



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 - 2018

**Mate atu he tētēkura,
ka whakaeke mai he tētēkura**

As one frond perishes, another grows in its place

This report is a summary of what has been achieved at Flanshaw Road School during 2018. Like 2017, it has been a year of highs and lows. The loss of Mitch Woolley in February was a huge shock to the Flanshaw whanau, as were the heart attack suffered by George Te Tai at the end of Term 2 and the accidents Rob Huxford and then Pete Weerdenburg (Ex BOT Chair) had during the year. By contrast, the recent Whole School Show – ‘Taniwha – Tales of Aotearoa’ and the Term 3 ‘Education Review Office’ review, that saw the school get a four to five year return, were showcase events that underpinned the capacity we have across the school at this time. They were examples of our successes, where a whole school community, working together, has achieved a shared vision for excellence in action.



TERM 1:

This year, for Teachers' Only Day, teachers drove north to Waitangi, where they got to paddle a waka down the Waitangi River, learning the history of the Treaty on the way, from one of the descendants of a Waitangi chief who did NOT sign the Treaty. It was a great way to begin the induction process for our new teachers, Erana Foster and Kendra Schierning. It was also an opportunity to revisit our school vision, using authentic learning contexts that we hope teachers will continue to prioritize as a powerful learning pedagogy.

A major focus for this year has been for teachers to further developed their knowledge of the principles of 'Universal Design for Learning' pedagogy, that required them to think about their 'outliers' or students who need a different teaching approach, when doing long, medium and short term plans. Teachers were also encouraged to use STEAM across curriculum and to continue to develop their culturally responsive pedagogy. Anne Lowe was employed to do Junior Team class music programmes, 'Philosophy for Children' and to work on the 'Waitakere Whakapapa' project with key Senior School students of Maori descent.

Flanshaw Lead Teachers of the MASAM (Maori Achieving Success as Maori) WAPA 2020 work-stream, led a network programme of work that further developing lead teachers' knowledge and capacity to model culturally responsive practices in their schools. Across Flanshaw Road School,

teachers were encouraged to use Te Reo commands, instructions and new vocabulary, linked to term themes.

Term 1 and 2 saw 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 provided strong leadership and continuity in the network space, as well as at school level. Teachers were encouraged to plan STEAM (hands-on, discovery / exploratory) learning experiences across curriculums, so STEAM was more 'what we do here' than a series of one-off, fun learning activities. Some of this learning was discussed at the Goal Setting Meetings, held at the end of Term 1.

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 two basketball teams playing in the Massey YMCA competition on Monday and Thursday nights. Two teams took part in the 2018 Krypton Factor games in March.

In March, 2017 the National Government had 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. This year, one of our BOT members, Theresa Donnelly, spent the first half of her working year as a lawyer rewriting the Education Amendment Bill, to reset Education as a national 'public good', rather than an 'opportunity to privatize the sector'. There has been a significant focus on reviewing all aspects of our Education system, with input from many interested sectors, to inform a programme of reform that will be rolled out in 2019.

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. As in the previous year staffing, special education provision, 'Communities of Learning', the funding review and the sheer volume of change that continues to be imposed on the sector were still the "hot" topics. Nationally, the new Coalition Government held two huge Education Summits in Christchurch and Auckland. Educators, parents, community representatives, students, indeed people from all sectors of the community were at the summits. The information gathered provided a starting point for a review of our country's education system, to inform the development of a 30-year plan for the future of education in New Zealand.

The most significant and devastating of event of Term 1 however, was the flash flood in the Waitakere Ranges, that saw two boys killed, one of who was Mitch Woolley, son of Tracey Woolley (our Associate Principal) and ex-student of Flanshaw Road School. Family, whanau, friends and colleagues were devastated by the news. Media interest was intense and through the year, there have been many 'hard parts' and painful moments for the Woolley family.



TERM 2:

In Term 2, there was a huge term of learning built around the term theme of Structures. 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, Te Reo and Hauora. Assessments in key curriculum areas were presented in the BOT Term 2 Student Progress and Achievement Report and to parents through Student-led Conferences.

During Term 2, a key team of lead teachers finalized the review and update of our 'Curriculum Delivery' Documentation. One of the key highlights of our across-curricular focus on STEAM was the creation of the Flanshaw Road School Wharehau Art Work for the Matariki Te Atatu Community Centre Arts Exhibition. It was designed by Hamish Campbell, with input from a committee, developed with much thought in classes across the school, with students and built by our caretaker Nathan Hesketh and Hamish Campbell. Students' artwork was then displayed, on the Wharehau structure, at the Matariki event. In short, it was the 'star of the show' at the Arts Festival and we have been asked if it could be part of next year's festival as well.

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.' A highlight of this term's learning was that the data showed that over one quarter of our students had accelerated in their learning eighteen months or more, in reading, writing and/or mathematics. At the end of Term 2 we welcomed Tracey Norton, an ex-parent of the school, to Flanshaw Road School to start our next New Entrant class.

Last year, at Local Community level, much concern was raised about the design and subsequent upgrade of the Te Atatu main road. An inquiry about the Te Atatu Upgrade project that has served our community so poorly was begun this year and Polly Gaea, one of our parents, has devoted time and effort to make submissions for further changes to be made around the school, to make it safer and easier for student pedestrians going to and from school.

Nationally, the new Education Legislation Act was reviewed and changed during Term 2, while the government and Ministry of Education created a significant number of review advisory panels and working groups. The first review areas up and running were the 'Tomorrow's Schools' review of our education system and the Curriculum and Assessment review. In Term 2, I was part of the NZPF team that made submissions around systems planning, leadership development and professional learning, having been part of these work-streams for three years.

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 our last STEAM TILF checkpoint milestone, bringing to a close two years of hard work. 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. Data showed that our most effective STEAM teachers got student progress in learning across all subject areas, as opposed to students making progress in one or two curriculum areas.

We finished the term with a focus on Matariki Celebrations. Our Junior and Senior Kapa Haka groups did a Matariki Community Event at Flanshaw, and they also participated in the Te Atatu Cluster event. There were also iwi-led events at the Arataki Centre in the Waitakeres and at the Te Atatu Peninsula Community Centre, which look likely to become annual events.



TERM 3:

We did not have the best start to Term 3, as during the term 2 holidays one of our teachers suffered a heart attack and another had an accident while felling a tree. We did however, welcome a new teacher and new students to Flanshaw Road School at our whole school powhiri at the end of Week 1.

