Parents Outside organization where relevant</p> <p>Senior leaders Teachers Parents Outside agencies where relevant</p>
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NEXT STEPS:

3. Relations with the ECE have been maintained; ECE students have visited the NE rooms regularly and have used the school facilities during the year.
4. Mutukaroa has continued to be the foundation from which we have worked to develop parents' capacity as first teachers. Some classes have developed very successful 'Closed Face-book Pages' where the focus has become sharing home-learning ideas and experiences, in addition to it being a two-way communication tool. Sending home literacy and numeracy games, activities and books in holiday breaks, specific to their children's needs, has also been appreciated by parents.
5. Teachers have continued to create multiple ways for parents to engage with and be involved in the school this year. Parents have helped with trips, helped with class projects, shared their knowledge about their culture, traditional foods, traditions and language. We have not specifically created Enviro projects that make the range of cultures in our school visible, but this could be part of a 2017 STEAM / Visual Arts / Enviro challenge for classes.

- 6 / 7 We have not specifically written a Maori Education Plan or a Pasifika Education Plan, but materials have been gathered to support this work in 2017. The 2017 Samoan Trip parents could be a focus group for this work; setting up two focus groups in 2017 to progress this work, with support from BOT leaders, needs to be a priority in Term 1, 2017.
- 8 Special needs parents have provided good feedback individually during 2017, through the IEP process. To have them meet as another focus group, would help us review and refine learning support needs for ORRS, high moderate needs students. Another group that would offer helpful insight is our Learning Support Team and RTLB that work with teachers and students in our school.



NAG 3 – Performance Management - Ako, Manaakitanga, Mana Motuhake, Wananga, Nga whakapiringatanga

To provide a climate that attracts, retains and develops the best personnel resource available to support the academic, social, physical and cultural aspirations of the school and ensures that the on-going professional development needs of teachers and staff are met.

<p>Self-Review</p> <p>NAG 3: Performance Management</p>	<ol style="list-style-type: none"> 1. Continue to develop and further refine procedural framework which promote high levels of staff performance. 2. Review and develop a new professional development plan to include professional learning strategies (Mentoring, coaching, teacher inquiries, whole-school, team and individual PLD) to build capacity through the process of changing / enhancing teachers’ practice to more effectively support ALL students in their learning. 	<p>Principal Senior leaders Teacher Staff Students</p>
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Next Steps:

1. This year, as part of our appraisal cycle, we introduced stronger scaffolding around ‘Teacher Inquiries’. In addition, teachers had peer coaches, whom they met with regularly in Term 1 and 2. As a result, the overall standard of teacher inquiries was the most consistent we have seen since introducing teacher inquiries in 2013. A 2017 focus will be ensuring teachers report specifically on how their learning has impacted on student achievement.
2. Teachers’ feedback has suggested we need to personalize staff meetings more, to cater for different levels of expertise, using teachers’ strengths. Other suggestions for PLD in 2017 has included reading comprehension / extension work – linked to SOLO Taxonomy and specific links to ICT apps that support learning, such as the Science literacy apps developed through NZCER.

