



Te Ara o te Ra

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

**Flanshaw Road School**  
*"Growing Leaders Of Tomorrow"*

# ***ANNUAL PRINCIPAL'S REPORT - 2017***

Kei te mihi ake a te matau Aotearoa ki e hunga whanui o te rangai maturanga,  
i whai wahi mai kei te waihanga ngatahi i tenei rautaki:

Te Rautaki Kaihautu.

Me mihi ka tika, otira, me mihi i runga o nga kupu whakatauki e ki nei.

Ko te manu ka kai i te mire, nona te ngahere,

Ko te manu ka kai i te matauranga non ate ao.

The bird that partakes of the miro berry, reigns in the forest,  
The bird that partakes of knowledge, feeds on the fruits of the world.

This report is a summary of what has been achieved at Flanshaw Road School during 2017. We have had a year characterized by many highlights and some sad moments. The illness and subsequent passing of Kevin Davis, Property Manager of 26 years, BOT member for eight years and parent, colleague and friend of many, was a huge loss to all of us at Flanshaw Road School. By contrast, the recent Whole School Show the Term 4 “Beyond Green-Gold Evaluation Day” and “Annual Cultural Day” were wonderful events and expressions of a whole school community achieving a shared vision for excellence in action.

## **TERM 1:**

We had a strong start to the year with a two-day Teacher Only Day at Finlay Park Camp in Cambridge. It was a great way to begin the induction process for our two new teachers, George Te Tai and Renee Kirk. It was also an opportunity to revisit our school vision, using authentic learning contexts that combined major and minor foci for the year.

This year, teachers adopted the ‘Universal Design for Learning’ planning strategy, that required them to think about their ‘outliers’ or students who need a different teaching approach, when doing long, medium and short term plans. We also trialled a ‘Universal Design Plan’ for each of our Maori students, working below expected standards in one of the core three subjects. Anne Lowe was employed to lead class music programmes and to take ‘Philosophy for Children’ session in the Pihinga, Rerenga and Te Mahuri teams.

Flanshaw Lead Teachers of the MASAM (Maori Achieving Success as Maori) WAPA 2020 work-stream, led a successful workshop, further developing lead teachers’ knowledge and capacity to model culturally responsive practices in their schools. Across the school, teachers began practising using Te Reo commands and instructions. Flanshaw Road School hosted the the ‘Tamaki Makaurau Maori Achievement Collaboration’ (MAC) principals, who were very appreciative of our students’ whole-school powhiri welcome.

Term 1 saw a number of classes engaging in a range of STEAM activities, designed to be creative, open-ended and a puzzle to solve. Our Flanshaw Lead Teacher of STEAM, co-led a workshop this term for teachers from the WAPA 2020 schools, as well as for Flanshaw teachers. In the middle

school we also began a 'Drone' project in process, utilizing the talents of extended whanau.

During Term 1 students made good progress in swimming, with the support of Duck n' Dive instructors and the pool was very popular in the hot weather. Senior students attended a Te Atatu Cluster Athletics day at the Trusts Stadium and all students were engaged in a range of physical activities through the daily fitness programme. We had three basketball teams playing in the Massey YMCA competition on Monday and Thursday nights. Two teams took part in the 2017 Krypton Factor games on Sunday 19 March and a dozen students were involved in the 2017 Soap Box Derby, held on Sunday 26 March.

In March, 2017 the National Government passed the Education Amendment Bill through parliament, ignoring all the recommendations of those who made submissions and spoke to the bill in the Select Committee process. NZPF (NZ Principals Federation) had their annual 'Moot' in Wellington in March. Presidents of associations from all round the country gathered to discuss a range of education issues – including staffing, special education provision, 'Communities of Learning', the funding review and the sheer volume of change that continues to be imposed on the sector. The Minister of Education attended the event, as did politicians from different political parties.

In Week 9 we farewelled Amanda Alsweiler, who has taken on a new role as field officer for NZEI. Amanda had worked at Flanshaw Road School for 10 years, as a Learning Support Staff member and more recently as an ESOL tutor. Near the end of March, Kevin Davis, our property manager, was admitted to hospital having been diagnosed with leukaemia.



## **TERM 2:**

Term 2 was a huge term of learning and we continued to celebrate learning wins, as teachers and students achieve new milestones in a range of different learning areas. Teachers had a strong focus on personal teaching inquiries, linked to key 'at-risk' Maori and Pacific Island students, trialling new strategies within their teaching programmes. Some teachers focused on integrating STEAM activities, some looked at how to deepen students sense of cultural identity, some trialled strategies designed to accelerate learning in writing, reading and / or mathematics. Assessments in these key curriculum areas were presented in the Term 2 Student Progress and Achievement Report.

During Term 2, a key team of teachers led the preparation for the EOTC trip to Samoa in the Term 2 holidays. Teachers and students did weekend sleepovers in addition to weekly practices throughout the term. On Thursday of the last week of term we had a Matariki Cultural celebration. Our Junior Kapa Haka, Senior Kapa Haka and our Samoan Trip Cultural group performed, and across all groups it was one of our strongest programmes ever.

Student-led Conferences were held in the last week of the term and gave students opportunity to practise sharing their knowledge in an area of absolute expertise – 'themselves and their learning.'

At the end of Term 2 we had a mix of inductions for staff joining us in Term 3 and ‘hand-over’ meetings, as Fina Hallman and Connie Igasan prepared to go on study leave. Rita Pule and Cathryn White (our two new teachers who started in Term 3) attended Kakano meetings with Fina Hallman and Tracey Woolley. Mandy Martin returned from maternity leave to take over Harakeke class in Term 3.

At Local Community level, much concern was raised about the design and subsequent upgrade of the Te Atatu main road. Our main concern was that people could no longer turn into Flanshaw Road from Te Atatu Road. The increased traffic in the streets around the school led to a meeting with Dai Bindoff, Senior Communication and Consultation Advisor from Auckland Transport, about concerns we had around students’ safety around our school, along with community concerns about the impact of Auckland Transport decision-making on our area. There is to be an inquiry about the Te Atatu Upgrade project that has served our community so poorly.

Nationally, the new Education Legislation Act saw the Minister of Education of the day introduce NELPs (National Education Learning Priorities). They were priorities that would supercede local goals that schools would report on each year. Different education sector groups were concerned about how these ‘levers of political control’ will be used. Our Board of Trustees began discussions about Cohort Entry, along with principals and ECE supervisors and owners in the Te Atatu area.

WAPA 2020 saw teachers across the six schools in the project do some great work in Term 2, in both the TLIF STEAM (Science, Technology, Engineering, Arts, Maths) project and in the MASAM (Maori Achieving Success as Maori) space. We completed a major STEAM TILF checkpoint milestone on the 20<sup>th</sup> June. In the process of collecting and collating data from lead teachers and school leaders, there was much to celebrate by way of innovative teaching projects and their positive impact on students. The WAPA 2020 Trust was successful in getting a grant of \$28,700 from the Charitable Trust Foundation for ‘high tech’ gear, to support innovation in STEAM. This work complemented the new Digital Technology initiative announced by the new Minister of Education, Nikki Kay.

COLs (Communities of Learning) continued to be presented as an initiative to support collaboration across schools and to improve student outcomes by the National government. The New Zealand Principals Federation asked the Secretary of Education to clarify the extended purpose of organizing schools into COLs, which was ignored.



### **TERM 3:**

In Term 3, we welcomed three new staff members, two teachers and a Learning Support staff member and twenty-five new students to Flanshaw Road School at our whole school powhiri at the end of Week 1.

