



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.*

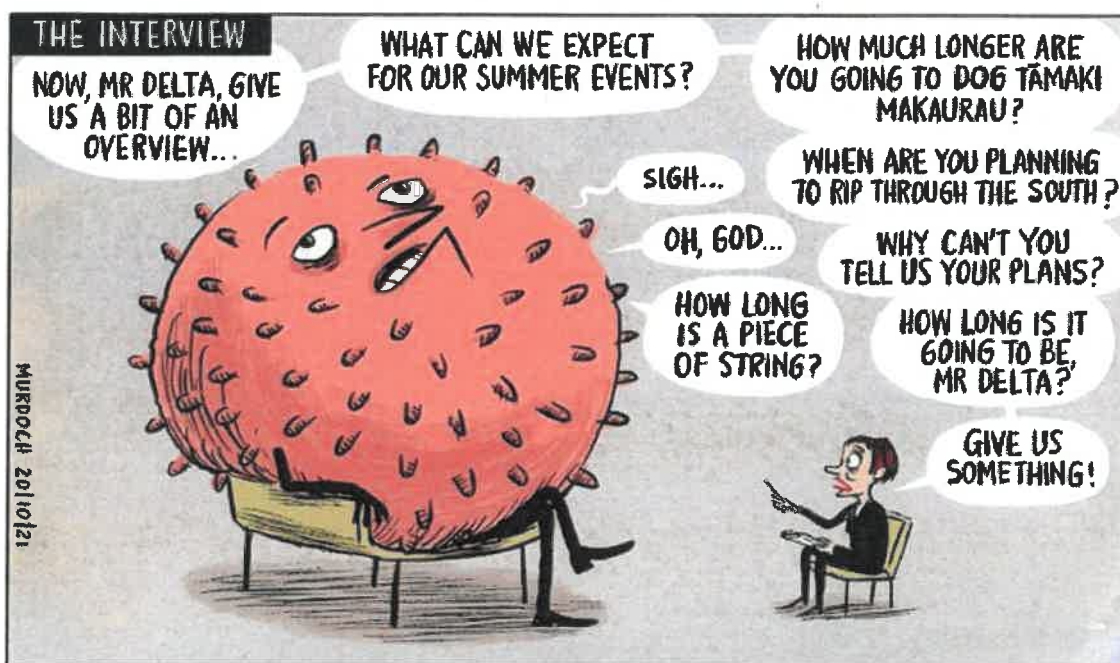
Flanshaw Road School
"Growing Leaders Of Tomorrow"

ANNUAL PRINCIPAL'S REPORT - 2021

*Noho taratahi a whare, noho tapatahi a ngā kau.
Although we are in our own space, we are united together.*

This report is a summary of what has been another extraordinary year, locally, nationally and internationally. It has been a year dominated by the Delta variant of the Coronavirus. In 2020, we had a six-week national lockdown in March and a second Auckland lockdown in August for two weeks. This year we had two further short lockdowns before Auckland was put into a 106-day lockdown from the 18th August to the 15th December.

Unlike many countries, we have managed to keep our death rate extremely low, even while the numbers of people who have contracted Delta now number in the thousands. There is a new variant that has spread from South Africa called Omicron. As countries scramble to get booster shots, in New Zealand our next target group are 5 – 11 year olds. At this time, we have 463,000 5 – 11 year olds in New Zealand. The goal is to get this group vaccinated between January and April of 2022.



As I write this report Auckland is now 90% double vaccinated, with Te Atatū South needing 11% more people to get their second vaccination to be part of that club. Our school community has been remarkably lucky, in that we have had just one staff member contact the virus this year. That member had a mild dose of the virus, being double vaccinated, and all the students who were in their 'bubble' class at the time who were considered to be close contacts, had negative COVID test results at each stage of their 14-day home isolation period.