<p>To continue to create quality Professional Development programmes and opportunities, to build leadership and teaching and learning capacity at all levels of the school – and beyond.</p> <p>NAG 3: Professional Development</p>	<ol style="list-style-type: none"> 3. Staff the school to reflect the priorities stated in the school’s Strategic and Annual Plans. 4. Ensure a professional development plan is in place which will support staff at all levels of the school to deliver quality teaching and learning – differentiated to meet the needs of staff at all levels of the school. 5. Continue to reflect and refine school, leadership, team and individual development goals based on feedback / feed-forward and changing needs of individuals and the organization. 6. Review Performance Management systems through different lenses, including how well they develop culturally responsive teachers, how well teachers support students in our context, to develop academic, cultural, social and physical skills of students. 7. Continue to develop differentiated opportunities for staff within and beyond the school – to strengthen teaching and learning capacity school-wide (Curriculum teams; Enviro projects; Inquiry initiatives; WAPA 2020 leadership etc) 8. Continue to develop across-school consistency and ways to assess ‘Assessment for Learning’ pedagogy, culturally-responsive pedagogy, authentic learning, blended learning, universal design learning pedagogies and strategies. 	<p>Principal</p> <p>Senior leaders Teachers</p> <p>Principal Senior leaders Teachers</p> <p>Principal Senior leaders Teachers Staff</p> <p>Principal Senior leaders Teachers Staff</p> <p>Teachers Staff Parents Outside facilitators</p>
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	<p>9. Continue to enrich programmes and learning experiences through the use of experts, coaches, tutors etc as funding allows.</p> <p>10. Support the implementation of Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13 through staff Te Reo / Tikanga lessons to increase the use of Maori, as our second official language, at each level of the school.</p> <p>11. Continue to be the lead school for the WAPA 2020 Network of Schools – learning with, from and through colleagues in other West Auckland schools – how to better support all our students, in all our schools.</p>	<p>WAPA 2020 schools A range of organizations</p> <p>Principal Senior leaders WAPA 2020 leaders NZCER</p> <p>Principal Outside facilitators Senior Leaders Teachers</p> <p>Principal Senior leaders Teachers Staff Flanshaw leaders and teachers WAPA 2020 Reference Group WAPA 2020 Schools</p>
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NEXT STEPS:

12. We have continued to employ experienced teachers with a range of skill-sets that complement the teams they work in. In 2016 we lose Megan Kanz, Anne Lowe and Christina McKenzie, but we have two experienced team leaders coming into the school in 2017.

13. This year we have had a strong PLD programme running at staff, team and individual school level.

- 14.** The Leadership Team trialled doing a series of ‘mini workshops’ focusing specifically on leadership skills in Term 1 and 2. This needs to be further refined and embedded as part of the PLD school plan in 2017, so we can utilize the knowledge we have in the team. Possible topics include ‘Open to Learn’ conversations, facilitation skills linked to running team PLD, Time Management (Berliner) / Controlling the calendar, building resilience / hauora and building high performing teams.
- 15.** Review of school systems, using an academic, cultural, social and physical lens will help the leadership team identify key areas for development in 2017. This will be done using Term 4 Progress and Achievement data, NZC survey information, teachers’ feedback from 2016, the Play.Sport survey, the BOT-Leadership Strategic Planning Day and the annual Principal’s Report.
- 16.** Leaders and teachers have continued to be involved in a range of initiatives within and beyond the school. WAPA 2020, the MOE NZC PLD, MOE ‘Accelerating Literacy Learning’, Enviro schools, study through tertiary providers and leadership opportunities created through NZEI and NZPF have all created “added-value” in PLD in 2016. In 2017, we have twelve staff and twenty students travelling to Samoa, which will create further opportunities for leadership and culturally centred learning.
- 17.** This year, there has not been a focus on assessing the current competencies in the use of different teaching and learning strategies with teachers. This is because it has been a year where teachers have been encouraged to explore and trial new ways of working. Next year, with teachers, we need to revisit how we know we are using pedagogical strategies effectively – i.e. how we know we are making a difference to students’ learning.
- 18.** During 2107, teachers have worked with Pam Hook, Chrissy Butler, the Play.Sport team, Chris McLean (MOE – NZC), Shanley Gamlin (MOE – ESOL), as well as senior leaders with expertise in STEAM and culturally responsive pedagogy. Leaders involved in WAPA 2020 have worked with the Education Group, Dr Tamsin Hanley, Dr Melinda Webber, Alex Hotere-Barnes, Chrissy Butler and Professor Cathy Wylie. Next year, Flanshaw teachers will work with Pam Hook, Tamsin Hanley, the Play.Sports team and Mark Osborne at school. Through WAPA 2020 teachers will also have access to a range of different facilitators over the year.
- 19.** Each term this year, Te Reo resources were made to use in classrooms to support teachers and students to make Te Reo part of the daily routines. Some classes have used Te Reo more than others, so additional Te Reo support will be needed to upskill teachers in 2017, if we are to further embed the use of Te Reo across the school.