During the holidays, twelve teachers, our BOT chairperson, eighteen students and had an amazing five days in Samoa. We visited schools, museums, the Cultural Centre, Sliding Rock and the Rock Cave. Teachers and students enjoyed swimming, snorkelling, paddle boarding and kayaking at Te Uaina and highlights included going to the Fiafia Night and being invited to the local village to see their Performance Group do their final rehearsal before heading off to Los Angeles. Using a learning lens, it was a superb five days. Students learned about themselves as self-managing travellers, as a member of a group; they had physical challenges, social challenges and cultural challenges, as they were briefly immersed into the everyday world of Samoa. They learned about traditional technology that was, and is still, used by Samoans to live in sustainable ways. They also learned what “hot” was, with temperatures ranging from 28 to 33 degrees each day.

In Week 2 of the term, I attended several regional principal meetings, as Principal Representative for NZEI. We have a major teacher shortage in Auckland and other parts of New Zealand that the MOE finally acknowledged. The problem has grown over time and is a combination of teachers retiring, teachers leaving Auckland because of the expense, young teachers leaving the profession because they cannot make enough money, not enough students in teacher trainee programmes and immigration pushing up the numbers of students coming into Auckland schools.

A combined Te Atatu Cluster meeting about Cohort Entry of five year olds was held at Matipo School during the term. ECE Providers, school principals and senior leaders in the Te Atatu area all agreed it was in the students’ best interests to retain the status quo. Each school was required to consult with their community. The Flanshaw Road School community supported the views of the education leaders.

In Week 3, we hosted NEMP assessors in the school, NEMP being the acronym for the ‘National Education Monitoring Project’. Teachers trained to run a series of activities and assessments with Year 4 and Year 8 students, go to 500 randomly selected schools across New Zealand each year. Information they collect from their assessments are collated and synthesised by the MOE. From the data, trends and patterns about how well student learning is going in curriculum areas tested, are then made. This year the focus areas were Physical Education, Science, along with the general attitudes to learning questions. In the same week we had Dave, the Bike Man, in to work with Year 5 and 6 students on cycling skills and keeping ourselves safe when cycling – and Play.Sport facilitators doing Physical Education / Health PLD with teachers.

A major new initiative begun in Term 3 was the Te Reo PLD. Rewa Paewai, from the University of Auckland, came and did two Te Reo workshops with staff. She then worked with each team to support planning for Term 3 and 4. Our goal is to be able to pass Level 2 Te Reo, as staff, and to create a ‘bilingual school’ by the end of 2018.

We had another successful Book Week with students and teachers engaging in a range of fun activities designed to promote books and to engage students in reading. Our five year olds described their room as ‘Book Land’, while the library became a camp-out place to hang out, when enjoying new books, stories and literacy activities.

The WAPA 2020 network saw lead teachers in each school spending their portion of the Charitable Trust Foundation grant of \$28,700 on high-tech gear. During the holidays, the WAPA 2020 network STEAM Project Lead Teachers, (Heather Kluit from Flanshaw and Chantelle Rich from Henderson North) presented at the U-Learn Conference.

In September, Kevin Davis, our property manager of 26 years, passed away. The funeral service created opportunity to bring together past and present Flanshaw Road School families, all of whom

wanted to pay tribute to Kevin for all he had done by way of service to the school and to his community.

Term 3 finished with our annual 'Performing Arts' event at the Trusts Stadium. It seemed this year's show was one of our best, showcasing every class and all our talented students extremely well. Our theme "Give Back the Music" was inspired by Hamish Campbell and the music genres that classes explored ranged from 'kiwiana' and rap to opera, with everything in between. Class costumes and props were an extension of our STEAM learning and looked great on the night. I would like to again acknowledge Mike Cole, an ex-parent, for his generous support in supplying the sound equipment, a sound technician, lights and the backdrop used for the production.

Progress and Achievement Reports were collated from Term 3 and used to inform planning for Term 4.

We began to start a series of small projects on the go in preparation for the Enviro 'Beyond Green-Gold' Evaluation that took place in Term 4. Teachers revisited our Enviro vision, the Enviro principles and the Vision Map survey with classes, to identify school priorities for improvement and class projects to undertake. During Term 3, we employed a ESTA – (Enviro Schools Teacher Aide) as part of a WINS scheme. Teachers across the school began preparations for an Enviro evaluation day in Week 5 of Term 4. Having become a 'Green-Gold' school in 2013, this was the first time we would have had external evaluators in our school since. The review created opportunity to revisit our systems, our projects and our class-based programmes in each of the five Enviro-school strands – Empowering students, Maori Perspectives, Cultural Diversity, Learning about Sustainability and 'Sustainable Community practices'.

In the Term 3 holidays we had a group of teachers, staff (and a BOT member too) attend the inaugural 'NZ Teachers' Games' in Tauranga. The Flanshaw team had a great time, coming ninth in the netball and first overall in the Women's rugby! At the same time, another group of teachers from Flanshaw were attending the Annual NZEI Conference in Rotorua. The focus for this conference was the 2018 Principal and Teacher collective bargaining negotiations. The NZEI president and secretary signalled they would be going for a significant increase in wages across the board and that the sector needed to be ready to take action if the Government was not in agreement.

At the end of Term 3, elections for NZPF (New Zealand Principals Federation) Executive and Vice President roles were held. I was elected Vice President for NZPF, which was very humbling in that this was a national vote of confidence from principals across the country. The biggest news of the term, however, was the General Election that resulted in a new Labour-led Coalition Government.



#### **TERM 4:**

Term 4 saw teachers and students work hard to hone in on key literacy and numeracy skills, to improve on progress made in Term 3. Class inquiries for Term 4 were focused on Enviro-schools strands and principles. For teachers new to Enviroschools, this involved them learning about sustainability as the whole school prepared for the 'Beyond Green-Gold Evaluation Day'. Our more experienced Enviroschools teachers, students and teachers embarked on an array of student-led projects, linked to class vision map reviews.

It was heart-warming to see how many parents have supported us to get school projects completed for this event. In Week 2, 'Friends of Flanshaw' parents had a two day working bee to repaint the pool changing sheds, chemical shed and pool. Two weeks after this, another group of parents and students worked with Kiwi Court and Simon Noone-Jones over the weekend to widen the nature trail, take bark from the playground to resurface the trail and add mulch under the trees along the trail. Debs Weerdeburg coordinated work on the Rangitoto Playground Project work and a range of smaller projects were completed by students, teachers and staff. In addition to all of this, we had some key keen parents start 'Walking Buses' from Jaemont Street and Vodanovich Road.

We had the 'Beyond Green-Gold Evaluation Day' on Wednesday 15 November and it was a huge success. Sandy Bell and Richard Carter, the Enviro-school evaluators, talked with the students about how 'inspired' they had been throughout the day, how impressed they were with the inter-connectedness of all Enviro strands – and yes, we had demonstrated we deserve to retain our status as a 'Beyond Green-Gold School'!

This term, teachers continued to work on implementing Te Reo within class programmes. Three staff attended a 'Maori Achievement Collaborative' hui at Papakura Marae, where the focus was on learning more about the history of the Tainui iwi. Our teachers also did a staff meeting with a MOE team piloting a RAWE programme, focused on building Whanau Engagement in schools. Through the WAPA 2020 network, teachers attended a joint STEAM / Maori Achieving Success as Maori combined workshop led by Mandy Martin, Heather Kluit and Chantelle Rich (from Henderson North).