Suburb	Second Dose	First Dose
Glen Eden	79.5%	91.0%
Glendene	76.6%	89.1%
Henderson	77.2%	89.6%
Henderson Valley	76.9%	88.3%
Huia/Cornwallis	74.1%	84.6%
Laingholm	80.9%	90.6%
Massey	75.8%	88.9%
McLaren Park	72.2%	87.2%
Oratia	79.2%	90.6%
Piha	73.6%	86.0%
Ranui	73.3%	87.0%
Sunnyvale	75.4%	87.8%
Swanson	78.5%	90.2%
Te Atatu Peninsula	80.0%	90.9%
Te Atatu South	79.6%	90.5%
Te Henga	74.0%	84.3%
Titirangi	83.8%	91.8%
Waiatarua	81.5%	92.1%
Waima/Woodlands Pk	83.0%	91.4%
Waitakere Township	76.3%	88.1%
Western Heights	83.3%	92.4%
Westgate/West Harbour	76.8%	89.5%
WAITAKERE TOTAL	77.9%	89.7%

Because of the leadership of our Prime Minister Jacinda Ardern, Dr. Ashley Bloomfield, the Ministry of Health and our essential front line workers, we reach the end of the second year of this pandemic having lost just 44 people since the beginning of 2020; nine of these in 2021. Globally, as of the 3rd December 2021, there have been 263,563,622 confirmed cases of COVID 19, including 5,232,562 deaths. In all of this, Auckland has done the 'heavy lifting' in New Zealand.

A feature of this year has been students being home-based for more than 130 days, doing a mix of hard-pack and online learning sessions. For some students, this new blended learning model has worked well. For most, it has placed them in a holding pattern. They have maintained learning routines, but have not made the progress they would have in a normal school year. The 2021 pandemic lockdown has again highlighted the inequities that have always existed in our schools. We loaned over 80 devices to families through the long lockdown, but even this support did not solve other inequities, such as lack of space to learn, having stable internet connections or someone being there to help when students were not clear about something.

The Flanshaw Senior Leadership Team and school staff have done an outstanding job to plan, create and deliver hard packs at regular intervals, to support home learning throughout the year. As the pandemic went on, the packs became more and more creative. A mix of sequential work, STEAM activities, challenges and mini projects, games to play and resources to make things were all included. When we returned to school, on the 17th November, hard packs had been delivered to students whose families were choosing to keep them at home for the rest of 2021. This meant these students could link in online and do the work that students in class were doing.

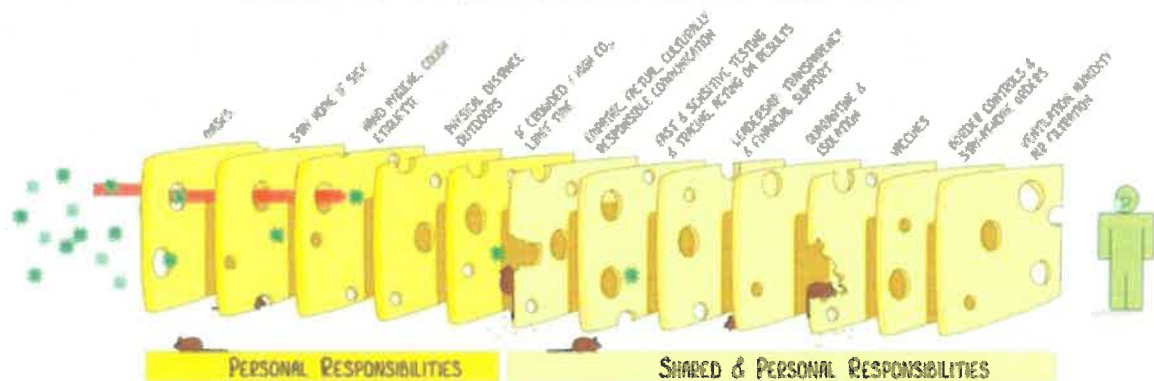


The Hardpack Drive in, Pick Up Station - November, 2021

Another feature of the 2021 COVID lockdown was the decision by the government that all school leaders, teachers and staff had to be vaccinated, to be able to return to work. We had four staff who chose not to be vaccinated, so their positions were terminated after the 15th November deadline. The decision was a health one, designed to mitigate the risk of reopening schools for children and for families, by adding another layer of defence against the Delta variant of the COVID 19 virus.

THE SWISS CHEESE RESPIRATORY VIRUS PANDEMIC DEFENCE

RECOGNISING THAT NO SINGLE INTERVENTION IS PERFECT AT PREVENTING SPREAD



EACH INTERVENTION (SLICE) HAS IMPERFECTIONS (HOLES) WHICH CHANGE IN SIZE, NUMBER AND POSITION DEPENDING ON HOW THE INTERVENTION IS ROLLED OUT. MULTIPLE LAYERS IMPROVE SUCCESS.