During the holidays, several of our staff attended the NZEI Conference in Rotorua. Key items on the agenda were a) the progress that had not been made in collective bargaining, b) organization of strikes and c) election of the new NZEI executive. On the way home, Greg and I did a 'Health and Safety Check' of Finlay Park Camp, in preparation for camp in Term 4. Nigel and Mericia also visited the camp, to check out logistics around the Eco-Village set up.

In line with our whole school foci on indigenizing the curriculum, integrated curriculum, STEAM and the Performing Arts, the focus for Term 3 was very much on our whole school show. The theme was New Zealand history and a tale was created and woven to effectively showcase all our students' and classes' work. Hamish Campbell and Whaea Debs made an imposing 'taniwha', who could be told stories of Aotearoa to stop him eating children! 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.

We continued our focus on Te Reo PLD in Term 3, but heard that our application for extension to the PLD delivered by Rewa Paewai, from the University of Auckland, had not been renewed. Rewa

supported team leaders to have Te Reo plans in place and we have since secured her services for 2019 in a private capacity, through Uniservices. Our goal is still to be able to pass Level 2 Te Reo, as staff, as we work to becoming a 'bilingual English- Medium school' by the end of 2018.

Through the 'Maori Achievement Collaboration', two Flanshaw Road School teachers attended the national 'Tamaki Makaurau Maori Achievement Collaboration' (MAC) conference in Dunedin, in Week 9. They used their learning to inform planning and presentations for the Term 3 WAPA 2020 'MASAM' workshops. Five of six WAPA 2020 principals are in this network, so there has been some discussion around how to link a research opportunity with Associate Professor Melinda Webber through the 'MAC' and a 'WAPA 2020' 2019 TLIF Application for funding, to extend the 'Waitakere Whakapapa' initiative using the digital curriculum.

As an Enviroschool, and as part of our on-going work in the STEAM space, the BOT funded solar panels, that were installed on Kakano roof tops. It is expected these panels will generate up to 25% of the power we use at school annually. A parent working-bee saw the bark from the senior playground raked off and used to mulch our bush walk and new bark installed. Construction of the new Arohanui classrooms was begun and our Pou had maintenance work completed.

Progress and Achievement Reports were collated from Term 3 and used to inform ERO conversations in Week 10 and for planning for Term 4.

Term 3 was the 'ERO' term. We had two reviewers visit our school in Week 10; Kay Lowe, who was the head reviewer and Beth Pyne, who had been part of our previous Education Office review in 2014. In preparation for the review, the BOT and Senior Leaders had a strategic planning day on Saturday of Week 3. The national area of interest was 'Professional Development' beyond our local resources, so including centrally funded PLD, network PLD and other PLD opportunities that we have developed for individual teachers. The visit was intense and there was tension around the espoused theory of the review (acceleration of learning) and the actual report focus (achievement levels), which officially were not the focus because of the shift away from National Standards. We have been given a 4-5 year return for this review, which is an indication of the capacity we have, at all levels of the school, at this time. Thank you to the BOT, for the work you did to ensure our teachers, staff, parents and students were so well supported through this process. Your leadership and commitment to the review process was exemplary, and much appreciated, especially by the Senior Leadership Team.

At the end of Term 3, elections for NZPF (New Zealand Principals Federation) Executive and Vice President roles were held. Because our current president Whetu Cormick decided to stand for another year, I did not stand for president, so will not be going to Wellington in 2019, which could have been the scenario!



TERM 4:

In Term 4, EOTC (Education Outside the Classroom) was one of the key foci. For the first time, Flanshaw Road School students went to Finlay Park in two groups. The first two classes went from Sunday to Wednesday. The second two classes were there from Wednesday to Saturday. Other teams in the school had EOTC weeks planned for later in the term. We hired two ESTAs (Enviroschools Teacher Aide) as part of a WINS scheme in Term 4, to support teachers wanting to develop smaller within-class enviro-projects.

Term 4 has seen teachers and students work hard to hone in on key literacy and numeracy skills, to improve on progress made in Term 3.

This term, teachers continued to work on implementing Te Reo within class programmes. Work on the 'Waitakere Whakapapa' project, has seen several students complete whakapapa books, which are being used by the MAC national coordinator, through the 'Maori Achievement Collaborative' and by Dr Melinda Webber, to inspire other school leaders to develop similar programmes.

Our two basketball teams continued to play at the YMCA stadium each week and one team again made the finals this season. We had a school Cross-Country event this term, a Cluster Swimming event at the Henderson Pool and a Cluster Softball Tournament. Some teams had students visiting the Henderson Creek as part of an EOTC focus.

From a management perspective, the end of the year has been ALL about staffing. As was the case last year, we are losing several teachers to promotion – Mericia Chang, Cesca Luafalealo and Hamish Campbell. Rob Huxford is retiring, Tiffany Harkess has taken a specialist teaching position focusing on dance and French, while Renee Kirk and George Te Tai have chosen to change schools. To date we have made three appointments and need to make two more to be fully staffed for the beginning of 2019.

This year, all the Learning Support Staff team have worked really hard to support student learning across the school. We lose one of our ORRS funded students at the end of this year, but we also have one resignation. Glenn Patel has applied for training college and has been accepted in to the Post Graduate Course at the University of Auckland. In a year where the University of Auckland have downsized their staff 40%, to make the cut was a real achievement.

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 people passing, illness and accidents. In our community, we have had the indirect symptoms of poverty visit, seen in the increase in access to counselling services we have sourced, transient families struggling to stay in the area, pastoral care needed and a spike in behavioural learning needs.

The staffing crisis deepened this year, with many teachers either retiring or leaving the profession. NZEI started collective bargaining negotiations for teachers and principals to address pay, workload and resourcing issues. Currently, there have been two strikes and more to come, with the prospect of NZEI joining with our secondary union PPTA in 2019. Through NZPF, I had opportunity to visit Ireland to attend an 'International Congress of Principals' meeting. Upon returning to New Zealand, I then had opportunity to share some of my learning with the Minister of Education, Chris Hipkins, at

dinner, while emphasising the absolute need for more investment in education. Leaders in the education sector continue to pressure the cabinet to change their thinking about the value, versus the cost of education, in all the ways we can.

In Week 9, the impact of the staffing shortage has been keenly felt at Flanshaw – and ours is not a unique story.



SUMMARY:

As we come to the end of the 2018 year, we have seven teachers leaving the Flanshaw Whanau, all of whom will be missed. We wish Merica Chang, Hamish Campbell, Cesca Luafalealo, Tiffany Harkess, George Te Tai and Renee Kirk all the best in their new schools. We wish Glenn Patel well in his studies and Rob Huxford in his 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 over 75% 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 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. Accelerated progress statistics for 2018 have been a strong output and evidence of great teaching and learning.

