



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 - 2020

*He ata e te meanui o te ao?
He tangata, he tangata, he tangata.*

*What is the most important thing in this world?
It is people, it is people, it is people.*

This report is a summary of what has been an extraordinary year. It has been a year dominated by the global pandemic Coronavirus where in New Zealand, we had a six-week national lockdown in March and a second Auckland lockdown in August for two weeks. Because of the leadership of our Prime Minister Jacinda Ardern, Dr. Ashley Bloomfield, the Ministry of Health and our essential front line workers, New Zealand lost just 25 people to the virus this year. It is now December and the virus is still raging out of control in many parts of the world. The death toll across the planet is in excess of 1,457,000 and over 63 million people have, or have had the virus this year.

Many new norms have been established this year. One of those was home learning and on-line teaching and learning, as parents, students and teachers had to find new ways to support students' learning. In the first lockdown, when the country shifted to Level 3, we had a small 'bubble' of students who returned to school, with a skeleton staff, because their parents were essential workers. In the second Level 3 lockdown in Auckland, we had two bubbles of students and teachers working in separate parts of the school.

All other families stayed home, doing a mix of online and hard pack learning activities, organized by our senior leaders and teachers, supported by Ministry of Education learning packs, TV channels of education programmes and a limited device rollout. When we got to return to school, each time it was a process of reconnecting with people. The 'culture of kindness' that had been modelled by our Prime Minister became a stronger part of our school culture, as we looked to support staff, students and whanau impacted by the virus and changes in our economy.



It has been a year of prioritizing what really matters. Our school kaumatua Bill Tangariki, passed away in March. One of his favourite whakatoki was 'He ata e te meanui o te ao? He tangata, he tangata, he tangata' and in this, he was not wrong. This year has been primarily about looking after people, trying to normalize school life for our students, focusing on a few things and doing them

well, using mindfulness, the Arts, physical education and education outside the classroom to support students' wellbeing, to foster creativity and to ensure every student has felt connected, valued, successful and loved.

Other world events, such as the 'Black Lives Matter' movement and the climate change crisis that has seen the planet have record numbers of heatwaves, bush fires, floods and storms, have also influenced us in New Zealand. The new National Education and Learning Priorities (NELPs) have explicitly stated that our schools, as places of learning, need to be free from racism, discrimination, bias and bullying. Te Reo / tikanga is expected to be a central part of our 'kawa' (how we do things here), as we support all students to develop their identity, language and culture. As a school, we are already working on this, our goal being that all our students leave Year 6 fluent in Level 2 Te Reo, but we also know there is more to do.

This year, our Enviroschools work enabled teachers to connect our curriculum to global and local environmental issues in genuine, authentic ways. In a year where all industry stopped, where our roads were empty of traffic for weeks, there was time for us to take stock of all the ways we negatively impact the environment – and then make some changes. Here at school, teachers linked Enviroschools learning about sustainability to our successful 'Recycle, Upcycle, Reuse Visual Arts Exhibition' at the beginning of Term 4. We planted and harvested vegetables and made good progress towards becoming a zero waste school, but, there is more to do.



Success this year has had to be defined very much more broadly than achieving well in academic subjects. Success this year has been about staff, students and families coping with unprecedented change; it has been students coping with challenges and persevering when things have been hard, at home or at school. Success this year for teachers has been to get connected and stay connected with students and parents, to support students with home learning in whatever ways they could. This year has been about being focused on what can be achieved and making the most of every day at school.

This year, we had two memorial services at school. One was to recognize and remember Kevin Davis, property manager, parent and Board Member, who passed away in 2017. The other service was to commemorate Bill Tangariki, kaumatua of Flanshaw Road School. The stone plaques in place on each end of our Anzac Garden will ensure their contributions to our community are not forgotten.



To the Board of Trustees, I thank you for your support of students, staff, teachers and the leadership team. You have trusted us to make good decisions that have kept our school community connected, safe and well. You have trusted that all our decision making was based on doing the best we could do, in situations as they changed, with the skills and knowledge we had, in this time. I believe our students have had a positive year and that they will remember where they were, and what they did in 2020, for years to come.

Finally, this year we had a general election. We moved from a Coalition Government made up of Labour Party, the Greens Party and NZ First to a new government led by the Labour Party alone. In education, this means we can expect to see a systems restructure, more recommendations from the 'Tomorrow's School' Report to be enacted and a continued focus on equity and excellence.

We have a range of decisions that have been made in the last decade that have entrenched inequity in our system. These include access to learning support coordinators, social workers in schools, counselling services in schools, funding for special needs students, funding for property, funding for schools that opted into 'communities of learning', pay parity and access to quality professional development for staff, teachers and leaders. These are the challenges, but where there is challenge there is also opportunity.

I wish you all the very best for the Christmas season and for 2021. I hope we can work together, to continue to provide the very best quality education we can, for every child at Flanshaw Road School.



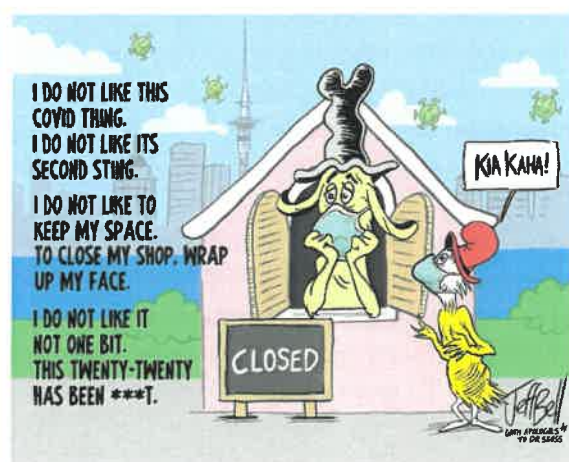
TERM 1:

This year, for Teachers' Only Day, teachers began the day visiting Pukematoa Point, in the Waitakere Ranges. There they listened to Pita Terei, a Kawerau-a-maki story teller, who shared some of his knowledge of the local history of his iwi, the indigenous iwi of Te o Waionui o Tirewa – the forest of Tirewa, known as the Waitakere Ranges. From there, teachers travelled to The Te Atatu Boat Club for lunch, after which they were introduced to waka ama. Learning how to paddle a six-seater waka, down the Whau River, was a challenge. It was also another day of authentic, place-based learning, that modelled what we wanted teachers to plan and embed in their teaching and learning programmes in 2020.

A major focus for this year was to be continuing to strengthen the key pedagogies that our school use to deliver curriculum, including 'Assessment for Learning', 'Universal Design for Learning', authentic place-based learning and integrated curriculum teaching and learning using STEAM. Different teachers needed to focus on different pedagogy, depending on their levels of experience, their skills and prior experience in teaching. This was the plan but in Week 8 of the term, we were asked to go into a National Lockdown because of the COVID virus. In one day, our teaching and learning focus shifted from our normal school life to making connections with families on line, developing on-line routines, content for teaching and communications.