Our two basketball teams continued to play at the YMCA stadium each week and one team placed second in their grade. We had a cluster Cross-Country event on the Te Atatu Peninsula, a Cluster Swimming event at the Henderson Pool and a Cluster Softball Tournament. Week 4 was an EOTC week. Some teams were focused on Enviro-projects. Other teams had students visiting the Henderson Creek and Rangitoto Island respectively.

From a management perspective, the end of the year has been all about staffing. In Term 3 Fina Hallman won a Deputy Principal position at Takapuna Primary School. This term Mandy Martin took a sports specialist job at Kelston Intermediate, Connie Igason has taken a leadership position at Glen Eden Primary and Deanna Wang resigned, as her and her husband intend to leave Auckland. Rita Pule finished her fixed term contract this term and has won a position at Hobsonville Point Primary School. This term also saw Jan Maul win study leave in 2018 to complete his Master's Degree.

Kendra Schierning will replace Fina Hallman in the Kakano Team taking on the Team Leader role. Erana Foster will replace Deanna Wang in Pihinga Team. Cathi White has taken on a fixed term position to replace Jan Maul. Mericia Chang is to move to the Senior Team and take up the Team Leader of Te Mahuri and Tracy Leaoa will take on the Team Leader role in the middle school. Currently we are looking for another Year 3 / 4 teacher.

We have also been through an extensive recruiting process to find a caretaker. Just this week, we have appointed Nathan Hesketh to this position. He will take up the position on Monday 8<sup>th</sup> January, 2018. Marion Torry, who has been a cleaner at Flanshaw Road School for ten years, is retiring at the end of this year. We have appointed Sifa Togiaono Tuataa to this role. Sifa will also start in the New Year.

This year, all the Learning Support Staff team have worked really hard to support student learning across the school. Because we are losing an ORRS funded student and lack of additional funding from the RTLB Cluster being confirmed for 2018, five of our regular support staff will have reduced hours in 2018. One support staff member has no guaranteed hours for 2018, yet we know we will need this staff member in the New Year. This issue is to be part of the 2018 NZEI campaign for better funding for schools, teachers and staff – which is cold comfort for our amazing Learning Support Staff team, who add so much value to our school.

At our last Board of Trustees meeting, our Deputy Chairperson Maree Ludlow announced she needed to resign for family reasons. Having requested that parents let me know if they have a preference for election of a Trustee or selection, I have placed an advertisement in the local paper stating that the Flanshaw Road School Board of Trustees intend to select a new BOT member, if there are not objections by more than 10% of the voting community. This will be confirmed in the New Year, once 28 days have passed.

We have finished the year, having worked extremely hard to create ‘Nga Whakapiringatanga’ – optimum conditions for learning, each and every day. We have had many staff members under pressure this year with family illness and members passing away. In our community, we have had the indirect symptoms of poverty visit, seen in the increase in access to counselling services we have sourced, the transient families struggling to stay in the area as houses are being sold and rents have gone up, the increase in pastoral care needed and a spike in behavioural learning needs.



**SUMMARY:**

As we come to the end of the 2016 year we have five teachers leaving the Flanshaw Whanau, all of whom will be missed. We wish Mandy Martin, Fina Hallman, Connie Igasan, Deanna Wang and Rita Pule all the best for the future. We wish Jan Maul well in his studies and Marion Torry in her retirement.

It has been another year of change, of challenge, of innovation and inquiry into learning. Flanshaw Road School teachers have strong pedagogy and have been successful in supporting students to achieve success in literacy and numeracy, 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 were challenged 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. There has been a lot of deep reflection upon teaching practice across the school, seen in the quality of Teacher Inquires presented to colleagues in Term 4 staff meetings. 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, our teaching team, led by our talented Leadership Team and our 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 done some "hard yards" teaching and learning in the innovation space this year, supported by leaders, teachers, students and parents.

This year, we have also had several staff members become politically active at local, regional and national levels. For our efforts, Tracey Woolley has been voted onto the NZEI Auckland Area Council as a teacher representative for Auckland. I have continued my role as NZEI Auckland Area Council principal representative for Auckland. I take up the role of Vice President for the New Zealand Principals Federation in 2018. This term, I have received recognition from APPA (Auckland Primary Principal Association) for service to the sector and a Distinguished Service Award from WAPA (Waitakere Area Principal Association). This work has only been possible because of the support from the Flanshaw Road School leaders and the Board of Trustees. Thank you all. With a new government, there is hope that educators will be part of setting a new direction for education in New Zealand, going forward.

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

<b>GOALS</b>	<b>Context in December 2016</b>	<b>2017 Goals Reviewed</b>
<p><b>Mana Motukake Academic Achievement</b></p> 	<p>Between 75% and 81% of students at or above expected National standards level in reading, writing and mathematics</p> <p>Introduced 'Universal Design for Learning' in 2016</p> <p>Lead teachers participated in 'Accelerating Literacy Achievement' MOE initiative</p> <p>Completed whole staff PLD in UDL, Culturally responsive pedagogy, STEAM, SOLO Taxonomy</p>	<ol style="list-style-type: none"> <li>Continue to improve academic outcomes of students across all curriculum areas</li> </ol> <p>Set annual targets for each cohort in reading, writing and mathematics; with team leaders design team PLD to support strengthening of teacher capacity in core subject areas <b>(SL Team; teachers)</b></p> <ol style="list-style-type: none"> <li>Further develop 'Universal Design for Learning' pedagogy (UDL) across all subject areas <b>(SL Team; teachers)</b></li> </ol> <p>Develop personalized UDL learning plans for target "at risk" learners <b>(Teachers)</b></p> <p>Review the impact of personalized plans on students' learning <b>(SL Team; teachers; LSS)</b></p>
<p><b>For learners to build strong academic foundations upon which to achieve success in learning</b></p>	<p>Implemented Peer Coaching as part of Teacher Inquiry projects</p> <p>Reviewed implementation of NZC through MOE PLD initiative</p> <p>MOE changed funding for targeted students</p> <p>Planned for changes in staffing for 2017, including the Leadership Team (two teachers finishing their Masters); Leadership Team have taken on</p>	<ol style="list-style-type: none"> <li>Further embed culturally responsive pedagogy and STEAM as they link to UDL - Create STEAM assessment rubrics to measure progress in key competencies, teacher mindset shifts, student engagement and academic learning <b>(WAPA 2020 Project Lead Teachers; principal; experts; SL Team; teachers)</b></li> <li>Use lead teachers to support ALL strategies to be used across the school in reading <b>(DP; AP)</b></li> <li>Staff PLD – SOLO Taxonomy linked to TLPF initiatives with a particular focus on ESOL students <b>(Pam Hook; SL Team; teachers)</b></li> </ol> <p>Create cycle of on-going review of the impact of TLIF PLD on student outcomes in STEAM subjects, engagement and student agency, using SOLO <b>(WAPA 2020 Project Lead Teachers; principal; experts; SL Team; teachers)</b></p> <ol style="list-style-type: none"> <li>Continue to prioritize whole school, team and individual PLD – with a focus on Peer - Coaching and Mentoring <b>(Principal; DP; Teachers)</b></li> <li>Support LSS to implement plans to support targeted students in learning <b>(Mutukarua leader; teachers; support staff; expert)</b></li> </ol>