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 innovative

teaching and learning this year, supported by leaders, teachers, students and parents. As a school, we have been evaluated by the Education Review Office as being a high performing school – an awesome platform upon which to build our new 2019 team of staff, teachers, leaders and perhaps even BOT members.

This year, we have had several staff members continue to be politically active at local, regional and national levels. For our efforts, Tracey Woolley has been voted President of the West Auckland branch. Greg Patel is on the West Auckland NZEI Branch committee and led the strike down Great North Road to our local MPs office in the recent strike. As Vice President for the New Zealand Principals Federation, I have attended national Principal Council meetings for NZEI, as the NZPF representative. This work has only been possible because of the support from the Flanshaw Road School leaders and the Board of Trustees. Thank you all.


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

The next section of this annual report, is a review of the progress that was made with key goals during 2018 and possible next steps to consider, as we look ahead to 2019.

ANNUAL PLAN REVIEW - 2018

GOALS	Context in December 2017	2018
<p>Mana Motukake Academic Achievement</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> <p>Implemented Peer Coaching as part of Teacher Inquiry projects</p> <p>Reviewed implementation of</p>	<p>1. Continue to improve academic outcomes of students across all curriculum areas</p> <p>There has been mixed results over the year, strong acceleration, but uneven achievement results within teams. (See Progress and Achievement Report). Overall, we have achieved similar results to 2017. Consistency in effective teaching practices is an area to revisit in 2019, so we are systemically upskilling and supporting teachers' capacity building, across a range of subject areas.</p> <p>Possible Next Steps: Identify key teachers to use as mentor / impact coaches, to ensure pace of content coverage and programming is targeted to best effect in literacy in particular.</p> <p>Revisit 'AFL' principles, as applied to oral language and writing in particular, to strengthen consistency in practice across the school.</p> <p>Continue to make explicit strategies we expect teachers to use to accelerate progress in learning.</p> <p>Set annual targets for each cohort in reading, writing and mathematics; with team leaders design team PLD to support strengthening of teacher capacity in core subject areas (SL Team; teachers)</p> <p>This was done, and a summary of achievement levels against aspirational targets is included in the</p>

	<p>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 a range of leadership roles across and beyond the school in 2016</p>	<p>Term 4 Progress and Achievement Report.</p> <p>Possible Next Steps: To use the Term 4 data to set aspirational goals for 2019.</p> <p>2. Further develop 'Universal Design for Learning' pedagogy (UDL) across all subject areas (SL Team; teachers)</p> <p>Develop personalized UDL learning plans for target "at risk" learners (Teachers) Review the impact of personalized plans on students' learning (SL Team; teachers; LSS)</p> <p>Implementation of 'UDL' was consistent across most of the school. Student engagement in learning was strong, but not all engagement led to accelerated progress.</p> <p>Possible Next Steps: For some teachers to make this an explicit goal / foci for 2019</p> <p>For team leaders to model in planning and to follow up in observations and Team PLD expectations around personalization of learning to cater for the diverse needs in classrooms</p>
<p><i>For learners to build strong academic foundations upon which to achieve success in learning</i></p>		<p>3. 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 (WAPA 2020 Project Lead Teachers; principal; experts; SL Team; teachers)</p> <p>Across the school teachers have worked to utilize a range of strategies and activities to strengthen these dimensions of their teaching. STEAM rubrics have been used across the school; we have strong capacity in STEAM leadership, but more work needs to be done to support integration of STEAM activities across all curriculum areas.</p> <p>Possible Next Steps: To rethink our leadership structure so we can use our leadership strengths in STEAM to support teachers' pedagogy and to embed STEAM across the school – in classrooms, in STEAM spaces inside and across the school site.</p> <p>To integrate our STEAM work, with a focus on the Digital Curriculum through a 2019 TLIF project.</p> <p>To further develop teachers' understanding of how SOLO assessment can be used as a tool to monitor progress in students' development of content</p>

knowledge, problem-solving and collaboration skills.

4. Use lead teachers to support ALL strategies to be used across the school in reading **(DP; AP)**

This was not achieved in 2018, due to the focus on UDL, culturally responsive PLD, Te Reo and STEAM.

Possible Next Steps:

To identify teachers for specific PLD coaching in 'Accelerated Literacy Learning', based on 2018 student results and the teachers' depth of knowledge and expertise in literacy.

To revisit principles of effective literacy teaching with the whole staff, as part of our induction of new teachers and a review of our collective beliefs about pace, content coverage and mastery of skills.

5. Staff PLD – SOLO Taxonomy linked to TLIF initiatives with a particular focus on ESOL students **(Pam Hook; SL Team; teachers)**

SOLO has continued to be developed by our Senior Leadership team and used to report of student progress and achievement across a range of subject areas, key competencies and dispositions during 2018.

Specific PLD in the use of SOLO Taxonomy for ESOL students was not achieved.

Possible Next Steps:

For our ESOL tutor and a key teacher in each team to do PLD with Pam Hook or Sonia (from New Market) – to then share and develop with teachers in each team in the school.

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)**

Lead teachers, engaged in the TLIF project, reviewed their students' progress in content knowledge, motivation, problem-solving and collaborative skills. The students in these teachers' classes had extremely strong progress in learning in all curriculum areas.

Other teachers in the school used SOLO to report on student progress in content knowledge and one of the other dimensions, when reporting to parents.

Possible Next Steps:

For the lead teacher of STEAM to oversee the

		<p>development of SOLO rubrics each term, with each team, to focus teachers on the development of skills and dispositions as well as content.</p> <p>To continue to build upon the success of the 2016 to 2018 TLIF project, to include the further development of SOLO assessment in the next TLIF application.</p> <p>6. Continue to prioritize whole school, team and individual PLD – with a focus on Peer - Coaching and Mentoring (Principal; DP; Teachers)</p> <p>This year teachers have worked with peer coaches, meeting to discuss inquiries, do observations of each other and discuss their on-going learning. The quality of inquiry presentations at the end of the year, were consistent and most teachers achieved in linking their learning and practice with improved outcomes for target students.</p> <p>Possible Next Steps:</p> <p>To consider using impact coaches as well as peer coaches, to speed up the cycle/s of inquiry – so teachers’ collective capacity is built more quickly.</p> <p>To encourage teachers to use their CFT time to observe in a range of classrooms, across and beyond the school, as part of their on-going learning.</p> <p>7. Support LSS to implement plans to support targeted students in learning (Mutukaroa leader; teachers; support staff; expert)</p> <p>Support staff have been an integral part of the success of targeted students across the school this year. They have had more input into IEP meetings and are recognized for the expertise they have built in supporting learning of our most challenging students.</p> <p>Possible Next Steps:</p> <p>To continue to support LSS PLD, in school, through workshops, school PLD (when relevant) and in working with experts from other organizations.</p> <p>8. Review and refine planning & tools to learn the learner (E.g. Learning Maps) (WAPA 2020 Project Lead Teachers; SL Team; teachers)</p> <p>This year we updated our curriculum delivery plans, which included assessment strategies, as part of our preparation for ERO. We continue to use a range of recognized standardized tools and teacher-created assessment tools, to assess student progress and achievement in learning.</p>
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Possible Next Steps:

Planning and assessment tools will need to be reviewed specifically in 2019, to look at what assessment tools we use and for what purpose, what we can do less of and what tools are best to use to inform teachers, students and parents about learning.