20. Flanshaw Road School has continued as lead school for WAPA 2020, taking responsibility for the ‘Teacher-led Innovations Funding’ administration, overseeing the programme development and evaluation and continuing to support other schools as needed. This year there have been two changes in the network; a new principal took over Henderson Primary School and St Leonards School have chosen to withdraw from the project at the end of 2016, due to ‘Community of Learning’ commitments in the Kelston area. St Leonards were not one of the named schools in the TLIF project because they had chosen to participate in STEAM. For 2016 they had committed to involvement in the leadership PLD and the ‘Maori achieving success as Maori’ work-stream.



NAG 4 - Nga whakapiringatanga, Pono, Kaupapa Ako

To provide, develop and maintain buildings and facilities, which will meet the current and long term needs of the school, and its community, and which are compliant with all safety requirements.

<p>Self-Review</p> <p>NAG 4 - Property</p>	<p>1. Review property and maintenance systems to inform capital works, projects and maintenance plans</p>	<p>Principal Health and Safety Committee Property Manager Support staff</p>
<p>To continue to improve the school grounds to create 'Nga Whakapiringatanga' – optimal conditions for learning</p> <p>NAG 4: Property</p>	<p>2. Maintain a programme of on-going property checks to comply with all Health and Safety standards.</p> <p>3. Review, update and implement 10 Year Property Plan. Update the 5 Year Plan if priorities change.</p> <p>4. Action project identified by the BOT as priority each year.</p> <p>5. Through the ICT Strategic Plan ensure our infrastructure and resources are aligned with all NAGs (Curriculum, Student Achievement / SMS Systems, Community communication and engagement, Health and Safety, Legislative Requirements)</p> <p>6. Continue to improve the school site, so it continues to be valued as the 'hub of the hood'.</p>	<p>Principal Property Manager Health and Safety Team</p> <p>Principal BOT</p> <p>BOT Principal Property Manager</p> <p>Principal Deputy Principal, staff Ed Tech / TTS E-tap Outside organizations as required</p>

NEXT STEPS:

1. Property and maintenance systems have been partially reviewed through the implementation of new Health and Safety regulations and partially through the development of a new 5 Y A and 10 Y A plan. This year, we have upgraded the power supply to the Whanui lwi room, had trees along the front of the school pruned and heat pumps installed in the hall, as minor projects.
2. As per recommendations with the new Health and Safety legislation, a Health and Safety committee was created, comprising of the principal, DP, senior leader / teacher rep and staff rep. The team have met each term and reports to the BOT have detailed activities. There have been no major Health and Safety incidents that have required recommendations to the BOT, other than raised concrete that will be dealt with as part of a 'Modernization Upgrade' project in 2017.
3. The 5 Y A and 10 Y A Plans were approved by the MOE and the first project, upgrading our electrical wiring, is due to be done over the Christmas break.
4. This year the BOT did not identify any key priority area for action, other than what was set out in the 5 Y A schedule.
5. It is possible Flanshaw Road School may have the opportunity to upgrade our wifi system across the school in 2017. This will happen if we are one of the 'chosen' schools that have applied for this and we can afford the 20% of the total cost bill. Our server is nearly full so over the holidays we will need to cull information we no longer need and store photos in an electronic archive. ICT is definitely an area we want to improve capacity, so a proposal for upgrading our infrastructure and resources in this area needs to be developed in 2017 for BOT consideration. This could also include creating text and phone messaging to parents. The office team would like to change from the SMS MUSAC system to XERO. This has been costed and approved.



<p>NAG 4 – Mana Motuhake, Nga whakapiringatanga, Iwi Whanui</p> <p>To ensure the school’s finances reflect the vision and strategic intent of the school, while also complying with all ‘best accounting practices’ and achieves ‘unqualified audit’ status each year.</p>		
<p>Self-Review</p> <p>NAG 4: Finance</p>	<ol style="list-style-type: none"> 1. Ensure the Annual Budget reflects the priorities of the Strategic and Annual Plans. 2. Using a range of strategies and tools, review school financial systems each year, to ensure ‘best accounting practices’ are in place and being maintained. 3. Review policy guideline and procedures re: any changes to annual accounting procedures. 	<p>Principal Deputy Principal Bursar Ed Tech</p>
<p>To continue to ensure annual budgets are aligned to reflect strategic decision- making that provides the best possible, quality education for Flanshaw Road students</p> <p>Ensure funds are allocated to reflect priorities of the</p>	<ol style="list-style-type: none"> 4. Continue to employ Ed Tech as financial advisors overseers. 5. Continue to support systemic professional development with office staff, leaders and teachers so aspects of financial management are shared, as appropriate 6. Oversee budget spending and ensure ‘best accounting practices’ are maintained, when resources are being purchased by curriculum budget holders, the property manager, project leaders and school leaders. 7. Maintain the asset register so it is an accurate and reliable record. 	<p>Principal Ed Tech</p> <p>Principal Bursar Teachers Staff Ed Tech</p> <p>Principal Bursar</p> <p>Bursar</p>