	<p>a range of leadership roles across and beyond the school in 2016</p>	<ol style="list-style-type: none"> <li>8. Review and refine planning &amp; tools to learn the learner (E.g. Learning Maps) ((WAPA 2020 Project Lead Teachers; SL Team; teachers)</li> <li>9. Explore options for MOE / centrally funded PLD / Other PLD Options (Principal)</li> <li>10. Continue to employ quality teachers, that complement the skills of current staff (Principal; SL Team)</li> <li>11. Continue to develop leaders at all levels of the school to ensure we are growing capability and capacity – of leaders, lead teachers, teachers, staff, students and parents (Principal; SL Team; lead teachers)</li> <li>12. Look to develop a comprehensive ICT plan to complement the developing skill-sets of teachers, the use of different types of technologies in class programmes and to take advantage of the wifi upgrade (happening 2017) (Principal; DP; ICT Team; teachers)</li> <li>13. Review reporting practices (Principal; SL team)</li> </ol>
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**SUMMARY:**

1. Results in reading, writing and mathematics are to be found in the Flanshaw Road School Term 4 Progress and Achievement Report (See separate report) based on Flanshaw Road School benchmarks that are aligned with the New Zealand curriculum. Annual targets for 2018 will be set from the 2018 results (See separate table).
2. Teachers across the school adopted the principles of ‘Universal Design for Learning’ this year. Class planning was adapted. Teacher inquiries also reflected the extent to which they had tried to personalize learning, to make it work for every child.
3. Through the WAPA 2020 work, combining SOLO Rubrics to measure progress in students’ content knowledge, collaborative skills, problem-solving skills and engagement levels has been done by some teachers, who have had a strong focus on STEAM. In the MASAM work, there has not been so much work done to measure the impact of culturally responsive pedagogy this year.
4. Tracey Woolley and Maggie Reid attended the ‘Accelerated Literacy Learning’ PLD this year. Tracey Woolley then supported three teachers, one from Pihinga and two from Rerenga teams, to integrate key strategies into their reading programmes. All teachers in the programme had strong reading results overall.
5. There was a focus on further embedding SOLO Taxonomy within planning and in classroom practice at the beginning of 2017. Teachers new to SOLO were expected to follow the lead of others in their teams, but, as we know, it takes time to become embedded in teaching and learning practice. All students used SOLO rubrics to self-assess each term in different subject areas, seen in Student Portfolios and Student-led Conferences. At Flanshaw, SOLO rubrics to assess progress and achievement in key STEAM dimensions being focused on were exemplary. Teachers assessing STEAM chose key dimensions to assess, as they related to the teaching programmes.
6. Peer coaching was prioritized in Term 1 and 2. Time to discuss Teacher Inquiries was valued by teachers and several teachers mentioned the support of their peer coach in their final presentation. How to protect the time for this in the second half of 2018 was a challenge.
7. The Learning Support staff did some excellent work this year, supported by class teachers, their Team Leader and outside experts. Students on ‘Individual Education Plans’ all made great progress this year, in learning and in relating to others. This was exemplified in a range of whole school events that saw IEP students fully participate.

8. Learning Maps, as a tool to engage students and parents in conversations about how to make learning work better for each student, was part of the Term 1 Three-way Goal Setting Meetings. Teachers used the Learning Map concept in different ways with varied results.
9. This year Flanshaw Road School was successful in winning 160 hours of specialist Te Reo PLD support through the MOE Centrally Funded system. Work began in Term 2 with Rewa Paewai, from the University of Auckland. A second application was submitted in October to secure hours with the 'Culture Counts' team that work through Cognition Consulting. We hear if we were successful in this application in February, 2018.
10. We have been extremely lucky to have a full complement of teachers, with a range of skills and talents, this year. There were three changes to our teaching staff during the year, with Fina Hallman and Connie Igasan going on study leave and a third New Entrant class opening up in Term 3. Rita Pule was employed to replace Fina Hallman in Kawakawa. Mandy Martin returned from Maternity Leave to teach in Harakeke and Cathi White was employed to start our third New Entrant class.
11. We were so successful in developing leadership skills throughout the school that we have three teachers leaving to take up new leadership positions in other schools in 2018. Senior leaders have all further developed their leadership capacity taking on a range of challenges through the year within and beyond the school. In addition to this a number of Scale A teachers have led projects, including Organization of the Samoan Trip, Enviroschools Preparation for our 'Green-Gold Evaluation', the School Show, ICT Infrastructure, Overseeing Netball and Basketball organization and Cultural Group and Kapa Haka programmes. Three of our staff took up leadership roles with NZEI and I have continued to advocate for positive change in education through NZPF.
12. We have not yet developed a comprehensive ICT plan. We are however, upgrading our server in the New Year as part of future proofing our infrastructure.
13. Reporting practices were reviewed this year, but will need a full review in 2018, as we move away from a focus on high-stakes reporting in literacy and numeracy. How to effectively assess content learning, but also skills and dispositions in our Graduate Profile, that our community values will be the next challenge. The new government focus on 'creativity' within our teaching and learning programmes will also shift assessment and reporting practices.

- Continue to improve academic outcomes of students across all curriculum areas  
Set annual targets for each cohort in reading, writing and mathematics; with team leaders design team PLD to support strengthening of teacher capacity in core subject areas **(SL Team; teachers)**
- Further develop and embed 'Universal Design for Learning' pedagogy (UDL) across all subject areas **(SL Team; teachers)** Develop personalized UDL learning plans for target "at risk" learners **(Teachers)**  
Review the impact of personalized plans on students' learning **(SL Team; teachers; LSS)**
- Further embed culturally responsive pedagogy and STEAM as they link to UDL – through indigenization of the NZ curriculum  
Create SOLO assessment rubrics to measure progress in key competencies, teacher mindset shifts, Te Reo / Tikanga, student engagement and academic learning **(WAPA 2020 Project Lead Teachers; principal; experts; SL Team; teachers)**
- Use lead teachers to support ALL strategies to be used across the school in reading **(DP; AP)**
- Staff PLD – SOLO Taxonomy linked to TLPF initiatives with a particular focus on ESOL students **(Pam Hook; SL Team; teachers)**
- Create cycle of on-going review of the impact of TLIF PLD on student outcomes in STEAM subjects, engagement and student agency, using SOLO **(WAPA 2020 Project Lead Teachers; principal; experts; SL Team; teachers)**
- Continue to prioritize whole school, team and individual PLD – with a focus on Peer - Coaching and Mentoring **(Principal; DP; Teachers)**

- Support LSS to implement plans to support targeted students in learning (**Mutukaroa leader; teachers; support staff; expert**)
  - Continue to refine planning & tools to learn the learner (E.g. Learning Maps) (**WAPA 2020 Project Lead Teachers; SL Team; teachers**)
  - Explore options for MOE / centrally funded PLD / Other PLD Options (**Principal**)
  - Continue to employ quality teachers, that complement the skills of current staff (**Principal; SL Team**)
  - Continue to develop leaders at all levels of the school to ensure we are growing capability and capacity – of leaders, lead teachers, teachers, staff, students and parents (**Principal; SL Team; lead teachers**)
  - Look to develop a comprehensive ICT plan to complement the developing skill-sets of teachers, the use of different types of technologies in class programmes (**Principal; DP; ICT Team; teachers**)
14. Review reporting practices in light of a new direction in Education. (**Principal; SL team**)

**Rangatiratanga  
Cultural Centeredness**



**For learners to develop  
learners' personal /  
cultural 'sense of self'**

Lead school in 'Maori Achieving Success as Maori' WAPA 2020 initiative (Two project lead teachers from Flanshaw)

Flanshaw Road School became a member of the Tamaki Makaurau 'Maori Achievement Collaboration'

Leader / teacher inquiries linked to priority learners were designed and implemented