9. Explore options for MOE / centrally funded PLD / Other PLD Options (Principal)

This year, we had used all our Te Reo PLD hours by the beginning of Term 3. Teachers and leaders very much appreciated the quality of facilitation provided by Rewa Paewai – and we have secured her services for 2019.

We did begin a Culture Counts Centrally Funded PLD strand of work, but it was decided to drop this initiative, as we were already doing similar PLD through WAPA 2020 (MASAM) and through the 'Maori Achievement Collaboration'.

Possible Next Steps:

In 2019, we will look to secure Te Reo PLD funding and digital curriculum PLD facilitator hours, to support these initiatives in our school.

10. Continue to employ quality teachers, that complement the skills of current staff (Principal; SL Team)

This year, we have been extremely lucky to have a whole school of talented, hard-working teachers, in our school. Their collective capacity was recognized by ERO and the 4-5 year return we received. Specifically, I would like to acknowledge the new teachers who have come to Flanshaw this year – and worked hard to learn the 'kawa' of our place – 'how we do things here'.

Possible Next Steps:

We will continue to employ the best teachers we can; best teachers being code for 'great people who are life-long learners' – so as to offer our students a range of diverse learning opportunities.

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)

We have been a victim of our success again in this area, as we have three teachers leaving to take up leadership positions in other schools and another taking up a specialist teaching role before heading overseas. We do grow capacity – and this was highlighted by the ERO team, in their report. They

gave great feedback about the strength of our Professional Development programme – and the quality of opportunity for learning around leadership.

Possible Next Steps:

To review and realign our leadership PLD to meet the needs of a new leadership team, a new BOT team and a new teaching team in 2019 – to ensure we are meeting the individual needs of individuals and the collective needs of the organization.

To develop an 'Impact Coach' strategy that utilizes our more effective teachers as coaches.

To look for opportunities to further develop leadership capacity – across and beyond the school, as the national review programme for education unfolds.

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)**

Work in this area has not progressed in 2018; there is opportunity to do more in this space in 2019 with a leadership restructure and review of the use of our CRT time.

Possible Next Steps:

With support through the WAPA 2020 PLD programme, develop a comprehensive ICT plan, that embeds STEAM and incorporates dimensions of the digital curriculum, into classroom teaching and learning.

13. Review reporting practices **(Principal; SL team)**

Reporting practices were discussed as part of assessment conversations and the update of the NZ Curriculum Delivery Plans in 2019. Reporting practices were not reviewed, because it was an ERO year.

Possible Next Steps:

To consider how we can change our reporting practices to

- a) Inform students about their progress and achievement
- b) Inform parents about their children's progress and achievement in learning
- c) Inform teachers about where to next re: planning and programming
- d) Meet legislative requirements

We are a 'best practice' school, but the practices

		<p>take a lot of time. How to do things smarter is the challenge.</p>
<p>Rangatiratanga Cultural Centeredness</p>  <p>For learners to develop learners' personal / cultural 'sense of self'</p>	<p>Lead school in 'Maori Achieving Success as Maori' WAPA 2020 initiative (Two project lead teachers from Flanshaw)</p> <p>Flanshaw Road School became a member of the Tamaki Makaurau 'Maori Achievement Collaboration'</p> <p>Leader / teacher inquiries linked to priority learners were designed and implemented</p> <p>Teacher PLD in culturally responsive pedagogy was continued</p> <p>Teacher inquiries were completed - 2018</p>	<p>1. Apply for TLIF funding for MASAM (Principal; WAPA 2020 Project Coordinator; Lead Teachers; Experts)</p> <p>We were not successful in winning a WAPA 2020 TLIF funding grant in 2018.</p> <p>Possible Next Steps: To reapply for funding in February, 2019.</p> <p>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)</p> <p>Senior leaders led this initiative extremely well in 2018. Every term, there was significant focus on ensuring topics and units of work included developing local / indigenous knowledge. Examples of this included visits to Hone Waititi Marae as part of our Term 2 Structures unit, the Term 3 Performing Arts theme of 'Stories of Aotearoa', the Waitakere Whakapapa initiative and the classroom programmes linked to NZ Hour.</p> <p>Possible Next Steps: To be part of Dr Melinda Webber's research project that is focused on identifying enablers in developing high performing Maori students</p> <p>To continue to be part of the MAC (Maori Achievement Collaborative) to develop our individual and collective place-based knowledge</p> <p>To continue to develop and indigenize our curriculum through the WAPA 2020 'MASAM' strand of work, linked to the TLIF funding application that will combine our MASAM foci the Digital Curriculum focus</p>

		<p>2. Continue to support MAC PLD – contributing where appropriate (Principal; Lead teachers)</p> <p>This year, we supported the MAC Centrally Funded PLD application process, attended mini-hui, regional hui and two of our Senior Leaders attended the national conference in Dunedin.</p> <p>Possible Next Steps: To continue to support the MAC at all levels, learning with and from other leaders and supporting the data process needed for national reporting</p> <p>Ensure we have budgeted to send Senior Leaders to the national hui – (2019 – Waitangi)</p> <p>3. Continue to forge links with iwi and organizations to support MASAM work (Principal; SL Team; Teachers; Staff; Parents; Students)</p> <p>This year, through the MAC we have met and worked with Kawerau-a-maki iwi, learning more about their current work-streams (Organizing the Auckland Matariki Visual Arts programme for all iwi; Getting plans for two marae to be built - one at Hobsonville Point and one at Te Henga, Working with council to protect Kauri in the Waitakere Ranges).</p> <p>We also had opportunity to connect with the Te Atatu Marae Coalition Trust whanau, based on the peninsula, who organized the Visual Arts Celebration for Matariki at the Te Atatu Community Centre. This group are close to seeing the Te Atatu Marae project begin.</p> <p>Possible Next Steps: To continue to develop relationships with both Kawerau-a-maki, The Te Atatu Marae Trust and Auckland Ngati Whatua iwi – to learn more about our region’s history, as told by Maori.</p> <p>With our Maori whanau, identify projects they could lead.</p> <p>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)</p> <p>The Maori Strategic Plan was completed this year. The Pacific Island Strategic Plan was put on hold as funding has been allocated for a similar project to MAC to be developed in 2018 / 2019.</p>
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Possible Next Steps:

To review and update our Maori Strategic Plan, with input from students, staff, teachers and our community, to ensure we are fulfilling the aspirations of Maori at Flanshaw Road School.