Initially, the government put out hard packs for different year groups of students and these arrived to individual homes at the beginning of Term 2. The government also requested information about students that did not have access to digital devices and hopes were raised that students would have these supplied. Unfortunately, there were only 25,000 devices in the country for 88,000 students who needed them. Once the first lot of devices were delivered it was decided resourcing for COVID needed to go into making TV programmes.

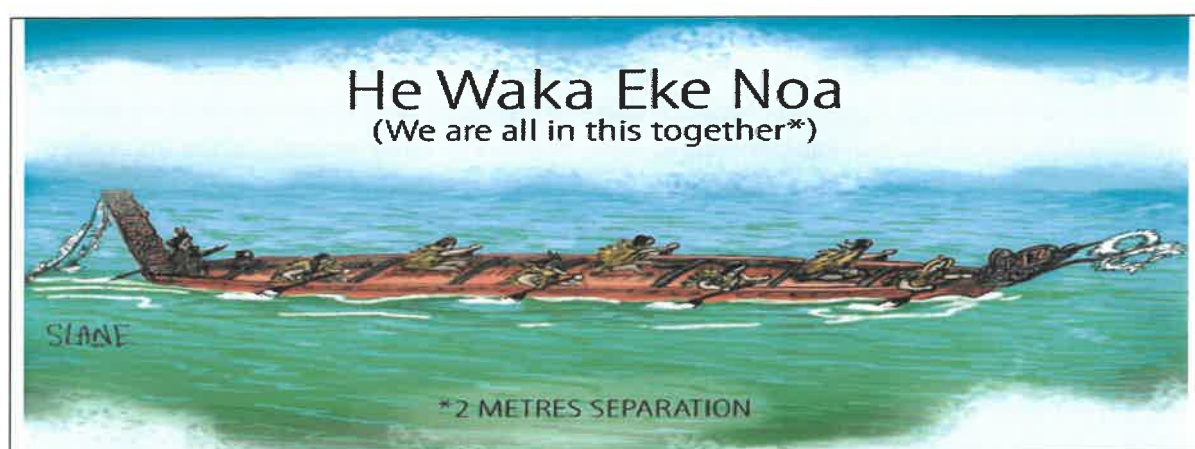
From my perspective, our staff and teachers did an awesome job responding to this national emergency. Digital platforms, Dojo, Seesaw and Google hangout were used to support online lessons, communication and connections with students and whanau. Senior leaders and teams created two sets of hard packs to go to parents at different times during the first lockdown. We supported one bubble of nine students, in Lockdown Level 3 and the whole nation for six weeks got into the routine of life at home, watching the daily updates from the Prime Minister each day at the 1.00 pm Bulletin.



Highlights of Term 1, before lockdown were students participating in the 'Duck n' Dive' swimming programme and the WAPA 2020 Network professional development day, where approximately 100 teachers from six schools, were focused on learning more about culturally responsive, authentic, integrated, 'hands on' curriculum delivery, using a mix of low tech and high tech gear. We had had a strong start with our focus on reading and extending our Te Reo classroom paepae, using Te Reo more within class programmes.

Just before lockdown occurred, Bill Tangariki, our school kaumatua passed away at the age of 79. Several staff attended the service held in West Auckland before he was taken home to Whanagarei for the last part of his tangi.

Nicola Hubble, one of our senior leaders, went on study leave during Term 1 and Jan Maul became the team leader of the Learning Support Team. Because of the COVID lockdown, the 'Mean Mums' TV crew had to postpone shooting their next series at our school. This eventually did happen in the Term 2 holidays.



TERM 2:

In Term 2, we returned to school in Week 6. Adults were nervous, while students were exceedingly grateful to be able to see their friends, to play in the playground and to be back into what we called a 'new normal'. As was the case everywhere, we had strong routines around using Qr codes, hygiene and cleaning. We were lucky to be able to do some professional development on the neuroscience of the brain, how anxiety and stress impact our brain and what we needed to think about and do, to de-escalate stress levels, for ourselves, our students and our whanau. Mindfulness sessions were run in classes and workshops were made available to parents.

Because we had just four weeks before the mid-year holidays, teachers refocused on literacy, numeracy, haoura / wellbeing and Samoan language week. We had a reshuffle with our Board of Trustees and Frances Hay was elected as our new deputy chairperson. The final paperwork for the 'Disabilities Property Upgrade' was completed, ready for renovations to start in Term 3 and the 'Mean Mums' TV team started filming in the weekends leading up to and including the school holidays.

We ended Term 2 with three-way 'Kaiako-Tamariki-whanau' meetings, which we normally would have held in Term 1. They were very different from the normal Term 1 meetings, mainly because of

the extended time students had had at home, the focus on wellbeing rather than current achievement levels and because of the new awareness parents had about the sequential nature of learning needed for students to progress.



TERM 3:

During the holiday break, two of our staff attended the NZEI Conference via ZOOM. Key items on the agenda were remits that the West Auckland branch had worked on for two years, that sought a change in the constitution to allow all NZEI members to vote for the National Executive members, rather than elected representatives. This motion was again defeated.

Term 3 started with a whoosh, as teachers and students quickly got into routine. The focus of Term 3 classroom inquiries was learning about sustainability, to inform the creation of artwork for our inaugural 'Flanshaw Road School Visual Arts' exhibition. We had a successful 'Book Week' celebration and our annual 'Book Parade' day. The theme this year was Antarctica / Arctic – so the office team and library team had fun transforming these spaces into creative, magical places. The shift from the performing arts to the visual arts was a decision made to mitigate the disruptions we thought might come due to COVID. And the disruption came.

In August, Auckland City was put into Level 3 lockdown for two weeks. This meant teachers were back making hard packs and teaching on-line. Unlike the first lockdown, more of our parents were expected to be at work, so supporting home learning became more of a challenge for more families. We had two bubbles of around 13 students of essential workers, that attended school, supported by key teachers and staff. Again, when returning to school, the key focus was wellbeing, checking in with whanau and supporting students to reconnect and to re-establish school learning routines.

Towards the end of Term 3, property work was begun on a 'Disabilities Upgrade Project'. Six areas around the school were part of the project and over Term's 3 and 4, concrete in front of Rimu, Totara, Kauri, Ponga, Kahikatea, Tawa and Harakeke classes was replaced. The disabled toilet was enlarged. A hoist was installed by the pool and a ramp built outside Karaka class, to create wheelchair access. Entrances into the administration building were upgraded. In December we have two final areas to be completed - the path along the front of Karaka, Harakeke and Tawa classes and a path and ramp to create wheelchair access into the school hall.