© SEN DEPARTMENT HOUSE

In the last two weeks, we have been preparing to shift to the 'Traffic Light' system, which details how we will, as a nation, manage COVID in our community. In 2020, we had an elimination strategy for COVID 19. With the Delta variant, this has proved to be impossible. With the even more infectious Omicron variant beginning to spread across countries, we need to keep working together, as a 'Team of 5,000,000' to keep all of our population as safe as possible.

TRAFFIC LIGHT SYSTEM AT A GLANCE

A new system for Covid-19 response will take effect when all DHBs across New Zealand have 90 per cent of their population vaccinated.



Red

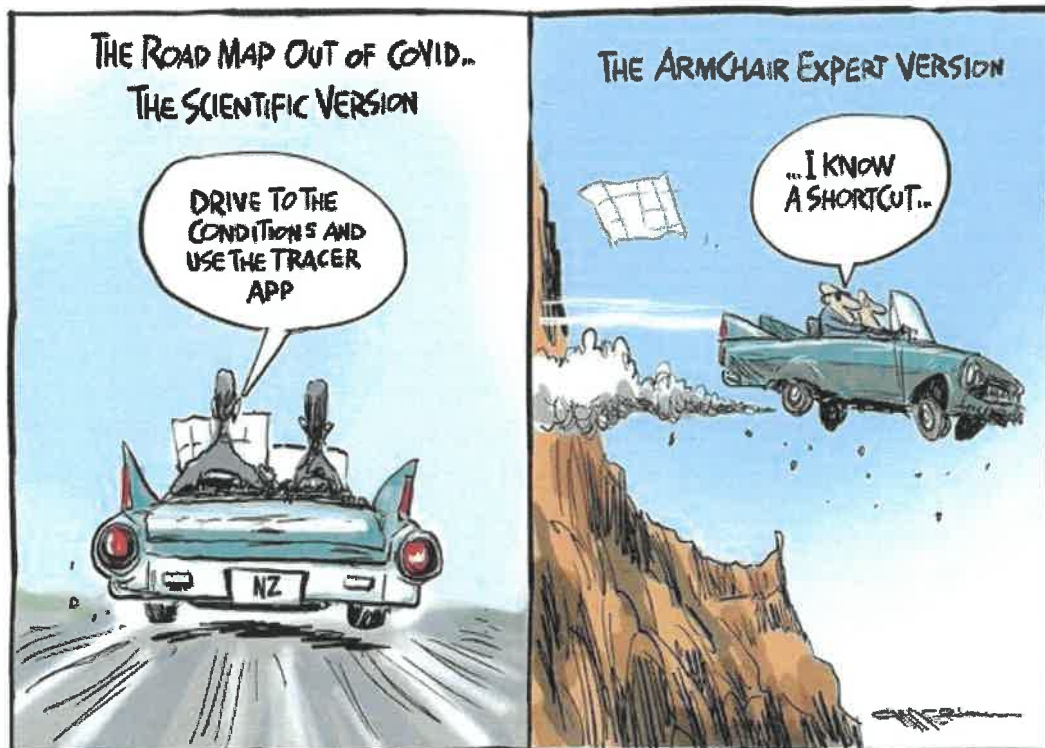
- Working from home encouraged. Hospitality, retail, and gatherings allowed for vaccinated but with limits similar to level 2.
- For venues that don't use vaccine certificates - contactless pickup only for hospitality, gathering limit of 10, no gyms or hairdressers.

Orange

- Close to normal life for the vaccinated, with more masks required and some capacity limits.
- For venues that don't use vaccine certificates - contactless pickup only for hospitality, stricter gathering limits, no gyms or hairdressers.

Green

- Essentially normal life for the vaccinated, with schools, retail, hospitality all open with no limits.
- For venues that don't use vaccine certificates - some gathering limits, similar to level 2.



This year has been one characterized by change and logistics. Daily news bulletins again became a feature of our lives. Every bulletin was important because as things changed, we too needed to be ready to adapt and change.