With key BOT members, develop a Pacific Island Strategic Plan, in consultation with the different Pacific Island fono groups we have in our school.

5. Continue to develop culturally responsive teaching and learning practices, across the school and through WAPA 2020 (BOT; SL Team; Teachers; Staff; Students; Community)

This has been a consistent focus during 2018, reflected in planning, class programmes, students' work and artefacts and our Whole-School show. The Waitakere Whakapapa Project has been a highlight, with books being borrowed by researchers and the national leader of the MAC initiative to share.

Possible Next Steps:

To continue to build teachers' place-based authentic learning about the Maori culture, to influence their teaching and learning planning and practice.

To continue to prioritize key projects that build our students' sense of success as learners and leaders, from diverse cultures, all of whom are valued.

Prioritize MASAM student-led initiatives that can be shared across the WAPA 2020 network (Principal; Project Coordinator)

MASAM workshops have been led by staff and teachers have taken a range of strategies and ideas into their classroom practice. The Waitakere Whakapapa project has continued this year, but students did not get an opportunity to share their learning with the WAPA 2020 teachers; they did however, share with the ERO reviewers, who were extremely impressed with the depth and quality of the books they had developed.

Possible Next Steps:

Consider how to develop resources for reading programmes (Year 3 – 8) that could be used by all students to strengthen their basic knowledge of West Auckland history, of the Kawerau-a-maki and key sites that link to our school site.

Through WAPA 2020, look at developing a prototype programme of work that students could do, to further develop their sense of identity,

		<p>culture and language – using digital technology as the medium.</p> <p>6. Use lead teachers and external expertise to upskill staff in Te Reo / tikanga (Teachers; Wananga o Aotearoa staff)</p> <p>Continue to embed culturally responsive pedagogy and Te Reo / tikanga school-wide (Kaumatua; Principal; SL Team; teachers; students; community)</p> <p>We were very fortunate to have Rewa Paewai in Term 1 and 2 to support teachers and leaders develop their Te Reo / tikanga. Team leaders continue to model the use of Te Reo / tikanga but is an area we need to keep focused on, if we are to achieve our goal of becoming a bi-lingual school.</p> <p>Possible Next Steps: To employ Rewa Paewai to work with teams in 2019, to integrate Te Reo / tikanga practices and language consistently and in more depth.</p> <p>To reapply for centrally funded PLD to support teachers and staff to develop their Te Reo / tikanga.</p> <p>To enrol the staff in the Level 2 Tikanga course at the wananga, so as a staff, we utilize the resource and build relationships with key iwi in our area who are leading this work.</p> <p>7. 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> <p>Teachers completed a range of Inquiry projects over 2019, most of which resulted in accelerated learning or success in learning for target students. Teachers appreciated working with peer coaches, but more time was needed a) in staff meetings and b) within school time to keep the work in focus.</p> <p>Teachers new to inquiry did not all get to the end of the cycle, while some did not specifically link their PLD focus to student outcomes.</p> <p>Possible Next Steps: To continue to support teachers develop Inquiry projects in 2019, using the Spirals of Inquiry model but with the goal of finishing a cycle of inquiry by Term 2, so teachers make explicit links between their learning, changes in practice and student outcomes, to then reset and begin another round of inquiry, to create acceleration in learning</p>
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		and/or success in outcomes for students.
<p>Pono Social Resilience</p>	<p>Flanshaw the lead school in TLPP 'STEAM' WAPA 2020 initiative, underpinned by 'Universal Design for Learning' pedagogy (One of two project lead teachers from Flanshaw)</p>	<p>1. 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)</p>
	<p>Flanshaw started a five year Play.Sport Cluster Initiative begun in 2016 Scoping exercise completed</p>	<p>STEAM has been a consistent focus this year, across teams, through staff meetings, team planning and individual teachers' inquiries. Results in student learning in classes where STEAM has been embedded across curriculum, have been strong. This result was reflected across all six schools in the WAPA 2020 network.</p> <p>Possible Next Steps: To utilize our leadership strengths in STEAM, by creating a specialist coaching role to continue this work across the school.</p>
<p>To enhance learners' positive attitudes, values, mind-sets and social skills</p>	<p>School-based Hauora / Well-being surveys on-going</p>	<p>To review how CRT time is used – to broaden and expand the ICT programme, to further support students' STEAM problem-solving skills and and concept knowledge.</p> <p>To consider how we can create more STEAM spaces in the school, to create opportunities for students to extend their experience of low and high-tech STEAM activities.</p> <p>2. Further extend STEAM Stations concept, using spaces around the school and utilizing resources in the wider community (Principal; teachers; staff; parents)</p> <p>This has not been a strong focus in 2018, due to time and resource constraints</p> <p>Possible Next Steps: To action this goal in 2019</p> <p>3. Continue to source STEAM resources to support programme development (Principal)</p> <p>Resourcing for STEAM has remained confined to funding received through the Trust Community Foundation at the end of 2017. There has been more focus on low-tech STEAM in 2018 – and students' concept learning, problem-solving skills and collaborative work, than on the introduction of new, high-tech devices and apps.</p> <p>Possible Next Steps:</p>

		<p>To develop a 3 year STEAM / Digital Curriculum / ICT / Technology plan, complete with a resource wish-list, to inform purchasing of devices and technology in 2019</p> <p>To continue to consider how to integrate traditional cultural technology into class programming</p> <p>To apply for funding for specific equipment that will further support student learning – E.g. three D printers, i-pads, cameras etc</p> <p>4. Share TLIF learning story in a range of different education forums, as it unfolds (Principal; SL Team; Teachers)</p> <p>To date, the very strong TLIF Research project story summarized in the Checkpoint 5 data, in July of this year, has been shared with the TLPF Panel, school Boards of Trustees and ERO. It is hoped that this work will be shared in regional curriculum hui held in 2019 – and that it could inform future curriculum development.</p> <p>Possible Next Steps: To look at possible presentation opportunities for the WAPA 2020 TLIF project at COL / Regional hui, at conferences and in the international arena (ICSEI - 2020)</p> <p>5. Further extend Play.Sport initiatives to create more opportunities for students to develop social and physical skills, through PLD planned for 2017 (SLs; lead teachers; teachers; experts)</p> <p>This year, our lead teacher for Play.Sport presented at the National Physical Education Conference, the work that has been done in this space at our school. Despite having an excellent leader and strong provider support, play and sport continue to have an uneven focus in teams and across the school.</p> <p>The senior school team has the strongest overall programme in sport. Opportunities for all students to create games, to set up and successfully manage themselves playing team games and to fully utilize the range of sports equipment we have, has not been fully developed. Creative play is still not a feature of students’ play in the playground. Students still need more support around managing games, with rules, without needing adult supervision.</p> <p>Possible Next Steps: To develop a more explicit, detailed plan for Play and Sport for each team in the school, to encourage creative play and to provide more</p>

opportunity to develop students' physical skills.