We completed a very long, online, post-audit on our 2019 school finances, that lasted most of the term. This, the constant bulletin updates, the form filling for scarce resource seemed to increase the MOE bureaucracy tenfold. As a principal, the overwhelming feature of Term 2 and 3 was the

administration paperwork that was required, to ensure communication and logistics to move our school community from COVID alert Level 4, to Level 3, to Level 2, to Level 1, to Level 3, to Level 2 and back to Level 1, supported students, staff, teachers and the community.

While school trips and sports days were cancelled and our Art Exhibition postponed because of the Auckland lockdown, Year 5 and 6 students were able to take part in the Te Atatu Cluster Netball field day and a 'Ki o Rahi' tournament, organized through Sports Waitakere. The Flanshaw Road School Year 5 / 6 team won the 'Ki o Rahi' competition for the second year in a row, much to their delight.

We continued our focus on 'Assessment for Learning' in reading, Te Reo / tikanga, mindfulness and the neuroscience of the brain. This term, teachers moved forward in their understanding of trauma, and its impact on the brain and behaviour. Reactions to student behaviour became more considered, more empathetic and more successful. The 'culture of kindness' that was emphasised all through the first national COVID lockdown, became a stronger feature of our school and community. At the end of the term, all staff did a First Aid workshop refresher course.

In the last part of Term 3 students created a range of artwork for our inaugural Visual Arts Show. Class music programmes, led by Anne Lowe and Nick Cebalo, were enhanced through the purchase of music equipment chosen by a Year 5 / 6 mathematics group, who had done a stocktake of music equipment, priced equipment they wanted the school to have, presented their request to the Board of Trustees and then bought \$5,000 of new gear. This project was a wonderful example of student agency in action. Through it, our music programme was strengthened, which then added another dimension to our wellbeing strategy, to support students and staff in this COVID year.

At the end of Term 3, national elections were held and for the first time since the MMP system was introduced in New Zealand, a major party won enough seats in parliament not to need a coalition partner. The Labour Party now have a three-year mandate to push on and deliver policy. Mister Chris Hipkins is to continue in his role as Education Minister, which was not a given, because of the work he did as Acting Health Minister. He has a second, newly created portfolio as Minister in charge of the COVID response.



TERM 4:

In Term 4, EOTC (Education Outside the Classroom) was one of the key foci for students across the school. Pihinga and Kakano classes went to the zoo, Rerenga classes went surfing at Muriwai and the Te Mahuri classes went to Finlay Park Camp. Students at camp were challenged to do things they had never done before each day. They stepped up and had a great time.

Term 4 saw teachers and students work hard on key literacy and numeracy skills, through sequential learning in the first uninterrupted term of the year. Teachers continued to work on implementing Te Reo within class programmes and our Senior Kapa Haka group led two memorial services, for Kevin Davis and Bill Tangariki. Our two basketball teams continued to play at the YMCA stadium each week and an end of season Netball prizegiving was held for our six Flanshaw Road School teams that completed a truncated season at Te Pai Courts. We had a West Auckland Te o Rahi tournament, which our school won and a Te Atatu Cluster school Cross-Country event that we also won. A group of students from across the school helped design and paint eco-signs for along Henderson Creek asking people to stop throwing green waste over the back fence into the wetlands area.

'Born to Move' was launched in Term 4. This project, started on 'Teacher only Day' in Term 1, was about training a group of students to lead a specifically designed fitness programme for kids. Every term, the training was disrupted by COVID as were dates for the school-wide launch. This finally happened in Term 4 and has been a regular feature each week. Our student leaders have done a great job and Sports Waitakere, who have followed our progress, have been extremely impressed with their leadership skills.

Our traditional 'Cultural Day' was again extended to become a 'Cultural Week', as we continue to engage with more parents and whanau from all ethnicities represented in our school. Creating the tradition of parents and whanau sharing artefacts, stories, traditions, music, dance and art from their indigenous cultures is the ongoing goal. The 'Cultural Day Parade' was a fun day that saw students, staff and parents in traditional costumes from many different countries. Several different groups performed for the school including the Senior Kapa Haka group, the Junior Kapa Haka group, the Cultural Group and the Bollywood group.

End of year appraisal meetings were completed in Term 4, as were meetings with Learning Support Staff to renew contracts for 2021. We have just one teacher leaving us this year. Priscilla Warren, who has taught Tanekaha New Entrants for six months won a permanent teaching position, so we will her all the best for the future.

We have finished the year, having worked extremely hard to create 'Nga Whakapiringatanga' – optimum conditions for learning, each and every day. It has been a year of focus on people – anxiety levels, stress management, mental health and physical well-being. In our community, the direct impact of COVID has been seen in the increase in the staff use of EAP counselling services, counselling we have organized for families, families moving out of the area because of the cost of living or loss of jobs, pastoral care needed for parents separating and a spike in behavioural learning needs of key 'at-risk' students. Each day, we have strived to make a difference. Each day, we have managed challenges, change, uncertainty and anxiety, locally, nationally and within the global context of this extraordinary 2020 year.

In Week 10, we will farewell our current Year 6 students. I am confident they are leaving us with solid foundation skills in academia, a strong sense of self, strategies to manage themselves in different social contexts, the physical confidence to 'give things a go' and an understanding that they can make a difference, by thinking globally and acting locally. As a group, they have a huge range of skills and talents and I believe they are well ready for the challenges of Intermediate school and beyond.



SUMMARY:

As we come to the end of the 2020 year, we can say we have made it through a huge year of change and challenge. Globally, nationally, locally and as individuals, we have reset and reviewed many aspects of our lives, as we responded to lockdowns, working in 'bubbles', managing isolation, using Qr codes and being part of the 'Team of 5,000,000' to eliminate COVID 19. Having to stop for six weeks as a nation, gave us all time to think and reflect upon our impact on the environment, our rampant consumerism, inequities in access to digital technology, inequities, unjust and unsustainable business and economic practices, inequities in our society, relationships we foster and need fostering, our wellbeing and what really does matter.

We discovered that learning can happen everywhere and that school-based learning is a subset of life learning. We learned we are adaptable, responsive, flexible and collaborative, in the face of change and challenge. We also learned we can be vulnerable and that trauma impacts people in many different ways. Learning from the Christchurch earthquake experience, we can expect trauma, anxiety, mental health and well-being will need to be integrated into our school 'kawa' going forward.

Over the 2020 year, students in Auckland, in effect, lost at least one full term of school-based learning. To ensure our students are not disadvantaged by this in years to come, it will be critical that next year we monitor rates of progress and achievement levels and adjust our teaching and learning programmes to be as effective as we can be, in supporting students' progress in all curriculum areas. The Term 4, 'English Second Language' audit of our ESOL programme positively highlighted the work we have done in reading (the key focus for 2020) and the need to strengthen consistency in oral language teaching and some aspects of writing in 2021.