Strategic and Annual Plan NAG 2: Self Review NAG 4: Finance	8. Provide Monthly Financial Reports to the Board of Trustees. 9. Ensure the school receives an unqualified audit each year.	Principal Bursar Ed Tech
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NEXT STEPS:

1. The Annual Budget reflected all the key priorities outlined in the Annual Plan overview.
2. This year, with two changes of bursar, we have employed Ed Tech to do more hours in our school to ensure ‘best accounting practices’ were maintained.
3. Annual accounting procedures were reviewed at the beginning of the year and three procedures were added to our BOT Guidebook. They were the Credit Card procedure, Gifts and Entertainment procedure and Sensitive Expenditure procedure.
4. Ed Tech have continued to be employed to oversee accounts.
5. Both bursars this year and the DP have done on-line Novopay seminars and used local cluster bursar knowledge as needed. This is in addition to on-the-job training provided by Sarah Taylor from Ed Tech. The office team attended an Administration Conference in the middle of the year.
6. Each month financial reports have been presented at BOT meetings. While overall the budget ran slightly ‘rich’ we were never more than 5% over expected expenditure levels in any given month. Clear explanations were provided to explain budgets that were overspent. All budget holders followed appropriate procedures throughout the year. Additional sources of funding were received from the MOE ‘Teacher-led Innovation Fund’, an Equico grant and the ECE Governance Committee.
- 7 – 8 The asset register had been maintained over the year.
9. This year we received an unqualified audit for 2015.

NAG 5 – Health and Safety - Manaakitanga, Pono, Wananga, Awhinatanga, Kotahitanga, Rangatiratanga, Nga whakapiringatanga

To ensure the learning environment at Flanshaw Road School is safe – physically, emotionally, socially and culturally – so all students are connected and secure in an environment that provides optimum conditions for quality learning.

<p>Self-Review</p> <p>NAG 5: Health and Safety</p>	<p>1. With the Health and Safety Team continue meet twice a term to systematically review health and safety across the school site – to ensure we are meeting legislative requirements</p> <p>Comply with the Health and Safety Officer’s requests at all times</p> <p>2. Review and refine behaviour learning systems to further develop consistency in behaviour learning school-wide – revisiting consistency in expectations, processes and visibility of behaviour learning guidelines.</p> <p>3. Continue to survey students and parents on aspects of Health and Safety – to inform planning and to be responsive to needs as they arise</p>	<p>Principal Health and Safety Team</p> <p>Health and Safety Officer Staff Parents Students</p> <p>Principal Senior Leaders Teachers Staff Parents</p> <p>Teachers Students</p>
<p>To continue to develop all aspects of health and safety – social, emotional and physical – to optimize learning</p>	<p>4. Continue to refine student support systems, as they link to learning, behaviour, health, welfare and custody students.</p>	<p>Principal Senior leaders Office team Parents</p>

<p>NAG 4: Property NAG 5: Health and Safety</p>	<p>5. Review and update the Hauora programme so school values, social skills and strategies to cope with conflict are taught effectively and with consistency.</p> <p>6. Continue to monitor Behaviour Learning Pathway strategies are being used consistently by staff, to support students to learn skills in 'managing self' and that appropriate levels of support are in place for students, teachers, staff and parents.</p> <p>7. Revisit and update Cyber Safety Agreements and Parent Guidelines for Cyber Safety in the Home</p> <p>8. As a good employer, continue to monitor and respond to staff well-being needs.</p>	<p>Principal Teachers</p> <p>Principal Team leaders Teachers Outside agencies as appropriate</p> <p>Principal Deputy Principal Teachers Parents Students</p> <p>BOT Principal</p>
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NEXT STEPS:

1. The Health and Safety team have continued to meet twice a term and there have been no incidents where the Health and Safety Officer has had to issue a request to shut the school, or part of.
2. Our Learning Behaviour Pathway plan was reviewed with new teachers to the school and when developing specific 'IBPs' (Individual Behaviour Plans) for key students. Some teachers and parents completed the Incredible Years programme to further develop their knowledge of effective behaviour strategies. Our Mutukaroa liaison officer has also worked with parents to support them with behaviour strategies. Next year, staff need to review the Behaviour Learning Plan and draft some exemplar IBPs (Individual Behaviour Plans) and ISPs (Individual Social Skills Plans) to better support key students.

3. Through the Annual Community Survey and regular student surveys we have worked hard to be responsive to the data. In some instances, behaviour incidents have been situational; in other situations, helping support the home context was the way to sort the behaviour. Students' collective voice on surveys such as the 'Me and My School' Engagement survey has been extremely positive, as has been the NZC student survey data.
4. School referral systems for students needing pastoral, health and well-being, ESOL, learning or behaviour support have continued to operate effectively. We have a range of 'discrete' systems that provide support, in addition to the RTLB service.
- 5 / 6 The school's Hauora programme was not reviewed this year, but needs to be, so it is prioritized at the beginning and end of each term. Each term three core values were the focus. To give the behaviours, dispositions and skills associated with core values more mana, we need to have appropriate certificates and public acknowledgements of students working hard to 'do the right thing'.
7. Cyber safety agreements were revised, updated and sent home to parents at the beginning of this year, as a follow-up to the focus on student safety in the second half of 2016.
8. As a good employer, the BOT and principal have monitored staff well-being through the year. Senior leaders completed the Hauora well-being survey promoted by NZEI, to get an individual assessment of their current stressors. Teachers and staff have generally remained well and no staff member has had extended time away for sickness.



NAG 6 – Legislative Requirements - Ako, Pono, Awhinatanga, Iwi Whanui - To review and update legislative requirements.		
Self-Review NAG 6: Legislation	1. Continue to review new legislation – and its potential impact upon FRS as a learning organization.	BOT Principal Senior Leaders Teachers
To continue to work to meet all legislative requirements that benefit students and their learning NAG 6: Legislation	2. With the BOT consider implications for the health, well-being and learning of all students in the school. 3. Comply with legislation, as mandated.	BOT Principal BOT Principal Senior Leaders Teachers Staff
<p>NEXT STEPS:</p> <ol style="list-style-type: none"> 1. This year there has been sweeping changes proposed in a tidal wave of cabinet papers and proposed policies. The new Flanshaw Road School Board of Trustees made their first submission to express their concern at proposed changes outlined in the Education Amendment Bill, the updated Education Amendment Bill and the Global Funding proposal. A new cabinet paper outlining plans to devolve the service delivery of ‘Special Needs’ students to ‘Communities of Learning’ with no additional funding, is the latest source of anxiety for school leaders across New Zealand. 2. The Ministry of Education have continued to focus on ‘incentivizing’ schools to work in ‘Communities of Learning’. While MOE figures show over 1000 schools are now “in” COLs, the reality is very few COLs have worked through the five set up phases. This involves developing an expression of interest, meeting with MOE personnel, developing an achievement challenge which then has to be accepted by the MOE, appointing a Lead Principal, cross-school lead teachers and within school lead teachers, developing a programme of work and implementing it. The lack of relievers available to back-fill the new COL positions is slowing implementation 		

of COL programmes even if COLs get through the set up phase.

The MOE have suggested all 'Learning Support' (Synonym for Special Needs) resources will be administered by COLs in the future, as will property. Legislation in the house, if passed, will make COLs legal entities, so groups of schools will be able to apply for grants, form trusts; they will also be able to be sold.