To embed EOTC in term programmes

To support students to make the links between skills and attributes developed in sport, to skills and attributes we want all students to apply to all their learning.

For each team to have consistent rotations of minor and major games in afternoon sports – to further develop teamwork, pono and physical confidence, in addition to morning fitness programmes.

For the morning fitness programmes across the school to be revisited and revamped – to create more variety and differentiation in grouping (ability groups / flexi groups / specific project groups) – and to achieve key physical goals.

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

There has been a lot of work in the Hauora space over 2018, with student surveys highlighting the many strategies we are using that are working to support students, but also the 'hot spot' issues we have needed to address – in classes, in teams and in the playground.

Possible Next Steps:

For the school to return to specific Hauora units of work, to be taught in Weeks' 1-3 of each term, focused on values and the 'Kiwi Can' framework – of Key Concept/s, Core Values, Creative Activity, Physical Activity - display / Game – to support students to make the links between self-management and success in learning.

To develop a weekly staff Hauora/fun focus, complete with activity and action/s.

To continue to review and respond to staff and student well-being needs through NZCER surveys, observations and discussion in teams.

7. 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 teacher; teachers**)

Mediators have been used this year, but not as consistently as perhaps needed.

		<p>Possible Next Steps: To revisit the Cool Schools strategies that we want teachers and students to use to resolve issues - in class and in the playground</p> <p>8. 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)</p> <p>This year has been one of the most difficult ever, with a small group of senior school students, who have not developed self-management strategies. They have taken up time, considerable staffing resource and eventually we have stood them down to work with parents to sort key issues.</p> <p>In all but three instances, this has been successful. One family chose to withdraw their child from the school. For two students, further support from the MOE has been sought, as their behaviour has continued to be of concern.</p> <p>In response to the growing number of difficult students, all staff did the MOE 'Understanding Student Behaviour' training in Term 3. This included the new legislation around restraint and seclusions.</p> <p>Possible Next Steps: Review all antecedents, IEPs, IBPs, ISPs in place for students of concern.</p> <p>Seek additional Learning Support funding for all students whose families are with Oranga Tamariki.</p> <p>Continue to focus on choices and consequences, positive reinforcement and personalizing learning to make it work for all students, as much as is possible.</p> <p>Continue to work with parents and whanau, to find solutions when behaviours need to be changed.</p>
<p>Maia Tinana Physical Confidence</p>	<p>Play.Sport Cluster Initiative begun in 2016</p>	<p>1. Apply UDL principles to Play.Sport PLD – to strengthen school Health & PE systems and teachers' individual content knowledge</p>



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

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

(SL Team; Experts; Teachers)

This work has been done through teams and the Play.Sport school leader this year. More focus was needed in staff PLD to effect changes that strengthened teachers' collective practices.

Possible Next Steps:

To utilize our staff expertise to teach teachers different ways to engage students in play, skill-building, minor games and sports.

2. Continue to develop opportunities for students to try new sports / cultural activities

(SL Team; teachers; staff; parents; experts)

Through MASAM, teachers have been introduced to a range of cultural games and activities that they could use with students

Possible Next Steps:

Continue to introduce new activities, with cultural dimensions, to keep teachers and students motivated and moving!

Continue to forge relationships with organizations that could enhance our sports programmes, such as the NZ Scout Organization

(SL Team; teachers; staff; parents; experts)

This year, we have not had many outside sporting organizations in the school. This has partly been due to lack of human resource to do the coordinating; Sports Waitakere have traditionally created more opportunity in this space.

Possible Next Steps:

Allocate a staff member to actively seek out sports groups to bring in outside experts

Revisit with Sports Waitakere, the range of services they could / should be providing

Canvas parents to see if we have parent coaches who could create sporting opportunities for our students – Eg soccer, cricket, basketball, netball, hockey, waka ama ...

Encourage creativity in play through Enviro initiatives

(SL Team; teachers; staff; parents; experts)

This year, creativity in play, through Enviro initiatives has not become a focus, mainly because there were other Enviro foci each term.

Possible Next Steps:

Review our strategic site plan – and prioritize the next 'Waitakere Ranges' project, the Arohanui shared playground, building structures from

recycled materials and shifting key playground elements from the Senior School playground to other parts of the school – as part of our focus on supporting creative play.

Consider what projects could be taken on by each team in the school to further encourage creative play (E.g. planting a bamboo path; building insect hotels; finding logs to use as balance beams; using logs as stepping stones ...

**3. EOTC – Finlay Park
(BOT; Principal; Lead Teachers; Staff; Students; parents)**

For the first time since 1993, we took students to Finlay Park in two groups of 65. The week was challenging, partly because it extended from Sunday to Saturday, partly because the weather was wet and cold for the first half of the week in particular and partly, because we were staying in the Eco Village, rather than the main camp.

Despite this, senior school students had an awesome week, taking on new physical challenges each day, on the water, in the air, in the bush and in the dark. Camp concerts were extremely entertaining and all students, staff and parents returned home safe and well

Possible Next Steps:

To look at other camps in the central region that may have different activities and accommodation suited to the variable spring weather we have in NZ.

To canvas Year 4 / 5 parents to see if there is support for an EOTC trip to Fiji in 2019 OR a trip to another part of NZ – E.g Wellington.

**Strengthen EOTC across all teams in the school
(SL Team; teachers)**

EOTC has been planned for and opportunities created for students in each part of the school to take part in a range of activities this year.

Possible Next Steps:


Develop an explicit plan for EOTC, for each term of the year; to include 'Project Twin Streams', visits to different tracks / places of significance in the Waitakeres, trips using different modes of transport and developing respect for and knowledge of the NZ bush, rivers and beaches – and how to be safe in the outdoors, to be run alongside the health and physical education programmes.