This year, the Board of Trustees have put in place a 2020 – 2022 Strategic Plan that has clear goals linked to each part of our school's vision statement. They are

- To continue to aim to achieve 80% + results in all curriculum areas
- To continue to work towards becoming a whole school fluent in Level 2 Te Reo school
- To foster students' cultural identity, language and culture
- To continue to focus on building social resilience, through all curriculum, but especially the Arts and Health and PE
- To become a Zero Waste school, as a 'Beyond Green-Gold' enviroschool.

Team leaders in 2020 have been challenged to build the capacity and capabilities of each member of their teaching team, with each team having new teachers to the school this year. 'Assessment for Learning' remains the foundation teaching pedagogy in the school, and this pedagogy, overlaid with SOLO Taxonomy, Universal Design for Learning and Culturally Responsive practices will be priorities in 2021.

In 2021, we will continue to purchase more digital devices, as part of the implementation of the digital curriculum. With support from TTS facilitators, teachers will complete digital curriculum professional development and the school will move towards using two digital platforms, Seesaw and Google, within school and in the community. We have had a complex property upgrade completed that makes our site accessible for people with disabilities. We have a 'Front Car-park' upgrade beginning in December, which will be completed by February, 2021. This will be followed by a playground upgrade, before we start another capital works project, upgrading the Middle School block of classrooms and the Senior classrooms.

I would like to take this opportunity to thank our learning support team, led by Jan Maul, our Office Team – Denise Sharp, Debs Weerdenburg and Badrul Kiyani, our property team Nathan Hesketh, Sifa Tuataa and Belinda Trotter, our teaching team, led by our talented Leadership Team – Maggie Reid, Greg Patel, Tracy Leaoa, Kendra Schiarning and Heather Kluit and our Board of Trustees, for your mahi, that has supported us all this year.

As the year draws to a close, we send our aroha and best wishes to Claudia Stylianou, one of our learning support staff who is extremely unwell and to Sifa Tuataa who has just had an ankle operation. The Flanshaw School team also send their aroha to Flanshaw family and friends coping with illness and best wishes to our community, as we head into a Christmas season where many people are coping with whanau overseas, job insecurity, housing and the wellbeing of those closest to them. I wish all our Flanshaw Road School community a safe and happy Christmas and may 2021 bring positive change for the planet, for New Zealand, for our community and our school. Take care. Be kind. Stay well. Arohanui.


Nga mihi nui
Dr Cherie Taylor-Patel

He ata e te meanui o te ao? He tangata, he tangata, he tangata.



The next section of this annual report, is a review of the progress that was made with key goals during 2020 and possible next steps to consider, as we look ahead to 2021.

ANNUAL PLAN REVIEW - 2020

GOALS	Context in December 2019	2020
<p>Mana Motukake Academic Achievement</p> 	<p>Between 70% and 80% of students at or above expected levels in reading, writing and mathematics.</p> <p>Further develop culturally responsive pedagogy in 2019</p> <p>Lead teachers supported a focus on writing across each team of the school</p> <p>Completed whole staff PLD in Culturally responsive pedagogy, STEAM, Te Reo and Digital Curriculum</p> <p>Continued to actively support the MAC network / PLD</p>	<ol style="list-style-type: none"> 1. 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) DONE – to continue 2. Continue to develop teachers’ collective capacity in Te Reo, as a Level 4B school, with the goal of embedding the use of Te Reo in teaching and learning programmes, through classroom paepae. (SL Team; teachers) DONE – to continue 3. Revisit and refocus all teachers on ‘Assessment for Learning’ pedagogy across all subject areas; Experienced ‘Afl’ teachers to work on SOLO assessments, across all curriculum areas and Te Reo assessment kete criteria (SL Team; teachers) Continue to develop and implement personalized UDL learning plans for target “at risk” learners (Teachers) Review the impact of personalized plans on students’ learning (SL Team; teachers; LSS) DONE – to continue
<p>For learners to build strong academic foundations upon which to achieve success in learning</p>	<p>Continued to use Peer Coaching as part of Teacher Inquiry projects</p> <p>Three teachers did more work in post graduate study; other leaders continued to take on roles across and beyond the school, through NZEI, APPA and NZEALS</p>	<p>Further embed culturally responsive pedagogy and STEAM as they link to the digital curriculum</p> <p>Implement and monitor the impact of the Flanshaw Digital Curriculum plan, to complement our integrated curriculum approach.</p> <p>DONE – to continue</p>

Flanshaw Road
School the lead
school for the WAPA
2020 Network

4. Continue to develop and use STEAM assessment rubrics to measure progress in key competencies, teacher mindset shifts, student engagement and academic learning outcomes (WAPA 2020 Project Lead Teachers; principal; experts; SL Team; teachers)

Not achieved in 2020 – to action

5. Revisit 'best practice accelerated learning' practices, to ensure key students are support to accelerate their learning in key areas (SL Team; teachers, LSS, parents, students)

DONE – to continue

6. Use lead teachers to support teachers to strengthen literacy practices across the school (DP; AP)

Not achieved in 2020 – to action

7. Ensure teachers' practice is underpinned and aligned to our Curriculum Implementation documentation, to reflect 'best practice' teaching and learning principles and organization of curriculum delivery (Principal; Senior Leaders; Teachers)

DONE – to continue

8. Continue to review and refine reporting practices to reflect a new 'Post National Standards' era of assessment, where student agency is at the center of the system (Principal; SL team)

Begun – to continue

9. Staff PLD – Continue to drive localized curriculum, that creates authentic, hands-on, relevant experiences and knowledge of our area – across all curriculum areas (SL Team; teachers)

DONE – to continue

10. Continue to prioritize whole school, team and individual PLD – to build capacity at all levels of the school (Board, Principal; DP; Teachers, LSS, Parents)

DONE – to continue

11. Support LSS to implement plans to support targeted students in learning (SL team; teachers; support staff; expert)

DONE – to continue

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

DONE – to continue

13. 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)

Ongoing – to continue

SUMMARY:

This year, students' progress and achievement was somewhat compromised by three disrupted terms of learning, followed by a 'full-on' Term 4, because of COVID. While parents worked really hard with teachers, to support home learning, it was the sequential nature of teaching and learning in literacy and numeracy, that was the hardest to maintain through the lockdowns and returns to school. When at school, teachers were asked to prioritize supporting students' hauora and wellbeing, to ensure they reconnected with friends and classmates and to engage them with creative activities, designed to reduce anxiety and trauma.

As a result, progress in literacy and numeracy in particular, has been uneven. Results in reading have been the strongest, in part because of the whole-school focus we had on keeping this key subject the main literacy priority.