In between the three lockdowns of 2021, students and staff were able to participate in some key events in the school calendar year. We had two school powhiri at the beginning of Term 1 and Term 2. We had a powhiri to celebrate the opening of the revamped Nature Trail and another to acknowledge all the people who were part of doing the mahi to upgrade the front entrance to the school.

At the end of Term 2, Flanshaw Road School students took part in the Te Atatū Community Matariki celebration at the Te Atatū Peninsula Community Centre. Our students performed on stage, but also had artwork on display. Our student council sold kawakawa balm and our 'Friends of Flanshaw' ran a very popular cake stall. It was great to be part of this event, led by the Te Atatū Marae Coalition Committee.





Without bias, the Flanshaw Kapahaka Team were outstanding at Matariki, 2021

One of the darkest days this year, was the passing of one of our parents, at the end of Term 1. It was unexpected and a shock for the family. We have continued to work alongside the whanau this year, to support the children and cousins as needed.

‘He ata e te meanui o te ao? He tangata, he tangata, he tangata’; the most important thing in this world are people. This year has been primarily about looking after people, making sure they have what they need to survive and keeping people safe and well. There has been more financial hardship in the community; more families have left the area to move out of Auckland. As our teaching staff have worked so hard to support their students, our community in turn have been hugely appreciative of all the things we have done to support them.

One staff member, on receiving the koha from the Board for internet and phone costs, commented that, in their 30+ year of teaching, it was the first time any Board had ever done anything to acknowledge the hidden cost of ‘walking the extra mile for students’ that teachers do in so many ways. Having ‘Classroom Release’ days to do end-of-year ‘Summaries of Learning’ at the end of this year, was another welcomed stress-release.

Another positive milestone this year, was to see playground upgrades finished, that provided disability access for students in wheelchairs. A team of students who wanted to explore how to create a more inclusive playground was the catalyst for this project. They visited two different school sites that had a range of playground elements for disabled students. The Nature Trail was the first project to come from this ‘research’. The installment of the carousel was the second. We have another ‘Tree Hut’ project in the pipeline, complete with ramps. We also have a new Senior School Playground being installed in January, 2022.



*The new carousel is a hit -
with more to come.*

This year, we have continued to work on developing Enviro school programmes. Each team in the school has planted gardens. The Year 5 / 6 students were part of landscaping the upgraded entrance to the school. In Term 2, students engaged with 'Community Waitakere' to do more work along 'Te Wai-o-pareria Awa' or 'Henderson Creek'. We have been part of this mahi since 2005, when Project Twin Streams was a new initiative, supported by the then Waitakere City Council.

Our two 'Enviro-school Teacher Aides', employed through the WINS programme, did a range of small projects with students, when we were at school. We have all appreciated their efforts and the 'added value' they have brought to our school environment. We will be welcoming Yumiko [redacted] to Flanshaw Road School in 2022 as an additional member of our Learning Support Team.