Teacher PLD in culturally responsive pedagogy was continued

Teacher inquiries were completed - 2016

1. Apply for TLIF funding for MASAM (**Principal; WAPA 2020 Project Coordinator; Lead Teachers; Experts**)  
  
Further embed culturally responsive pedagogy across all curriculum areas - with a focus on 'indigenizing' the curriculum to strengthen place-based teaching and learning (**Principal; SL Team; parents; community**)
2. Continue to support MAC PLD – contributing where appropriate (**Principal; Lead teachers**)
3. Continue to forge links with iwi and organizations to support MASAM work (**Principal; SL Team; Teachers; Staff; Parents; Students**)
4. Develop a Maori Strategic Plan and a Pasifika Strategic Plan with the BOT to inform key initiatives – using the Maori Measureable Gains Framework and the Pacific Island Measureable Gains Framework (**BOT; Principal; SL Team; Teachers; Staff; Community; Experts**)
5. Continue to develop culturally responsive teaching and learning practices, across the school and through WAPA 2020 (**BOT; SL Team; Teachers; Staff; Students; Community**)  
  
Prioritize MASAM student-led initiatives that can be shared across the WAPA 2020 network (**Principal; Project Coordinator**)
6. Use lead teachers and external expertise to upskill staff in Te Reo / tikanga (**Teachers; Wananga o Aotearoa staff**)

Continue to embed culturally responsive pedagogy

		<p>and Te Reo / tikanga school-wide <b>(Kaumatua; Principal; SL Team; teachers; students; community)</b></p> <p>7. Continue to support teachers to develop class / individual inquiry projects with priority learners, underpinned by ‘Spirals of Inquiry’ <b>(Principal; SL Team; Peer coaches; teachers)</b></p>
<p><b>SUMMARY:</b></p> <p>1. The application for a new MASAM ‘Teacher-led Innovation Funding’ project is to be completed at the beginning of 2018. We were unsuccessful in our 2017 application, but we had good feedback on why and this will be used when preparing our next application. This funding pool may also disappear, as the new government reviews how PLD funding is distributed.</p> <p>At Flanshaw Road School we have begun to lay the groundwork to indigenize the curriculum. In each team, there have been innovative programmes developed, with students, incorporating the resources of Tamsin Hanley. Some of this was evident in our ‘Enviro-evaluation Day’. One example of this was where students shared their knowledge of the significance of our Pou, and its relationship to our local area. Another was the development of the Rangitoto playground feature. We have also piloted a ‘Waitakere Whakapapa’ project, which could be extended in 2018.</p> <p>2. We have continued to support the ‘Maori Achievement Collaborative’ led by Hoana Pearson, through NZPF and Te Akatea Maori Principals Association. We are part of the Tamaki Makaurau Network and part of a North-West-Central mini-MAC group of schools. Three staff attended the annual MAC conference in South Auckland this year where the focus was to learn more about Tainui history. Authentic learning was a key theme in 2017 and very aligned to Flanshaw’s focus on powerful learning in a range of contexts. This is exemplified by the logo on our school vans – ‘Education going Places’.</p> <p>3. Through WAPA 2020, we have made connections with kaumatua in the local area and MOE staff in the Maori Division.</p> <p>4. Progress has been made on developing a Maori Strategic Plan, in consultation with Maori parents and staff. This needs to be drawn up and key ‘next steps’ prioritized for 2018. This year, the application for Te Reo PLD was linked to a key strand of the Maori Measureable Gains Framework. Work done through the WAPA 2020 MASAM strand can also be linked to this framework. Work on the Pasifika Strategic Plan has not been done – yet.</p> <p>5. Across the school, teachers have further developed their culturally responsive pedagogy. This has been done through staff PLD, through WAPA 2020, through preparation and participation in the Samoan 2017 Tour, through teacher inquiries and most importantly, through teachers really getting to know their learners. We have shared key tools we use to assess this with the Health Promoting School team and with MAC school leaders.</p> <p>6. This year all teachers have begun learning Te Reo and embedding it into planning and daily programmes. We have continued to strengthen our tikanga through Kapa Haka, Cultural Group work and our Enviro-schools programme of work. This has been evident in work done in class, around the school, beyond the school and through all school events.</p> <p>7. All teachers completed in-depth ‘Teacher Inquiries’ this year and presented them at a series of staff meetings in Term 4. Teachers had used a range of research to inform their hunches, their ‘next steps’ and their teaching practice. In many instances, student learning had accelerated, but, where this had not happened, teachers’ reflections provided great insight and learning – about themselves, about their target students and about the nature of learning.</p>		
<ul style="list-style-type: none"> <li>• Re-apply for TLIF funding for MASAM <b>(Principal; WAPA 2020 Project Coordinator; Lead Teachers; Experts)</b></li> <li>• Further embed culturally responsive pedagogy across all curriculum areas - with a focus on ‘indigenizing’ the curriculum to strengthen place-based teaching and learning <b>(Principal; SL Team; parents; community)</b></li> <li>• Continue to support MAC PLD – contributing where appropriate <b>(Principal; Lead teachers)</b></li> </ul>		

- Continue to forge links with iwi and organizations to support MASAM work (**Principal; SL Team; Teachers; Staff; Parents; Students**)
- Further develop the Flanshaw Maori Strategic Plan and begin to develop a Pasifika Strategic Plan with the BOT to inform key initiatives – using the Maori Measureable Gain Framework and the Pacific Island Measureable Gains Framework (**BOT; Principal; SL Team; Teachers; Staff; Community; Experts**)
- Continue to develop culturally responsive teaching and learning practices, across the school and through WAPA 2020 (**BOT; SL Team; Teachers; Staff; Students; Community**)
- Prioritize MASAM student-led initiatives that can be shared across the WAPA 2020 network (**Principal; Project Coordinator**)
- Use lead teachers and external expertise to upskill staff in Te Reo / tikanga (**Teachers; Wananga o Aotearoa staff / Te Reo MOE PLD**)
- Continue to embed culturally responsive pedagogy and Te Reo / tikanga school-wide (**Kaumataua; Principal; SL Team; teachers; students; community**)
- Continue to support teachers to develop class / individual inquiry projects with priority learners, underpinned by ‘Spirals of Inquiry’ (**Principal; SL Team; Peer coaches; teachers**)

<p><b>Pono Social Resilience</b></p>	<p>Flanshaw the lead school in TLPF ‘STEAM’ WAPA 2020 initiative, underpinned by ‘Universal Design for Learning’ pedagogy (One of two project lead teachers from Flanshaw)</p>	<ol style="list-style-type: none"> <li>1. Further embed STEAM pedagogy across all curriculum areas, linking learning to growth mind-sets, key competencies and dispositions / skills in our charter (<b>WAPA 2020 Lead teachers; SL team; teachers</b>)</li> <li>2. Further extend STEAM Stations concept, using spaces around the school and utilizing resources in the wider community (<b>Principal; teachers; staff; parents</b>)</li> <li>3. Continue to source STEAM resources to support programme development (<b>Principal</b>)</li> <li>4. Share TLIF learning story in a range of different education forums, as it unfolds (<b>Principal; SL Team; Teachers</b>)</li> <li>5. Further extend Play.Sport initiatives to create more opportunities for students to develop social and physical skills, through PLD planned for 2017 (<b>SLs; lead teachers; teachers; experts</b>)</li> <li>6. Continue to seek feedback from all stake-holders to attend to school hauora / well-being (<b>SL Team; teachers; Mutukaroa Community Liaison teacher; students; parents</b>)</li> <li>7. Continue to embed Cool Schools / Hauora strategies (<b>Lead teacher; teachers</b>) Continue to encourage students to create initiatives to solve / resolve social dilemmas (<b>SL Team; Mutukaroa Community Liaison teacher; teachers</b>)</li> </ol>
	<p>Flanshaw started a five year Play.Sport Cluster Initiative begun in 2016 Scoping exercise completed</p> <p>School-based Hauora / Well-being surveys on-going</p>	
<p><b>To enhance learners’ positive attitudes, values, mind-sets and social skills</b></p>		