Progress in our Te Reo Level 2 work was also disrupted by COVID. The lack of consistent professional input for teachers, combined with the need to focus on online teaching and learning, meant class routines that embed Te Reo were not maintained as they would have been in a normal year. At school, the need to reduce team and whole-school gatherings, assemblies and events because of COVID also contributed to a loss of momentum with this goal. Having said that, teachers have continued to use Te Reo in the classroom and the staffroom and there is a keen interest to keep working on building capability in Te Reo, which directly links to the new 'National Education and Learning Priorities'.


Next Steps:

Team leaders will assess data of their new teams with teachers at the beginning of 2021, to prioritize next steps and learning support foci for their 2021 classes. We have 'Assessment for Learning' professional development booked through Evaluation Associates for the first two terms of the year. As a staff, we will be using all the resource we have to support student, and whanau, to ensure progress is made in literacy and numeracy in particular.

Rewa Paewai has worked with each team leader in Term 4 to plan Te Reo units for 2021. We will be finishing this centrally funded PLD at the end of the year, so will need to consider how we continue to provide Te Reo PLD for staff. One option is for teachers to enroll in the Wananga o Aotearoa, in Lincoln Road. If we had at least one person per team doing this professional development, we would then have a team to lead this mahi in 2021. Another option we have is to invest in an on-line Te Reo language programme, that teachers could integrate into their classroom programmes.

Professional development on the digital curriculum will also be used to maintain and develop key skills at each level of the curriculum. For teachers, this will include computational thinking, designing and developing digital outcomes, integration of the digital curriculum into classroom programmes, resource management of devices and using Seesaw and Google as home-school learning links, more consistently across the school.

New reporting measures will be developed in conjunction with a reviewed and updated graduate profile.

<p>Rangatiratanga Cultural Centeredness</p>	<p>Flanshaw the Lead school in 'Maori Achieving Success as Maori' WAPA 2020 initiative (Two project lead teachers from Flanshaw)</p>	<p>1. Use lead teachers and external expertise to upskill staff in Te Reo / tikanga with MOE Te Reo Central Funding support, to move our school forward as an English medium bi-lingual school (SL team; Teachers; PLD Funded Te Reo support, MAC)</p>
	<p>Flanshaw Road School became a member of the Tamaki Makaurau Uru 'Maori Achievement Collaboration' MOE PLD initiative</p>	<p>Continue to develop and embed our culturally responsive kawa (Te Reo / tikanga) school-wide (Kaumatua; Principal; SL Team; teachers; students; whanau; community)</p>
<p>For learners to develop learners' personal / cultural 'sense of self' (Language, Identity, Culture)</p>	<p>Leader / teacher inquiries linked to priority learners were designed and implemented</p>	<p>DONE – to continue</p> <p>2. Continue to develop integrated curriculum and culturally responsive teaching and learning practices, across the school and through the WAPA 2020 network that are aligned with Kawerau-a-maki tikanga (BOT; SL Team; Teachers; Staff; Students; Community)</p>
	<p>Teacher PLD in culturally responsive pedagogy was continued</p>	<p>Begun – to continue</p> <p>3. Apply for centralized PLD funding in 'Afl', Digital Curriculum, Science / STEM (Principal)</p>
	<p>Teacher Inquiries were completed - 2017</p>	<p>In process</p> <p>Further embed 'Afl' and 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>Begun – to continue</p> <p>4. Continue to support the MOE funded MAC PLD – contributing where appropriate, to support this PLD to upscale nationwide (Principal; Lead teachers)</p>
		<p>Done – to continue</p> <p>5. Continue to forge links with iwi and organizations to support MASAM work through the WAPA 2020 network and MAC (Principal; SL Team; Teachers; Staff; Parents; Students)</p>
		<p>Ongoing – to continue</p> <p>6. Implement the Maori Strategic Plan / annual plan and develop a Pacific Island Nations Strategic Plan with the BOT to inform key initiatives – using projects, the Maori Measureable Gains Framework and the Pacific Island Measureable Gains Framework – with input from whanau and fono – to assess progress and next steps (BOT; Principal;</p>

		<p>SL Team; Teachers; Staff; Community; Experts – E.g. MAC)</p> <p>To action</p> <p>7. Continue to support teachers to develop class / individual inquiry projects with priority Maori learners, underpinned by ‘Spirals of Inquiry’ (Principal; SL Team; Peer coaches; teachers)</p> <p>Not done in 2020 - To action</p>
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Summary:


This year, planned PLD took a back-seat to PLD that was needed, to support a shift from face-to-face teaching and learning to online, to support staff Hauora / wellbeing and then to link to reprioritized learning goals.

Professional development in the area of culturally responsive pedagogy, delivering a localized curriculum, that includes the Maori history of West Auckland will continue in 2021, with links to the implementation of the digital curriculum. To strengthen students’ identity, language and culture, as this related to West Auckland and to their whakapapa is a key goal that will involve developing closer relations with Kawerau-a-maki iwi. A reconnection with iwi was made at the Te Akatea Conference this term.

The Maori Strategic Plan needs to be reviewed and updated with iwi next year. To identify a joint Mahi-Tahi project that inspires and engages our Maori whanau is a key goal. Ongoing work with the ‘Maori Achievement Collaborative’ will continue to be fostered in 2021 at local and national levels.

To develop a Pacific Island Strategic Plan is also a 2021 goal. This needs to be informed by the current ‘Pacific Island Achievement Collaborative Project’ currently happening in 17 schools across New Zealand.

Teachers’ inquiry projects will be developed around key Maori and Pacific Island students. We have to do things differently, to think outside the square, to strengthen our knowledge of key ‘at risk’ learners, to connect with whanau and to use a strength-based approach to school-based learning. The goal will be for all students to become more engaged and more successful, as Maori or Pacific Islander, with whanau supporting the mahi put in place at school.

<p>Pono Social Resilience</p>	<p>Flanshaw the lead school in TLPF ‘STEAM’ WAPA 2020 Network initiative, underpinned by ‘Universal Design for Learning’ pedagogy (One of two project lead teachers from Flanshaw)</p>	<p>1. Implement the Digital Curriculum building on work done on 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>Done – to continue</p> <p>2. Continue to seek feedback from all stake-holders to attend to, and action to be responsive to school hauora / well-being needs (SL Team; teachers; Mutukaroa Community Liaison teacher; students; parents)</p>
	<p>Flanshaw started a five year Play.Sport Cluster Initiative begun in 2016</p>	