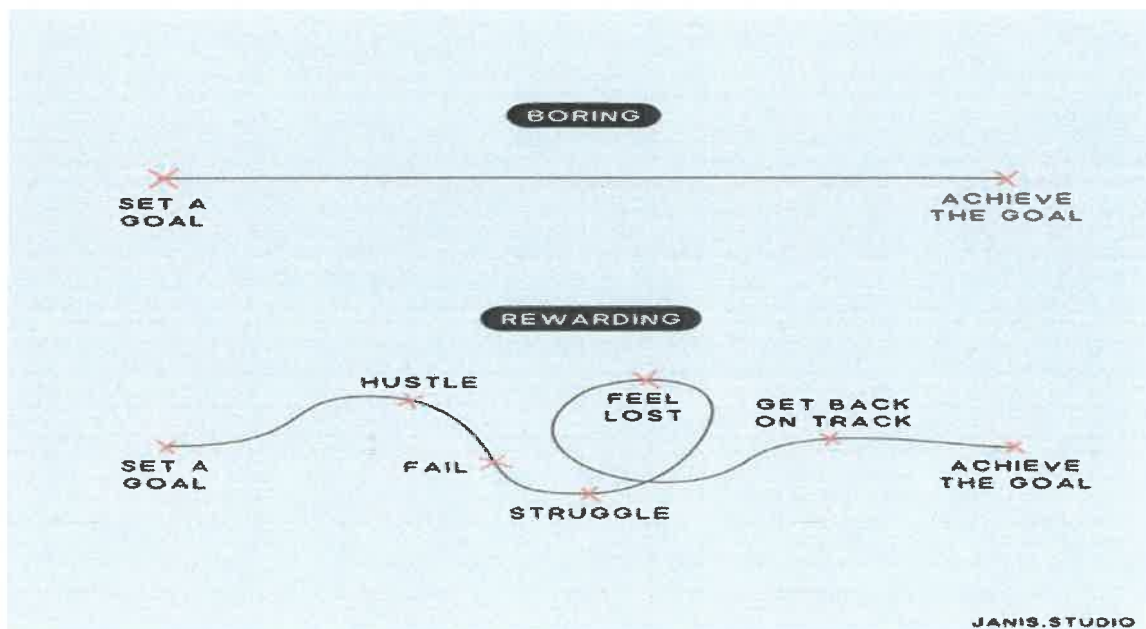


At Twin Streams / Our 2021 ESTAs

Success this year has again had to be defined very much more broadly than achieving well in academic subjects. For students, success has been coping with being at home for 100+ days, not being able to see their friends, having to adapt to online, home-based learning and living in a world of constraint. Many families have experienced financial hardship, job losses and anxiety. There has been a hard edge to this year, because despite all our best efforts, COVID is now a reality we all have to live with.

Not being able to eliminate the virus, the government has focused on supporting as many New Zealanders as possible to be vaccinated. To date, we are close to having 90% of all New Zealanders vaccinated for COVID, not including children under 11. As we come to the close of the school year, a new COVID variant, Omicron, is spreading rapidly across countries around the world. It is more infectious than Delta and early reports indicate it affects children more than other parts of the population.

Success this year has been about staff, students and families coping with sustained external pressure; it has been students being asked to persevere when things have been hard, at home or at school. Success this year for teachers has been to get better 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 we have had together. What we thought were going to be our goals for 2021, were goals for another time. What we have achieved, we need to celebrate.



To the Board of Trustees, I thank you for your support of students, staff, teachers and the leadership team. You have again 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 teachers and staff have done all they could to make teaching and learning work as well as possible this year. They have been our taonga.

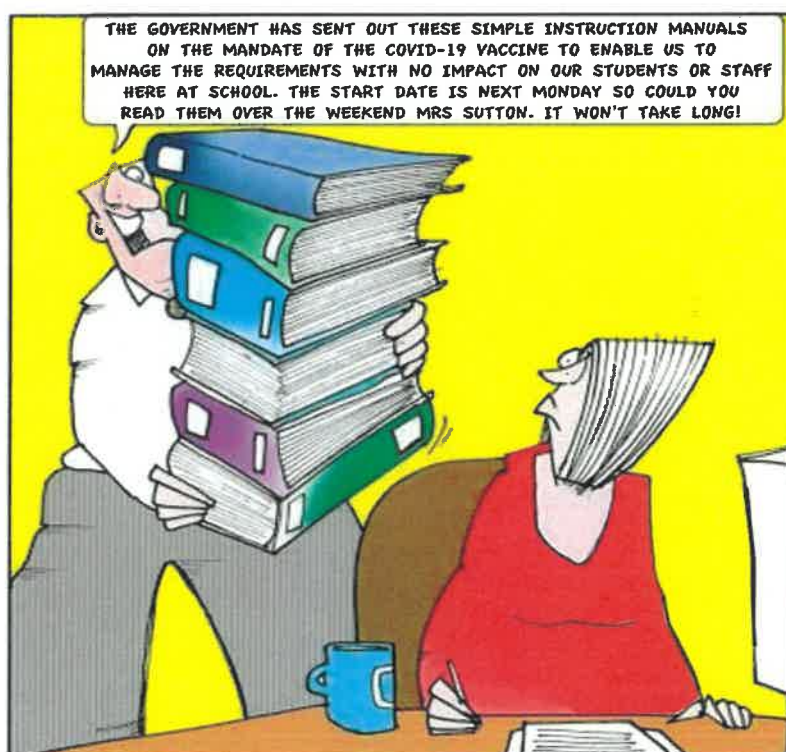
Finally, this year-end sees six staff leaving the school. We wish Nathan Hesketh (Caretaker), Danette Hughes (Kahikiatea Teacher), Tulili Mataio (Pohutukawa Teacher) and Julie Woolmore (Learning Support Staff) well for the future. Vasuda Mistry, teacher in Ponga class, is leaving teaching to pursue a career in nutrition and next year, I will be taking up a secondment in Wellington at the 'New Zealand Principals Federation' as President.