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|  |  | <p>8. Review FRS Behaviour Learning Plan with staff<br/>(SL Team; teachers; staff; parents; BOT)<br/>Continue to seek feedback from all stake-holders to attend to school hauora / well-being – Students 3 X a year / parents through the Annual Survey and a range of formal and informal forums<br/>(BOT; Teachers; students; parents)</p> |
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**SUMMARY:**

1. STEAM has been a feature of learning at Flanshaw Road School this year. We have developed a range of SOLO assessment tools to try and capture the different levels of learning excellence in content knowledge, engagement, problem solving and collaborative skillsets. By Term 3, teachers had begun integrating STEAM thinking and practice into class programmes. Across the school, take up of high-tech and low-tech activities has varied.
2. We have set up a couple of STEAM spaces around the school that can be accessed by students during lunch breaks but there is more that can be done. Some of this is supporting teachers to make links between 'Play.Sport' creative games concepts and getting key gear out in the playground as provocations. Some of this is developing authentic projects around the school that engage students in STEAM – such as the refurbishment of the seating in the pool area.
3. We were successful in getting a WAPA 2020 Grant this year that provided approximately \$29,000 for the WAPA 2020 schools to purchase STEAM equipment. In addition to this, we won a EQUICO grant of \$5,000 which was used to purchase drone equipment for a STEAM project.
4. This year our TLIF STEAM Project was shared at the U-Learn Conference by our two Project Lead Teachers. Sharing of work happening in schools was done through four workshops held each term and in staff meetings.
5. The Play.Sport team worked with each team, in depth, in each term of 2017. As a result, more links were made between PE, hauora and the building of key skills, positive mind-sets and dispositions. What was not so apparent, was a shift in sport and PE structures, organization and implementation at all levels of the school. EOTC was the area where Play.Sport concepts saw the range of activities broaden.
6. This year, each term Nicola Hubble has provided a Mutukaroa Report, outlining the work being done to strengthen the capacity of parents as first teachers and to provide the 'wrap around' support needed by some students and their families (see attached report). In this final report of the year, we have trialled a SOLO Taxonomy assessment to try and capture the extent to which this programme has supported the development of relationships with parents in our community. In some dimensions, the work done has been excellent. Looking through a cultural lens, the next challenge has been identified for 2018.
7. This year we have had key students who have been more volatile than we have experienced for several years. Some of this can be linked to differences in values of home and school, some can be linked to anxiety and lack of social resilience; some relate to attachment / relationship issues with their families. Because of this, all teachers have had to work harder to reinforce Peer Mediation skills, as well as their own Behaviour Learning strategies.
8. This year we used the 'Me and My School' Survey in the first half of the year. We will need to revisit our Behaviour Learning pedagogy in 2018, to ensure all our new teachers know and use systems of support.



**Possible Next Steps:**

- Further embed STEAM pedagogy across all curriculum areas, linking learning to growth mind-sets, key competencies and dispositions / skills in our charter (**WAPA 2020 Lead teachers; SL team; teachers, Mark Osborne**)
  - Further extend STEAM Stations concept, using spaces around the school and utilizing resources in the wider community (**Principal; teachers; staff; parents**)
  - Continue to source STEAM resources to support programme development (**Principal**)
  - Share TLIF learning story in a range of different education forums, as it unfolds (**Principal; SL Team; Teachers**)
  - Further extend Play.Sport initiatives to create more opportunities for students to develop social and physical skills, through PLD planned for 2018 (**SLs; lead teachers; teachers; experts**)
  - Continue to seek feedback from all stake-holders to attend to school hauora / well-being (**SL Team; teachers; Mutukaroa Community Liaison teacher; students; parents**)
  - Continue to embed Cool Schools / Hauora strategies (**Lead teacher; teachers**)
  - Continue to encourage students to create initiatives to solve / resolve social dilemmas (**SL Team; Mutukaroa Community Liaison teachers, teachers**)
  - Review FRS Behaviour Learning Plan with staff (**SL Team; teachers; staff; parents; BOT**)
- Continue to seek feedback from all stake-holders to attend to school hauora / well-being – Students 3 X a year / parents through the Annual Survey and a range of formal and informal forums (**BOT; Teachers; students; parents; Health Promoting Schools liaison**)

**Maia Tinana  
Physical Confidence**



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

Play.Sport Cluster Initiative begun in 2016

Range of EOTC experiences created using sports clubs experts

Year 5 / 6 students went to Finlay Park Camp  
EOTC whole-school focus Term 4

Funding to develop Rangitoto sourced

1. Apply UDL principles to Play.Sport PLD – to strengthen school Health & PE systems and teachers' individual content knowledge (**SL Team; Experts; Teachers**)
2. Continue to develop opportunities for students to try new sports / cultural activities (**SL Team; teachers; staff; parents; experts**)  
Continue to forge relationships with organizations that could enhance our sports programmes, such as the NZ Scout Organization (**SL Team; teachers; staff; parents; experts**)  
Encourage creativity in play through Enviro initiatives (**SL Team; teachers; staff; parents; experts**)
3. EOTC – curriculum extra – Organize Staff and Student (Year 5 / 6) trip to Samoa (**BOT; Principal; Lead Teachers; Staff; Students; parents**)  
  
Strengthen EOTC across all teams in the school (**SL Team; teachers**)  
Review current EOTC Finlay Park options for 2018

		<p>(BOT; Principal; SL Team; Senior School teachers)</p> <p>4. Continue to source funds to develop the school grounds as a community facility (BOT; Principal)</p> <p>5. Review school systems that support Health and PE – look to strengthen consistency in opportunity across the school (Team sports afternoons; targeted PE skill building; exchanges with other schools; twilight Top Town community type event) (Principal; SL Team; Teachers)</p>
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**SUMMARY:**

1. Play.Sport was integrated into team planning across the school, but not evenly. In some instances, work done was not maintained or sustained through the whole year. The plan for 2018 is for Play.Sport facilitators to touch base with each team, each term, to support planning and implementation of 'best practice' teaching and learning in Health and Physical Education, in ways that promote teacher confidence and motivation schoolwide (See summary of End of Year Reflections).
2. Flanshaw has continued to look for and create opportunities for students to experience new and different skills. One example of this was the array of class and syndicate EOTC outings to Rangitoto and places in our local area. We have had base-ball coaches, basketball coaches and netball coaches working with our students this year. There are other organizations to tap, such as Scouts, that need to be explored as they relate to both Health, PE and STEAM.
3. The trip to Samoa was beautifully organized by Cesca Luafalealo and Jan Maul. Twelve teachers, our BOT chairperson and eighteen students travelled to Samoa on the 17<sup>th</sup> July, 2017. It was an action packed, rich, cultural experience, without one Health and Safety incident! We will use this authentic EOTC experience to build upon as we develop our Pasifika Strategic Plan in 2018 (See Samoan Montage).
4. This year, we have focused on finishing the Rangitoto Project that was made possible through a grant from the Flanshaw ECE Centre. There were a lot of delays in this project, so it was great to celebrate with a formal opening on Tuesday 12 December. I hope we will be able to begin planning a Waitakere Ranges feature in 2018. Other smaller playground projects were also completed in 2017 – replacing the bark in our playgrounds, widening and resurfacing the nature trail and repainting the blue wall, used for tennis and cricket practice.
5. An overview of EOTC, PE and sports events that support the principles of Play.Sport and our school vision still needs to be updated within our curriculum documents, to reflect the introduction of cultural games, indigenization of the curriculum and our commitment to ensuring students experience a wide range of PE opportunities systemically.