	Scoping exercise completed	<p>Done – to continue</p> <p>3. Look to further extend STEAM Stations concept, using spaces around the school and utilizing resources in the wider community (Principal; teachers; staff; parents)</p>
<p>To enhance learners' positive attitudes, values, mind-sets and social skills</p>	School-based Hauora / Well-being surveys on and s-going	<p>Not actioned yet</p> <p>4. Continue to source STEAM resources to support programme development (Principal)</p> <p>Ongoing</p> <p>5. Introduce the student-led 'Born to Move' initiative and other relevant physically challenging opportunities, to support students to further develop social and physical skills (SLs; lead teachers; teachers; experts)</p> <p>Done – to continue</p> <p>6. Refocus and refresh Cool Schools / Hauora planning and teaching strategies to support students, teachers and parents to develop and use effective strategies to manage and enhance relationships (Lead teacher; teachers)</p> <p>Ongoing – to continue</p> <p>Review FRS Behaviour Learning Plan with all staff (SL Team; teachers; staff; parents; BOT)</p> <p>To continue</p> <p>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>Ongoing – to continue</p>

Summary:

Work on implementation of the Digital Curriculum was interrupted this year, as teachers shifted from PLD in how to integrate the digital curriculum into class programmes, to needing to know how to use Dojo, Seesaw and / or Google, to provide online lessons and learning support for students having to work at home. It was intense, 'just in time' learning for some. For others, it was a process of supporting parents and students to be able to access the learning at home online, or through the use of hard packs. The work on the digital curriculum will recommence in 2021. In the meantime, the school purchased a significant number of digital devices this year and will continue to ensure these resources are built up in 2021.

Through CRT time, STEAM was taught, with links to the digital curriculum. Next year, teachers will be asked to develop stronger links between what is taught by our specialist, Heather Kluit, and what is taught in class programmes. A balance of skills, computational thinking and design will be taught, with a focus on developing students' identity, language and culture.

This year work on developing understanding of trauma, anxiety, neuro-science of the brain as it relates to students' social skills, resilience, behavior and relationships became the number one focus because of COVID. Initially, professional development was organized to develop teachers' understanding of neuro-science of the brain as it related to student behavior. After the first lockdown, the planned PLD focused on how we all had managed a six week lockdown, how anxiety impacts on us and others and what we needed to know and learn to cope with this. For several staff, it was 'just in time' learning, that helped them manage their mental health and to support others in their families.

As the year went on, ongoing neuroscience PLD was then generalized to students and the student needs teachers identified that they needed to respond to. Parents also attended Neuroscience workshops, as they looked for support to cope with relationship issues, their children's behavior and the general impact of COVID.

School culture, tone and climate strengthened over the year. Part of this was due to the relationships teachers developed with parents as they supported home learning. Part of this was due to the PLD that saw teachers reframe behavior as anxiety or trauma, which then created a stronger culture of empathy. Part of this was due to the national message of 'Be kind' that Jacinda Ardern emphasized all through the COVID lockdowns.


Next Steps:

Behaviour Management is an essential skill all teachers need to acquire. Next year, we will continue to develop individual and collective knowledge of the neuroscience of the brain, as it applies to developing and maintaining successful relationships with all students and whanau. PLD in mindfulness will add another dimension to this work.

In 2021, we will look to do some PLD with the Peace Foundation, to revisit the 'Cool Schools' programme, which focuses teachers on how to teach students to use mediation and restorative justice processes extremely well.

Opportunities for students to develop successful relationships with others through STEAM, music, through sport, through meaningful class projects are some of the ways we will continue to build strong friendships, successful relationships and the social resilience of our students.

We have opportunity to continue to build students' engagement, problem solving skills, collaborative skills and knowledge across curriculum using STEAM – plugged and unplugged. As well as developing students' digital skills, we will continue to build student agency, with support from a Ph D research project through WAPA 2020.

<p>Maia Tinana Physical Confidence</p>	<p>Play.Sport Cluster Initiative begun in 2016, to set 2018 goals.</p>	<p>1. Continue to develop opportunities for students to try new sports / cultural activities (SL Team; teachers; staff; parents; experts)</p> <p>DONE – to continue</p>
	<p>Range of EOTC experiences created using sports club experts</p>	<p>2. Review school systems that support Health and PE – look to continue 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>To action</p>
<p>To create active, healthy, happy learners who give thing a go</p>	<p>Year 5 / 6 students to go to Finlay Park Camp EOTC whole-school focus Term 4</p> <p>Source funding to develop a new 'Waonui o Tirewa' playground project</p>	<p>3. Review and strengthen school Health & PE systems and teachers' individual content knowledge, as needed (SL Team; Lead Teacher; Experts; Teachers)</p> <p>To action</p>

		<p>Continue to forge relationships with organizations that could enhance our sports programmes, such as Les Mills, Sports Waitakere, Sports clubs, The Waitakere Waka Ama Club (SL Team; teachers; staff; parents; experts)</p> <p>Encourage creativity in play through Enviro initiatives (SL Team; teachers; staff; parents; experts)</p> <p>Ongoing – to continue</p> <p>4. EOTC – Organize and run the 2020 Finlay Camp, and other EOTC experiences and begin discussion about a possible overseas extra-curricular trip in 2021. (BOT; Principal; Lead Teachers; Staff; Students; parents)</p> <p>DONE – 2022 Finlay Park Camp dates booked</p> <p>Strengthen EOTC across all teams in the school with support from the Play.Sport facilitators (SL Team; teachers)</p> <p>Done – to continue</p> <p>5. Continue to source funds to develop the school grounds as a community facility (E.g. fitness stations / scooter racks / playground markings) (BOT; Principal)</p> <p>Ongoing – funding for the playground to be further developed, has been allocated and is ready to action</p>
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Summary:

This year, students across the school have had multiple opportunities to take part in a range of outdoor activities, games, sports and EOTC activities. Every team in the school has had regular fitness sessions and sports rotations within teams, to build students' skills, stamina, strength and coordination. Lunchtime sports was a regular fixture and students had multiple options of 'things to do' and 'games to play' each day, in addition to playing on the playgrounds.

The introduction of 'Born to Move' fitness, led by students, was launched in Term 4. Our lead students have done an awesome job to motivate all our students to take part in the programme; Sport Waitakere staff suggested we apply for a community award because of the excellent work that has been done to train the students to run this programme.

In the limited cluster field-days we got to participate in this year, Flanshaw Road School were competitive, winning the 'Ki o Rahe' tournament, one of the softball tournament finals and the cluster cross country event. We also won a 'friendly' soccer game against Matipo school. This year, we had six netball teams in the Te Pai Netball competition and three basketball teams competing in the Massey YMCA competition.

Through the disruption of a COVID year, each teaching team provided students with a wide range of 'Education outside the classroom' (EOTC) activities. Students went to the Waitakere Ranges, to Muriwai to have a go at surfing

and to the zoo. Students had opportunity to have a go at wrestling, cricket and baseball with specialist coaches. Finlay Park Camp went ahead in Term 4. Year 5 and 6 students did the adventure trail, paint ball, kayaking, survivor island, the glow worms trip, the hydro-slide, the flying fox, the mud slide and the blob. They finished the year with an end-of-year trip to Parakai Hot Pools.