I thank the Flanshaw Road School Board of Trustees, not just for their support this year, but for their support every year I have been here as a principal. In an educator's career, it is expected that principals will become involved in local, regional and national work-streams, to support the Education sector. In this, I have been supported 100% by successive boards, who have not only been there to serve our school community, but have allowed myself and other teachers and staff, to serve the wider education community in many different ways.

In Wellington, at this time, two years of COVID has exposed deeply ingrained inequities in our system. We have a systems restructure happening that could begin to address inequity, to reduce bureaucratic compliance and to create new ways of working that support all learners, not just some.

We need a new type of partnership to be brokered with the Ministry of Education, so educators have more input in how the system is developed.

The Ministry of Education tell us they didn't create inequity, but our Ministers and public servants perpetuate it by maintaining the status quo. Next year presents challenges and opportunities. I am sure I will make mistakes, but always, I will be working to do my best, for our tamariki, for our teachers and staff and for our school leaders in Aotearoa.



TERM 1:

This year, for Teachers' Only Day, teachers began the day heading South. We ended up near the airport and yes, the team were put on the plane, heading for Wellington. Once there, we headed for Te Papa, with the team mission being to take photos that represented our school vision – 'developing academically strong, culturally centred, socially resilient, physically confident students, who know how to make a difference in the world'. That brief allowed plenty of scope for some very creative photos and some fun along the way.

While being a day of authentic, place-based learning, it was also an opportunity to take the Flanshaw Team to the NZPF office, where we had lunch in the Board Room. It allowed the team to understand a bit more about the organization and the mahi done there.

Overall, I described Term 1 as being like Race 8 of the America's Cup. We came out of the start gates really strongly. We caught the wave and all was going well, until we fell off our foils with a short three-day COVID lockdown in Week 3. Teachers ground down, switched seamlessly to on-line teaching and learning support, then got the class and school boat back up and flying along when we returned to school. We then had the second COVID lockdown in Auckland, so in effect, fell off the foils again. We again got hard-packs and devices out to our students and worked hard to support home-based learning during Week 5 of the term. It was definitely harder to get the boat up and out of the water again, but teachers, staff, parents and students did the hard-grind. We have got to the end of Term 1 with everyone intact, safe and well, but in need of a break.



America's Cup Yacht Racing – March, 2021

We had two attempts at having our annual 'Family Fun Night'. This year, the first date fell in Week 3, where Auckland was put into Level 3. The second planned event – an 'Ātuatanga Whanau' event – was cancelled because the weather was not with us. We had an ANZAC Day ceremony on Thursday 15th April, at 2.00 pm.

Term 1 was about leaders and teachers getting to know students, maintaining and supporting progress in literacy and numeracy, while making sure students enjoyed a range of different types of learning experiences, across all curriculum areas. Anne Lowe and Nick Celebo ran middle and senior school music lessons, while the purchase of additional devices in the school pushed teachers' thinking and practice in the digital curriculum space.

Erana Foster and Jessica Jones went on maternity leave in Term 2 and both had baby boys. We welcomed Danette Hughes and Vasuda Mistry to the teaching team and both have done a great job with their respective classes these last three terms.



Erana and Jessica at the Flanshaw Baby Shower – helped out by Ruby and Hazel

In Term 1, teachers have worked with Kay Penniall, from Evaluation Associates, on 'Assessment for Learning' pedagogy, as it related to reading. They have also had two sessions with Michael Richards on the Digital Curriculum and how it links through all curriculum areas. Tiffany Harkess ran a PLD session on teaching English-second language learners and Karina Scheres did a staff session on the Neuro-science of the brain and coping with life in the aftermath of two lockdowns.

Each teaching team in the school had identified a team inquiry topic to develop, linked to student achievement data. Teachers and students prepared short-version portfolios for the three way 'Kaiako-Tamariki-Whānau Hui' held at the end of the term. The focus of these meetings were to share what skills students have mastered, what they are working on now and what students' next steps should be in reading, writing and mathematics.