		<p>4. Continue to source funds to develop the school grounds as a community facility (BOT; Principal)</p> <p>This year, we have invested significant funds to rebark the senior playground.</p> <p>Possible Next Steps: A Transpower application for funding for a fitness trail, bike track and/or fale structure will be prepared for the January 2019 deadline.</p> <p>Other sources of resource will be pursued during 2019, to fund a range of projects to enhance our school environment as the 'hub' of our local community.</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> <p>While teachers have created a range of opportunities for students in our school to participate in a range of outdoor activities, there is always more that could be done. To extend opportunities, there needs to be whanau support, as staff capacity is maxed out.</p> <p>Possible Next Steps: Consider canvassing parents to create different outdoor opportunities for their children and other students in the school at the beginning of the year.</p> <p>Continue to pursue opportunities for students to participate in a range of different EOTC events, challenges and activities.</p>
	<p>Mutukaroa programme has continued</p>	<p>1. Continue the Mutukaroa programme – specifically targeting families where student learning needs more focus (SL Team; Mutukaroa leader; teachers; parents)</p>
<p>To support our community to support student learning</p>	<p>More classes have used Closed face-book class pages - extended from pilot project in 2015</p> <p>Parents from different ethnic groups engaged in a range of projects, linked to their expertise</p> <p>New BOT elected</p>	<p>The Mutukaroa Programme has been continued this year, with resource being targeted at families that have needed support, to build capacity as first teachers.</p> <p>There has also been pastoral support provided for families and a Te Reo Korero and Coffee group established by the Mutukaroa coordinator.</p> <p>Possible Next Steps: To identify specific Year 1 and Year 2 students working below expected levels, to target parents in Term 1, 2019, to provide resources and additional</p>

	<p>Induction programme put in place</p> <p>Community consultation on Year 6 Graduate Profile completed Annual Community Consultation completed & shared</p> <p>Lead school for WAPA 2020 STEAM TLIF initiative Flanshaw continues to be lead school for WAPA 2020 network of schools and a MAC member</p> <p>COL policy being implemented nationally. Flanshaw has not engaged</p>	<p>support to build home-school partnerships.</p> <p>To continue to meet with all parents of 5 year olds, in addition to class teacher meetings, to build parents' knowledge of school, learning and how learning and assessment works.</p> <p>Review how we share achievement data of different ethnicities (Principal; SL Team; Mutukaroa leader)</p> <p>This has not been done in 2018.</p> <p>Possible Next Steps: To include this goal as part of the review of reporting in 2019.</p> <p>2. Continue to involve parents / whanau in learning programmes using a through 1-1 meetings, workshops. Facebook, projects etc) – using Learning Maps to inform learning strategies (SL Team; teachers; Mutukaroa leader; parents; students)</p> <p>This year, parent engagement has been supported through the RAWE MOE initiative, where a number of parent meetings saw parents identify key projects they wanted the school to lead and some that could be led together. Other parent feedback has been gathered through the annual survey.</p> <p>Possible Future Actions: To plan a timeline of parent hui, for specific purposes</p> <p>Ensure parents have multiple opportunities to engage with the school, and to contribute to reviews E.g. the development of a student graduate profile that includes academic, cultural, social and leadership dispositions; E.g. the development of an ICT strategy</p> <p>3. Develop a timeline of Ethnic Parent Meeting hui / to further develop Cultural / Festival celebrations and projects (Mutukaroa leader; lead parents; EOTC tutor; LSS; principal)</p> <p>A range of cultural events happened through the Year, but not as part of a systemic organized plan. This was due to senior leaders all having other priorities – so what was done, was done when there was time and human resource to support it</p> <p>Possible Future Actions: To develop a timeline of Ethnic Parent Meeting hui / to further develop Cultural / Festival celebrations and projects</p>
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		<p>To ensure the Pacific Island Strategic Plan is prioritized in 2019</p> <p>To link this timeline to Enviroschool culturally-focused projects</p> <p>4. Continue to support four key ethnic parent groups to engage in the school through projects / events – 2017 (Chinese, Indian, Pacific Island, Maori) (Mutukaroa leader; lead parents; EOTC tutor; LSS; principal)</p> <p>This goal was not actioned in 2018. Parents from a range of ethnic groups engaged in school projects, including the 'Family Fun Night', Matakriki and the Annual Cultural Day.</p> <p>Possible Future Actions: To continue to support parents from a range of ethnic groups to engage with the school, in sharing dimensions of their culture each term</p> <p>To allocate liaison / development work with different communities to key teachers, staff, leaders in the school Support BOT-led community projects and FOF initiatives, linked to strategic and annual priorities (BOT; SL Team; Lead parents)</p> <p>This year the 'Friends of Flanshaw' parent group did two working bees to paint the school pool changing sheds. They also organized raffles to raise money for equipment for the school pool.</p> <p>Two of the Flanshaw BOT led a 'Playgrounds Upgrade' project that saw bark removed and spread along the Nature Trail as mulch – and new bark installed in the senior playground.</p> <p>Possible Future Actions: To brainstorm a range of projects that parents could be involved in, and to ask for suggestions from the community as to which ones they would like to see prioritized.</p> <p>To liaise with the 'Friends of Flanshaw' and the 'BOT' and prioritize supporting new projects.</p> <p>5. Annual Community Consultation to be completed & shared (Principal; DP; parents; BOT)</p> <p>This was done in April, 2018.</p> <p>Possible Future Actions: To continue to consult with the community, using traditional and on-line options.</p> <p>To explore an on-line survey option – E.g. one</p>
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		<p>survey question a week OR one on-line survey a term.</p> <p>6. Continue to be WAPA 2020 Lead school for STEAM initiative and to be part of MAC – 2017 / 2018 (Principal; DP; SL Team; Lead teachers) Develop network evaluation tools to measure the extent to which WAPA 2020 work is supporting teachers' learning and changes in practice and the strengthening of whanau relationships (Principal; experts; WAPA 2020 Project Coordinator; Lead teachers)</p> <p>WAPA 2020 STEAM work had an extremely strong year. New network, school and class evaluation tools were created and used to ascertain the extent to which the two-year TLIF funding had generated capacity of the network, schools, leaders, lead teachers and target students' learning.</p> <p>The network year ended with approximately 2000 students from across the six schools attending a 'Nano Girl' Technology Show.</p> <p>Network relationships strengthened through the year at different levels of the network. Chris McLean, the network coordinator retired in September after ten years in the role. Maggie Reid, from Flanshaw, was asked by the principals in the network to take on this role, which she agreed to do.</p> <p>Possible Future Actions: Plans are underway to develop the 2019 WAPA 2020 Network programme of work.</p> <p>The year will begin with a combined 'Network Day' on Friday 26 January, 2019, at Swanson School.</p> <p>7. Monitor impact of COL initiatives as they continue to evolve (BOT; Principal) Consider implications for Flanshaw after the election (BOT; Principal)</p> <p>This year the government have not put any extra energy into COLs, but the MOE have continued to work with COLs to develop programmes of work, while everyone awaits the outcome of the significant reviews that the Education Minister has called for. When other key decisions have been made and announced, it is expected that COLs will be reviewed and will evolve in some way, to include all schools.</p> <p>To date, the biggest disadvantage of not being in a COL is the opportunity for teachers to get in-school and across-school units of money, for taking on leadership roles.</p>
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		<p>Possible Future Actions: To bring to the BOT options for involvement in COLs / cluster work / network work – once the results of the 2018 Education Review process is announced.</p> <p>8. Continue to look for opportunities for Flanshaw Road School to engage in networks locally, nationally and internationally (Principal; SL Team; BOT; teachers; staff)</p> <p>Through all teachers and school leaders Flanshaw Road School has continued to strengthen our networks – locally, regionally, nationally and internationally.</p> <p>Possible Future Actions: To continue to pursue and develop relationships with educators at all levels, to support our individual and collective learning, as a high-performing school.</p>
<p>Kaupapa Iwi Learning for Sustainability</p>	<p>Developed a strategic 'Learning Landscape Plan'</p>	<p>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)</p>
	<p>Enviro-school systems have been embedded</p> <p>Four class-based enviro-projects have been completed (Or are in process) as part of Learning about Sustainability</p>	<p>This year, work has been done every term to sustain Enviro systems and to ensure gardens are prepared, planted, harvested and used.</p> <p>Solar panels were installed on the roof of the Kakano block, but other key projects were not completed because of the lack of funding.</p>
<p>To learn and applying principles of sustainability</p>	<p>Initial discussions about using Green-Gold schools to support new Enviro schools begun</p>	<p>Possible Future Actions: Continue to support a full and varied Enviroschools plan of work</p> <p>Continue to look for funding to action rain tanks and a propagation shed.</p> <p>2. Continue to action the 'Learning Landscape Plan' – linked to class programmes / learning about sustainability – Theme for 2017 – Pathways (Teachers; students; experts; parents)</p> <p>No specific actions were taken that link to the 'Learning Landscape Plan' in 2018, but preparation for projects to happen in 2019 was done.</p> <p>Possible Future Actions: To link Envirowork in 2019 to the 'Learning Landscape Plan' with each team taking on a project that can be installed and enjoyed by all students</p>