Next Steps:

Many of the specific goals we had this year need to be continued next year. We need to keep creating daily and weekly options for students to develop physical skills, fitness, yoga and team work in the playground, through regular fitness and team sports rotations. We also need to keep looking for opportunities for students to work with specialists in a range of different sports, to explore West Auckland’s Waitakere Ranges, to organize games with other schools and to participate in cluster sports days.

Another dimension of physical activity that could be strengthened in 2021 is the systemic introduction of a wider range of cultural games, such as gaelic football, kikikiti, handball, AFL, hip hop and waka ama, in addition to Kapa Haka and Cultural Group performance waiata, dance, sasa and haka. Opportunity to explore or participate in any of these was limited in 2020 because of COVID.

Physical activity is essential to developing and maintaining well-being and health. In this COVID year, it has been a key strategy in supporting students to build confidence, to experience challenge and success, to build resilience, positive attitudes and a positive work ethic, while having fun.

**Whanaungatanga
Community Engagement**



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

Mutukaroa programme to continue
Encourage classes to use communication methods that work for their parents – E.g. Closed face-book class pages / texts / gmail e-mail tree

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

New BOT selected Induction programme put in place

Annual Community Consultation - complete & action

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

1. Continue the Mutukaroa programme – specifically targeting families where student learning needs more support (SL Team; Mutukaroa leader; teachers; parents)

Disrupted in 2020 – to continue

Review how we share achievement data of different ethnicities (Principal; SL Team; Mutukaroa leader)

To be done

Continue to meet with our Maori whanau to establish ‘mahi-tahi’ joint projects that support our school’s journey to become an English medium, bi-cultural school and to inform progress made on our Maori Strategic Plan goals (Principal; SL Team; RAWE team; Parents and Whanau; Mutukaroa leader)

Disrupted in 2020 – to continue

2. Continue to support key ethnic parent groups to engage in the school through projects / events – (E.g. Chinese, Indian, Pacific Island, Maori) (Mutukaroa leader; lead parents; EOTC tutor; LSS; principal)

Ongoing – to continue

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

	<p>MAC (Maori Achievement Collaboration) member</p> <p>COL policy being reviewed nationally. Flanshaw has not engaged to this point – will continue to monitor and report options to the BOT for consideration</p>	<p>Ongoing – to continue</p> <p>4. Develop a timeline of Ethnic Parent Meeting hui / to further develop Cultural / Festival celebrations and projects that matter to our community (Mutukaroa leader; lead parents; EOTC tutor; LSS; principal)</p> <p>To action</p> <p>5. Support BOT-led community projects and Friends of Flanshaw initiatives, linked to strategic and annual priorities (BOT; SL Team; Lead parents)</p> <p>Ongoing – to continue</p> <p>6. Annual Community Consultation to be completed & shared (Principal; DP; parents; BOT)</p> <p>DONE – to continue</p> <p>7. Continue to be WAPA 2020 Lead school and to be part of MAC – 2020 onwards (Principal; DP; SL Team; Lead teachers)</p> <p>DONE – to continue</p> <p>Develop network evaluation tools to measure the extent to which WAPA 2020 work is supporting teachers’ learning and changes in culturally responsive practice linked to the strengthening of whanau relationships (Principal; experts; WAPA 2020 Project Coordinator; Lead teachers)</p> <p>Not actioned in 2020</p> <p>8. Monitor impact of COL policy as it continues to evolve (BOT; Principal) Consider implications for Flanshaw (BOT; Principal)</p> <p>Ongoing</p> <p>9. 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>Ongoing – to be actioned</p>
<p>Summary:</p> <p>This year has been “the year” where parents have stepped up as ‘first teachers’, supporting home learning for ten weeks. Teachers and parents had to work together, to support learning online, with hard packs using a range of communication tools. As a result, relationships with families became stronger as teachers not only got to know students better, but also their parents. As a result of COVID, parents have a new appreciation of the knowledge</p>		

teachers bring to their work, that goes beyond keeping students busy with activities.

Because of the COVID disruptions and Nicola Hubble going on study leave, the Mutukaroa Programme was not maintained. As a support system for Junior School parents to help them learn about how children learn, it was missed. Next year, it will be important to ensure it is a priority, particularly with parents of Year 0 – 2 students and our ESOL students' whanau.

The annual community survey was done this year, but there were no whanau meetings with parents outside of three-way 'Kaiaiko-tamariki-whanau' goal setting meetings in Term 2.

Work with the WAPA 2020 network was another casualty of 2020. We started the year well and had a successful across-school Professional Development day in March. Soon afterwards, we had the Level 4 Covid lockdown and through the rest of the year, constraints in numbers that could meet and the changing Covid levels made it difficult to plan for any network professional development. Principals of the WAPA 2020 schools are meeting in December, to review our year and to make plans for 2021.


Next Steps:

In addition to Maori Whanu Hui and Pacific Island development of a PAC plan, next year it will be important to engage whanau of our largest ethnic groups and special needs parents, to understand what we are doing well and what we can improve, to support them and their children. This could be done by a team of teachers, with responsibility for meeting with specific groups, so we can engage more effectively with more whanau groups.

Work with schools in the 'Maori Achievement Collaborative' continued this year, via ZOOM when face-to-face meetings were not possible. This network has received further funding from the MOE to extend the work being done in schools across New Zealand. Having started as an NZPF initiative, the MAC is the only sector-led leadership initiative that has been developed by principals, for principals in New Zealand. Its success has come through the generosity of the Maori principals, who have created opportunity for Pakeha principals to learn our local Maori history, from principals and from iconic Maori leaders. Key to making progress in West Auckland, is being able to develop a working relationship with Kawerau-a-maki. This will be a focus for WAPA 2020 and the MAC schools in 2021.

The MOE have just announced the introduction of 'ESAs' – Education Support Agencies – which heralds a restructure of the education sector. I personally hope that in this process, the Kahui Ako / Communities of Learning funding is stopped and there is a reset in how schools can and do collaborate.

Next year, making regional, national and international connections with educators will be dependent on COVID, the access countries have to successful vaccines and how quickly international borders are opened. Possible opportunities to travel include attending a NZPF Trans-Tasman Conference in Melbourne and an ICP Conference in Toronto. Within New Zealand, work as NZPF vice president will involve meetings in Taupo, Wellington, Christchurch and possibly Rotorua.

<p>Kaupapa Iwi Learning for Sustainability</p>	<p>Identify the next project/s to focus on from our strategic 'Learning Landscape Plan'</p> <p>Enviro-school systems to be further embedded</p>	<ol style="list-style-type: none"> 1. To become a Zero Waste School by the end of 2020 (SL Team, teachers, staff, parents, students, community) Progress made – ongoing 2. Continue to embed Enviro principles and strands into planning and student learning with Enviro work to be a major focus for at least one term in each class, creating units for two teachers to lead our Enviroschools work.
		