Senior school students attended two Te Atatu Cluster field days in Term 1. We had students do well in several of the athletics events and we came third in Ki o Rahe, by losing the semi-final by the slimmest of margins. There were also class trips to Wai o Paeriera / Henderson Creek, as classes and groups of Enviro students worked with 'Community Waitakere' on local environmental projects. At school, our Enviro-school Teacher Aides worked with students to get gardens planted and our recycling systems working well.



Happy Birthday being played to me by 'The Bubble Students' – March, 2021

At the March Board meeting, we invited our Student Council for 2021 to attend and receive certificates from the Board.

Politically, NZPF had called for the government to provide adequate resource for high level behavioural students that are in our schools and communities. At present, the MOE can still direct schools to take excluded students from another school, without providing any additional support, such as counselling, mental health experts, learning support hours or whanau support. Our Associate Minister of Education assured principals at the NZPF Moot in Wellington that they will be looking at short term solutions, while they work on medium and long term systemic changes needed in our system. NZPF have sought legal advice on this issue and the findings have been shared with the Secretary of Education.

NZPF supported work to be done on the 'Rauhuia Leadership Strategy Project', which is being led by the Teaching Council of Aotearoa. We now have a report we can use to design a leadership strategy with the sector, to strengthen the collective capabilities of school leaders across Aotearoa. In 2021, NZPF also formed a Primary Principal Collective Bargaining union, based on members' feedback.

TERM 2:

We began Term 2 coping with a parent passing away suddenly, leaving a young family behind. It made everyone even more aware of the need to look out for and support each other – which has been a feature of this year. Students had opportunity to engage in a huge range of learning experiences, within and beyond the school and it was a pleasure to see so many of our students have opportunity to share their talents in different contexts.

One of these opportunities was the Te Atatu Matariki Festival at the Te Atatu Community Centre. Our school was one of nine schools that performed during the day – and our students were awesome. We did a Kaka Haka bracket, a Pacific Island Cultural bracket and then our school band played two items. Every group was super – but our band, led by Phoenix, got shouts for an encore, so the band obliged – and they really did shine. We had artwork on display – on our 3-D Marae and on the artboards supplied for the event. It was bespoke, origin very much appreciated by the crowds that mixed and mingled all day.



At the Matariki Festival, Maggie Reid and our middle school Student Councillors sold kava kava balm that they had made. We had a team of support staff and parents selling baking all day, as a fundraiser for the Senior School camp. The whole event was a very special community event, made so by the hard work done by the Te Atatu Marae Coalition Trust Board. This small team organized the funding, tents, lighting, sound, St Johns, display boards for the artwork, the Dawn Service, the mini market and they coordinated the school contributions.



*The Te Atatu Marae Coalition Trust Board – 2021 – Cutting the Matariki Cake
Team Flanshaw fundraising for Camp*

During Term 2 we continued to strengthen our cultural competence and links to local iwi and local Maori. Matariki was a great opportunity to support the Te Atatu Marae Coalition Trust, as well as connect with the tutors and kaiako from other schools, working as we are, to ensure our students have knowledge of Te Ao Maori, language and culture.

During Term 2, we have had a consistently strong focus on professional development in reading. The focus on reading, the 1-1 support from our Learning Support Staff, the use of 'think-aloud' strategies to help students use a range of reading strategies and the sharpening of planning has seen many students make good gains this term. Kay Penniall, from Evaluation Associates, observed all teachers towards the end of the term and has given them each specific 'next steps' to work on. She will continue to work with our teachers next term. In the digital curriculum space, we saw teachers use a wider range of devices, strategies and activities within their regular class programmes, as a result of PLD done with Michael Richards, from TTS. Karina Scheres did a staff meeting with staff around the Neuro-science of the Brain and Phil Gordon, our new 'Maori Achievement Collaborative' did a session on Te Tiriti o Waitangi.

Other fun events this term included class trips, 'Born to Move' fitness here and off-site, a 'Hunger Ball' games experience here at school (through a contact of Jan Maul), Matariki craft, art and STEAM activities and planting plants. In the last week of Term 2, our Senior School students helped plant our new 'Front Carpark' gardens and hedges. I hope they will remember this planting day when they come back to school reunions in the future.