		<p>To continue to source funding for 'Learning Landscape Projects' – including the Waitakere Ranges project.</p> <p>3. Activate staff & the wider community to support / complete the Waitakere Ranges Playground project (Property Manager; staff; community; ECE)</p> <p>This was not actioned in 2018.</p> <p>Possible Future Actions: To secure resourcing for the Waitakere Ranges Playground project</p> <p>To work with Team leaders to develop a plan that sees each team in the school add to the project in some way</p> <p>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)</p> <p>Share student-led projects and initiatives across and beyond the school (Teachers; students)</p> <p>Enviroschools work was a Term 4 focus in 2018, but team leaders also worked to support teachers to include Enviroschools principles in planning in other term of the year.</p> <p>In Term 3, the Enviro Eco Warriors team worked with Maggie Twaddle, to learn about Solar energy, as the school had solar panels installed.</p> <p>The Eco Warriors team of students were involved in the Mitre 10 Garden Show, which saw them create a Twin Streams garden, highlighting the plight of the Kauri trees in the Waitakere Ranges.</p> <p>Possible Future Actions: To identify a new lead teacher in each team and a school lead teacher for this work</p> <p>With team leaders, identify key projects teams and classes could develop, to ensure we continue to embed principles of Enviroschools kaupapa – as a 'Beyond Green-Gold School'.</p> <p>5. Begin to develop the Waionui o Tirewa playground project (Principal; Enviro team)</p> <p>This year we have begun to stock-pile mulch and dirt that will be used to begin this project in 2019.</p> <p>Possible Future Actions: Work with senior leaders and our grounds team, to</p>
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develop a plan to create the Waionui o Tirewa playground project.

Source resources to help with the development of this enviro-art work.

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)**

While we have not participated in regional strategic planning in 2018, we have been part of a regional ESTA – Enviroschools Teacher Aide Project – having taken on two new ESTAs in Term 4 of 2018. It is expected that this project, along with our programme of work for next year, could include being a mentor school for schools new to the Enviroschools programme.

Possible Future Actions:

Continue to explore options and possibilities for Enviroschools network projects, where we support other schools, but in the process extend and expand our network of like-minded people and schools.


Continue to support the Toimata Foundation, who lead the Enviroschools programme nationally, to obtain funding and support to expand their programme across New Zealand schools

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)**

This year, we have had staff and student leaders lead a range of Enviroschool projects, some of which were shared with the ERO team. They included the Student Council kawakawa balm product, the Whakapapa Iwi books, the Solar Panels learning and the school gardens

Possible Future Actions:

To continue to develop staff, student and parent leaders in different Enviro areas to support, mentor, coach teachers and student leaders across and beyond our school

<p>Nga Whakapiringatanga</p>	<p>Strategic Plan reviewed, with input from BOT, leaders, teachers, students and parents / Annual Plan implemented</p>	<p>1. Implement the annual plan (BOT; principal; SL team; teachers)</p> <p><i>DONE and reviewed.</i></p>
	<p>Legislative and mandated requirements met</p>	<p>2. Ensure all operational tasks are attended to as required through the National Administration Guidelines (BOT; Principal)</p> <ul style="list-style-type: none"> - Student Achievement / Curriculum - Self-Review / Reporting - Performance Management - Finance and Property - Health and Safety - Legislative Requirements
<p>To develop an environment that creates 'optimum conditions for learning'</p>	<p>10 Y A and 5 Y A finalized and 2016 minor capital works completed</p>	<p><i>DONE and reviewed by the Education Review Office. Receiving a 4-5 year return is the strongest affirmation we could get, that collectively we are developing a learning community that does 'create optimal conditions for learning'.</i></p>
	<p>Discussion about a new School / Community Facility begun</p>	<p>3. Ensure legislative requirements are met (BOT; Principal; SL team; teachers; staff)</p> <p><i>DONE</i></p>
		<p>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)</p> <p><i>DONE / in process</i></p>
		<p>5. Further develop a proposal for the development of a new School / Community facility (BOT; Principal; community)</p> <p><i>Not yet</i></p>
		<p>Further develop school facilities as opportunity allows (BOT; Principal; Community)</p> <p><i>In process – an ongoing focus</i></p>