To learn and applying Enviro-school principles of sustainability so students and whanau know they 'make a difference in the world'.

As a 'Beyond Green-Gold School' with students identify projects that classes can work on, that further develop our school site

Continue discussions about using Green-Gold schools to support new Enviro schools

(SL Team; Enviro lead teachers; teachers; students; parents)

DONE – to be continued

3. 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)

Ongoing – to continue

4. Begin work on the Part 2 of the 'Waionui o Tirewa' project – as part of the 'Learning Landscape Plan' (Principal; Enviro Team)

Build a propagation shed
Install rainwater tanks (funding permitting)

Not yet – to be actioned

5. Continue to action the 'Learning Landscape Plan' – linked to class programmes – Pathways being the Theme for 2020 (Teachers; students; experts; parents)

Not actioned – to continue

6. Share student-led/ whanau led legacy projects and initiatives across and beyond the school (Teachers; Lead teachers; Enviro lead students; students, ESTA, whanau)

Not actioned – to continue

Employ an ESTA (Enviroschools Teacher Aide) through a WINS scheme, to support the Lead Enviro teachers with their annual programme of work (Principal; WINS; Tomata Foundation, ISAP)

Not actioned in 2020 – to monitor

Summary:

Throughout 2020, teachers have worked hard to maintain all our key Enviroschool systems and to strengthen students' knowledge of environmental issues – linked to land, energy, water, recycling and sustainable buildings. It has been a year where around the world there have been catastrophic climate events, a global youth movement to address environmental issues and a sharpened focus on governments' commitments to the Paris Climate Accord.

This year, progress has been made in reducing our waste. Team leaders have all worked hard to embed Enviroschool strands of work within team and class planning. In Term 2, all classes visited the Waitakere Refuge Station and then did lessons with teachers facilitating the 'Tread Lightly' environmental programme.

Some classes have grown and harvested crops of vegetables. All classes have developed students' knowledge of ways in which we can look after our environment. This was reinforced with the 'Recycle, reuse, upcycle' Visual Arts Exhibition held at the beginning of Term 4.

Student empowerment, Maori perspectives, Cultural diversity, Learning about sustainability and Sustainable Communities have all featured through class programmes and student-led initiatives. The Student Enviro Team and the Student Council helped organize making and selling kawakawa balm and running fundraiser events for organizations like Starship and Muriwai Surf Lifesaving.

Another group of students worked with Project Twin Streams in Term 3 and 4, to create signs to ask people to stop dumping green waste in wetland areas along Henderson Creek / Waiopareiera.


Next Steps:

Work on developing playground elements will happen in 2021. This is because some of the Government infrastructure project funding has been allocated to be used to purchase elements and create pathways linking different playground areas and elements.

The 'Front Carpark Upgrade' is a project that will start in December. It will improve pedestrian access into the school. It will make our Pou a destination and improve the aesthetic of the front entrance.

Next year, we are looking to employ two 'ESTAs' (Enviroschool Teacher Aides) through a WINS scheme. If we get suitable applicants, there is potential to pursue a range of class and group projects with staff and students. The 'Friendship Seat' project will be a priority in Term 1.

In 2021, with students, staff and whanau we will continue to maintain current enviro systems, but also identify and action new enviro projects, that inspire and empower students to 'make a difference'.

<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>Done in part due to a extraordinary COVID year</p>
	<p>Legislative and mandated requirements met</p> <p>10 YA and 5 YA in process (Major Capital Work in process – Arohanui Satellite Classrooms) / Minor capital work completed - School pool fence)</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>DONE – to continue</p> <p>3. Ensure legislative requirements are met (BOT; Principal; SL team; teachers; staff)</p> <p>DONE – to continue</p> <p>4. Oversee minor and major capital works as per the 5 and 10 YA Plans (Including the Property Fund from the Government and the Special Needs Modifications in process) (BOT; Property Manager; Principal)</p> <p>DONE – to continue</p>
<p>To develop an environment that creates 'optimum conditions for learning'</p>		

		<p>5. Consider developing a proposal for the development of a new School / Community facility (BOT; Principal; community)</p> <p>Ongoing – for consideration</p> <p>Further develop school facilities as funding allows (BOT; Principal; Community)</p> <p>DONE – progress made – more to do</p>
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Summary:

In this extraordinary COVID year, the Annual Plan was on track for the first term. After that, the year became a logistics exercise, as we sought to respond and plan for Level 4, Level 3, Level 2, Level 1, Level 3, Level 2 and Level 1 COVID changes.

The shift from face-to-face to online teaching and learning was a huge change for students, teachers and whanau, as parents were asked to stay home and oversee their children’s learning. This change highlighted the inequities that exist in our community and across the country, with student access to digital devices and the internet. In our community, at least one quarter of our families did not have suitable devices and / or internet connection to connect into online lessons.

Because of COVID, most of the annual audit of accounts was done after May. A draft of our 2019 accounts was sent to Wellington in May. We then had nearly another term of requests for information, as auditors worked remotely. It was an inefficient process; eventually our 2019 accounts were signed off in Term 3.

Monthly budget reports have been presented to the Board of Trustees through the 2020 year. While savings were made when the school was closed this year, this was offset by a series of one-off expenses, such as having to purchase cleaning and sanitizer products, replace all taps in classrooms, repair leaky rooves and gutters and purchase stationary and resources for hard packs to support home learning. A draft budget for 2021 has been tabled at a Board of Trustees meeting and will be ratified before the end of the year.

Property projects were a feature of 2020. This was the year the ‘Disability Property Upgrade’ was actioned. There were seven different areas that were upgraded to improve wheelchair access around the school. This project is due to be finished by December 15th, in time for the ‘Front Carpark Upgrade Project’ to commence. This second project is planned to be finished by February.

With the Board of Trustees’ support, all legislative requirements were met, to the best of our knowledge.

Ongoing liaison with key stakeholders, including the Flanshaw Early Childhood Centre, Carpe Diem Before and After School Programme, Arohanui Satellite Unit staff and community groups that use our school site have seen all groups work together, to support the community we serve.

Next Steps:

In 2021, once the ‘Front Carpark Upgrade Project’ is completed, we will be upgrading the playground, before entering into a new 5 Y A funding round of capital works in July. Immediate priorities will be to upgrade the Middle School and Senior School classrooms.

With the Labour Party winning enough seats to govern alone in the 2020 elections, we expect there will be change coming in 2021 to the Education sector. The government remain focused on equity and excellence and have signaled a range of work-streams that will be implemented in 2021. These are likely to include

- The establishment of local Education Support Agencies
- The introduction of a new equity index to replace the current decile system
- The rollout of Te Riti – an across ministry data system to create an electronic cumulative education record for every student in New Zealand

- **Changes in special needs funding**
- **The development of a national leadership strategy**
- **A new Education Review Office review process**