**Possible Next Steps:**

- Apply UDL principles to Play.Sport PLD – to strengthen school Health & PE systems and teachers' individual content knowledge with more consistency school-wide (SL Team; Experts; Teachers)
- Continue to develop opportunities for students to try new sports / cultural activities (SL Team; teachers; staff; parents; experts)
- Continue to forge relationships with organizations that could enhance our sports programmes, such as the NZ Scout Organization (SL Team; teachers; staff; parents; experts)
- Encourage creativity in play through Enviro initiatives (SL Team; teachers; staff; parents; experts)
- Continue to strengthen EOTC across all teams in the school (SL Team; teachers)  
Initiate conversations / discussion about a EOTC trip to Fiji in 2019

- Confirm EOTC Finlay Park options for 2018 **(BOT; Principal; SL Team; Senior School teachers)**
- Continue to source funds to develop the school grounds as a community facility **(BOT; Principal)**
- Review school systems that support Health and PE – look to strengthen consistency in opportunity across the school (Team sports afternoons; targeted PE skill building; exchanges with other schools; twilight Top Town community type event) **(Principal; SL Team; Teachers)**

**Whanaungatanga  
Community Engagement**



**To support our  
community to support  
student learning**

Mutukaroa programme has continued

More classes have used Closed face-book class pages - extended from pilot project in 2015

Parents from different ethnic groups engaged in a range of projects, linked to their expertise

New BOT elected Induction programme put in place

Community consultation on Year 6 Graduate Profile completed  
Annual Community Consultation completed & shared

Lead school for WAPA 2020 STEAM TLIF initiative  
Flanshaw continues to be lead school for WAPA 2020 network of schools and a MAC member

COL policy being implemented nationally. Flanshaw has not engaged

6. Apply UDL principles to Play.Sport PLD – to strengthen school Health & PE systems and teachers’ individual content knowledge **(SL Team; Experts; Teachers)**
7. Continue to develop opportunities for students to try new sports / cultural activities **(SL Team; teachers; staff; parents; experts)**  
Continue to forge relationships with organizations that could enhance our sports programmes, such as the NZ Scout Organization **(SL Team; teachers; staff; parents; experts)**  
  
Encourage creativity in play through Enviro initiatives **(SL Team; teachers; staff; parents; experts)**
8. EOTC – curriculum extra – Organize Staff and Student (Year 5 / 6) trip to Samoa **(BOT; Principal; Lead Teachers; Staff; Students; parents)**  
  
Strengthen EOTC across all teams in the school **(SL Team; teachers)**  
Review current EOTC Finlay Park options for 2018 **(BOT; Principal; SL Team; Senior School teachers)**
9. Continue to source funds to develop the school grounds as a community facility **(BOT; Principal)**
10. Review school systems that support Health and PE – look to strengthen consistency in opportunity across the school (Team sports afternoons; targeted PE skill building; exchanges with other schools; twilight Top Town community type event) **(Principal; SL Team; Teachers)**

#### SUMMARY:

1. The Mutukaroa Programme continues to provide great support for parents, particularly in the first two years of school (see Mutukaroa Report). We have not reviewed how we report data for Maori and Pacific Island students to families as a whole. It is still done on an individual basis, through Student Portfolios each term. At BOT level, Maori, Pacific Island, Asian, NZ European and Other data is reported each term. Collated, big data, tends to hide the specific stories of different ethnic groups and individual students' contexts that impact on learning. It identifies trends, but solutions need to be personalized.
2. This year parents have used learning maps to identify what they can do at home to support their child's learning. Turnout at the Three-way Goal Setting Meetings and Student-led Conferences were around 95%. Parents who did not attend were followed up by teachers, in nearly every instance. Some classes had very active closed class face-book pages, which parents used mainly for communication and sharing of 'home learning' experience ideas.
3. This year we had two successful Maori Parent hui. Parents brainstormed ways they thought they could be involved in the school and projects they would like to see the school undertake. This work was reported to the BOT and will be followed up in 2018 with the RAWE project leaders from the MOE. Parents of students in the 'Waitakere Whakapapa' Project have also been really engaged in this project, providing key information about whakapapa that has been invaluable.
4. Meetings with different ethnic groups of parents have not happened in 2017. Rather, groups of parent have offered to support celebrations of different cultures throughout the year. Examples of this are Chinese New Year, Diwali, Ramadan, Matariki and our annual Cultural Day, that celebrates all cultures that make up our school community.
5. The BOT led a successful playground / nature trail upgrade project this year. The Friends of Flanshaw organized to repaint the school changing sheds ready for the 2017 / 2018 swimming season. Different groups of parents came to help and these are initiatives to build on in 2018.
6. Each April we do an Annual Community Survey. Results from the 2017 survey were collated and presented to the Board for consideration and action.
7. Flanshaw Road School has continued to provide strong leadership through WAPA 2020 in 2017. We have completed all MOE milestones, school leaders have been supported with STEAM and SOLO learning and new evaluation tools were developed and trialed over the year. We have continued to be part of the MAC initiative, which has just had funding renewed for another two years. Support of this at local and national level has been appreciated by the national facilitators.
8. The progress of COLs (Communities of Learning) has been monitored and all surveys run by NZEI, NZPF and the MOE Have shown that the key issues with the COL model are still the key issues with the COL model. The new government have promised to change the model. When this happens, we will need to reassess where Flanshaw is placed and who we choose to join to work with.
9. Flanshaw Road School has continued to develop relationships in a number of networks – WAPA 2020, The Waitakere Area Principals Association, NZEI – at branch, regional and national levels, NZPF, APPA, MAC and within the political arena as well. We need to think about reconnecting with academic organizations more, such as the University of Auckland, AUT and NZCER.

#### Possible Next Steps:

- Select a new BOT member for 2018 due to 2017 resignation for family reasons.
- Continue to apply UDL principles to Play.Sport PLD – to strengthen school Health & PE systems and teachers' individual content knowledge **(SL Team; Experts; Teachers)**
- Continue to develop opportunities for students to try new sports / cultural activities **(SL Team; teachers; staff; parents; experts)**
- Continue to forge relationships with organizations that could enhance our sports programmes, such as the NZ Scout Organization **(SL Team; teachers; staff; parents; experts)**

- Encourage creativity in play through Enviro initiatives **(SL Team; teachers; staff; parents; experts)**
- Develop a comprehensive EOTC strategic plan across all teams in the school that reflects all the dimensions we are working on **(SL Team; teachers)**
- Confirm EOTC Finlay Park options for 2018 **(BOT; Principal; SL Team; Senior School teachers)**
- Continue to source funds to develop the school grounds as a community facility **(BOT; Principal)**
- Review school systems that support Health and PE – look to strengthen consistency in opportunity across the school (Team sports afternoons; targeted PE skill building; exchanges with other schools; twilight Top Town community type event)**(Principal; SL Team; Teachers)**

***Kaupapa Iwi  
Learning for  
Sustainability***



***To learn and applying  
principles of  
sustainability***

Developed a strategic 'Learning Landscape Plan'

Enviro-school systems have been embedded

Four class-based enviro-projects have been completed (Or are in process) as part of Learning about Sustainability

Initial discussions about using Green-Gold schools to support new Enviro schools begun