As a Board of Trustees, we are charged to do the best for our students, in our school community. NZPF advice at this time is to wait and watch to see what gains are achieved through this restructure of our system. At the end of 2016, schools have not been mandated to join COLs. In time, if this initiative is not abandoned, schools outside COLs will end up joining in to access funds and resources and/or to ensure teachers do not miss out on leadership opportunities.

Flanshaw Road School has been the lead school of the WAPA 2020 network for nine years. In 2017, three of four Project Lead Teachers in the network are from Flanshaw. Half our teaching staff were involved in network activities this year and through the TLIF STEAM and MASAM projects, it is hoped we will be part of a non-COL collaborative network success story that is different from the Ministry of Education's hierarchical COL model.



2016 Annual Plan Review - Summary by Teachers

At a staff meeting in Term 4 teachers were asked to evaluate the progress they thought had been made in each of the six Major Foci areas this year.

Fifteen teachers completed this survey. One of the teachers had joined the teaching staff during the year, so may not have participated in professional development for different foci areas. One teacher that completed the survey was a part-time teachers, working in a specialist areas, so they did not assess all areas. Teachers' perceptions of progress made were based on professional development they had participated in and the extent to which they had focused on, and developed, the different areas of foci during the year.

The table below provides a snap-shot of the teaching staff's collective thinking about the development of capacity in each of the Major foci areas for 2012.

Major Curriculum and Assessment Foci:

MAJOR FOCI	Not achieved	Some progress made	Good progress made	Very good progress made	Excellent progress made
Culturally Responsive Pedagogy / Student centred AfL pedagogy			1	13	1
Curriculum Innovation in practice – STEAM / NZC			3	12	
Blended Learning / e-learning	1		10	3	1
Assessment – SOLO Taxonomy		2	7	6	
Assessment Literacy – strengthening student,		1	5	9	

teacher, parent knowledge - Mutukaroa					
Target groups of students / Building relationships			8	7	

In Summary:

- From the teachers' perspective, as a staff we made the strongest progress in developing culturally responsive pedagogy, in class programmes.
- The second strongest area of progress was the introduction and experimenting with STEAM.
- Working to develop students' and parents' knowledge of assessment and how it works, as well as a focus on sending home games and books in holidays to support literacy in the holidays has extended the Mutukaroa 'parent assessment literacy' programme. This may have also positively impacted on ratings around progress in building stronger relationships with 'at-risk' families.

Areas to further strengthen, based upon teachers' feedback, is the use of different technologies to support and enhance learning programmes. This will be a 2017 focus as part of the STEAM initiative.

Areas teachers specifically stated would be useful to have a strong focus on in 2017 included:

- Using different digital devices effectively (including buying gear to replace outdated equipment)
- Revisiting 'AFL'
- Development of STEAM pedagogy
- Mathematics PLD – key concepts / activities to practice skills / application – problem solving
- Oral Language – specific skill sets – one minute speeches / impromptu speeches / summarising what has been said / clarifying what has been said / telling stories orally (with props), speaking in Maori for set amounts of times, mihi / pepeha / blurbs about enviro projects – 'how we do things at FRS'

Minor Foci Summary:

	No progress made	Some progress made	Good progress made	Very good progress made	Excellent progress
Enviro Schools 'Learning Landscapes'		2	10	3	
Te Reo / Tikanga			9	5	1
Teacher Inquiry Projects			3	8	4
Performing Arts		3	5	7	
Website Development	1	9	5		

- In Minor foci areas, teachers felt the most progress had been made developing strong 'Teacher Inquiry' projects across the school.
- The second strongest area of progress was work done in the Performing Arts. Te Reo / Tikanga and Enviro work were areas where teachers felt consistently good progress was made.

This concludes the first section of the Annual Report. The second section of this report is a summary of Flanshaw Road School students' achievement levels at the end of Term 4, 2016, in reading, writing and mathematics. This section also contains a summary of progress made with key Target Student groups identified from Term 4, 2016 data, as needing support in learning.

These figures are based on triangulated data and 'Over-all Teacher Judgements' as defined by Flanshaw Road School. More detailed information about Student Progress and Achievement data, with analyses, can be found in the 'Term 4 2016 Student Achievement Data Report'.

The final section of this report will contain the Ministry of Education student achievement spreadsheet and mandated Analysis of Variance report, once completed.