1. Review and further develop the 'Learning Landscape Plan' based on work completed **(Principal; Enviro Team)**  
Build a propagation shed  
Install rainwater tanks (funding permitting)
2. Continue to action the 'Learning Landscape Plan' – linked to class programmes / learning about sustainability – Theme for 2017 – Pathways **(Teachers; students; experts; parents)**
3. Activate staff & the wider community to support / complete the Rangitoto Playground project **(Property Manager; staff; community; ECE)**
4. Revisit / review Enviro principles and strands to inform planning and student learning with Enviro work to be a major focus for at least one term in each class, linked to the Learning Landscape Plan **(SL Team; teachers; students; parents)**  
  
Share student-led projects and initiatives across and beyond the school **(Teachers; students)**
5. Begin to develop the Waionui o Tirewa playground project **(Principal; Enviro team)**
6. Participate in a regional strategic initiative designed to enable Green-gold Enviro schools to support other Enviro schools, in partnership with the Enviro-schools National team **(Principal; Regional Enviro Team; Green-gold school principals)**
7. Further develop staff, student and parent leaders in different Enviro areas to support, mentor, coach teachers and student leaders across and beyond our school **(BOT; SL Team; Teachers; Staff; Parents; Community)**

## SUMMARY:

1. We have completed Rangitoto – which was the first of the big projects on our ‘Living Landscape Strategic Plan’. Other goals were not achieved because of funding constraints and time to track down alternative funding sources.
2. Classes have done a range of projects linked to Enviroschool principles. How much to direct classes into one type of project is a dilemma, when we are also wanting students to develop agency, to follow their ideas to action. The issue of cost was also a barrier in some instances. If we are to follow a theme, like pathways, we need to develop this with senior leaders with enough flexibility to allow for teacher and student agency.
3. There have been a key group of people who have made the Rangitoto Project happen. We have really missed having Kevin Davis as a part of this, but Debs Weerdenburg has been an awesome project manager in what turned out to be a complex project. We hope it is going to be well used and well loved by students in our community. I would again like to acknowledge the role of the FLanshaw ECE Governance Committee in providing the funding for this initiative.
4. Classes across the school did a stunning job reviewing and implementing projects linked to one or more of the five Enviro principles. We had an hugely successful ‘Beyond Green-Gold Evaluation’, which showcased how embedded the Enviroschool principles are. Students also identified lots of “next steps” to action.
5. The Waionui o Tirewa Playground project was not started in 2017. It will be a 2018 focus.
6. With the national Enviroschool Team, we brainstormed ways we could further develop the Enviroschools work. One of the initiatives discussed was the creation of an ESTA (Enviroschools Teacher Aide), in partnership with WINS. This happened and we have had a ESTA working in our school for the last two terms, supporting our Enviro work. This is a project that is evolving and we hope it will continue in 2018. Another idea we had was to develop a Tuakana - Teina relationship with a new Enviroschool, to support them as they work through the different levels of the programme.
7. This year we have had teachers, students, parents and our ESTA all involved in different aspects of Enviroschools work. A next focus will be to access specialist knowledge through the Enviroschool facilitators, to deepen our students knowledge. This can start through our facilitator Richard Carter, who has a wide network of experts we could link into. Another person is Peter Turei, a local expert in Maori history.

## Possible Next Steps:

- Review and further develop the ‘Learning Landscape Plan’ based on work complete **(Principal; Enviro Team)**  
Build a propagation shed  
Install rainwater tanks (funding permitting)
- Continue to action the ‘Learning Landscape Plan’ – linked to class programmes / learning about sustainability – E.g Garden to Table, Possible Pathways project? **(Teachers; students; experts; parents)**
- Activate staff & the wider community to support / complete the Waionui of Tirewa Playground project **(Property Manager; staff; teachers, students, community; ECE)**
- Revisit / review Enviro principles and strands to inform planning and student learning with Enviro work to be a major focus for at least one term in each class, linked to the Learning Landscape Plan **(SL Team; teachers; students; parents)**
- Continue to share student-led projects and initiatives across and beyond the school **(Teachers; students)**
- Participate in a regional strategic initiative designed to enable Green-gold Enviro schools to support other Enviro schools, in partnership with the Enviro-schools National team **(Principal; Regional Enviro Team; Green-gold school principals)**
- Further develop staff, student and parent leaders in different Enviro areas to support, mentor, coach

teachers and student leaders across and beyond our school **(BOT; SL Team; Teachers; Staff; Parents; Community)**

**Nga Whakapiringatanga**



**To develop an environment that creates 'optimum conditions for learning'**

Strategic Plan reviewed, with input from BOT, leaders, teachers, students and parents / Annual Plan implemented

Legislative and mandated requirements met

10 Y A and 5 Y A finalized and 2016 minor capital works completed

Discussion about a new School / Community Facility begun

1. Implement the annual plan **(BOT; principal; SL team; teachers)**
2. Ensure all operational tasks are attended to as required through the National Administration Guidelines **(BOT; Principal)**
  - Student Achievement / Curriculum
  - Self-Review / Reporting
  - Performance Management
  - Finance and Property
  - Health and Safety
  - Legislative Requirements
3. Ensure legislative requirements are met **(BOT; Principal; SL team; teachers; staff)**
4. Oversee minor and major capital works as per the 5 and 10 YA Plans, including the Arohanui Satellite Classroom rebuild **(BOT; Property Manager; Principal)**
5. Further develop a proposal for the development of a new School / Community facility **(BOT; Principal; community)**  
Further develop school facilities as opportunity allows **(BOT; Principal; Community)**

**SUMMARY:**

1. To the best of our collective ability we have implemented the Annual Plan, to support learning academically, culturally, socially and physically, to create experiences for our students to develop knowledge of themselves as learners and to understand how they can make a difference, every day.
2. Student Achievement / Curriculum, Self-Review / Reporting, Performance Management, Finance and Property Health and Safety and Legislative Requirements are the six National Administration Guidelines that we operate within as state schools.

In each area, we have reported to the BOT on what is happening and why. Performance Management has been a challenge in Term 4, just because we have so many changes with teachers and support staff for 2018.

Finances have also been a challenge this year because of a combination of the third year of an Operations Grant freeze and additional costs incurred because we have not had a property manager.

Legislation changes this year, under National were extremely concerning. Key legislation is now in the process of being reversed by the incoming government. In the middle, it has left many schools less than clear about exactly what is required.

3. To the best of my knowledge, all legislative requirements have been met during 2017.
4. We have made some progress on our 5 Y A projects. Our school pool fence has been replaced and upgraded. The Arohanui Satellite Classroom build is in process and we are coming to the end of the design phase and moving into the GETS process that puts the job out to tender. The Arohanui Satellite classroom should be demolished in the

Christmas holiday break, but building is not expected to start until April.

5. There has been no discussion about a joint initiative with the ECE Governance Committee this year as they have had a major restructure of the organization with a new Director coming on-board. This conversation could begin in 2018.

**Possible Next Steps:**

Implement the annual plan **(BOT; principal; SL team; teachers)**

Ensure all operational tasks are attended to as required through the National Administration Guidelines **(BOT; Principal)**

- Student Achievement / Curriculum
- Self-Review / Reporting
- Performance Management
- Finance and Property
- Health and Safety
- Legislative Requirements

Ensure legislative requirements are met **(BOT; Principal; SL team; teachers; staff)**

Oversee minor and major capital works as per the 5 and 10 YA Plans, including the Arohanui Satellite Classroom rebuild **(BOT; Property Manager; Principal)**

Further develop a proposal for the development of a new School / Community facility with the Flanshaw ECE Governance Committee. **(BOT; Principal; community)**

Further develop school facilities as opportunity allows **(BOT; Principal; Community)**