*Year 5 and 6 students planting the upgraded carpark
June, 2021*

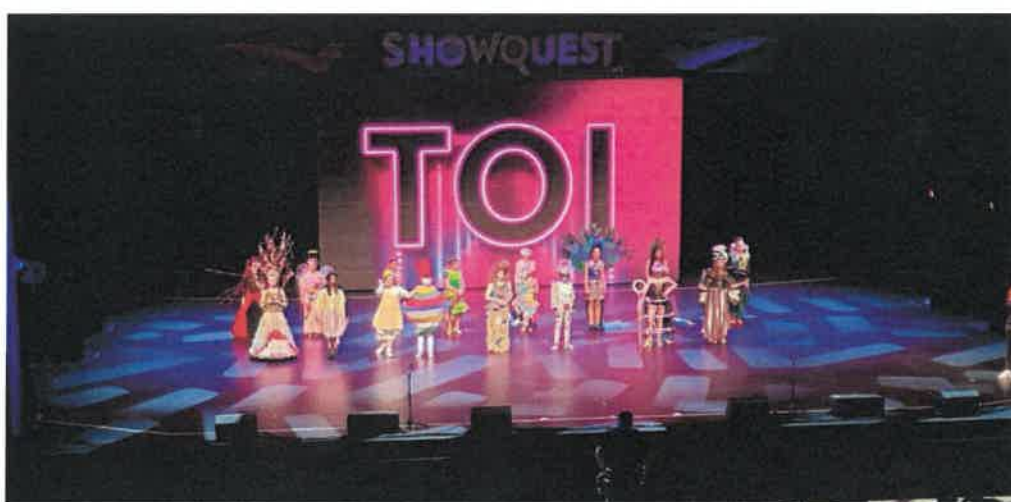
One project that was finished in Term 2 is the upgrade of our Nature Trail. This project was part of a student-led initiative, that looked at what we could do to improve our playground for students in wheelchairs. We were successful in getting a Charitable Trust Foundation grant, so were able to employ Will Bailey to upgrade our track. We now have 12 metres of concrete path and around 135 metres of compacted lime / gravel path, wide enough and smooth enough for a wheelchair to get

through. The school celebrated with a powhiri to thank Will Bailey and his team and this powhiri finished with an official cutting of the ribbon to open our upgraded track, with the school lined up behind Nate, ready to try it out. Since it has been opened, many people in our community have enjoyed using it each day.



Nature Trail Upgrade in process – June, 2021

In Week 9 of the term, a group of students went along to the WOW Showcase at the Aotea Centre. Students had worked for over a term, designing and making a creative costume to showcase. WOW judges gave all entrants feedback on garments that were modelled by students. This event was a mix of performing arts, visual arts and entertainment and a great opportunity for students to see creative visual arts made by primary, intermediate and secondary students. I would like to acknowledge Maggie Reid, who created this rich learning experience for our students.



*Flanshaw at the Toi WOW Event – Aotea Centre
29th June, 2021*

On Monday of Week 10, we had our annual 'Student-led Conferences' and we tabled the Term 2 Progress and Achievement Data Report at our June Board meeting. At that time, we did not know that this would be the only school-wide data we would be gathering in 2021. We farewelled Deanna Wang and welcomed Trina Atwell to the 'Te Mahuri' Team.

Through WAPA 2020, we have had a successful combined 'Teacher Only Day' which was held on Friday, 4th June. The focus for this TOD was on culturally responsive pedagogy. Robin Taua, from Kawerau-a-maki, shared the history of Kawerau-a-maki and some of the projects the Kawerau-a-maki Trust are involved in. Rosalie Reiri, from CORE, then did a more general presentation around culturally responsive pedagogy, supporting teachers to engage in a range of digital activities, to demonstrate how we could link STEAM and the digital curriculum into our focus on culturally responsive teaching and learning. Leandro Pianelli, Principal of Swanson, then did a presentation about culturally responsive practice, in a multi-cultural classroom, school, community and society. It was a well-paced, thought provoking day of learning.

Politically, in June ERO were rolling out their new review approach to mixed reviews and NZPF announced they would be supporting the establishment of a 'Primary Principals Bargaining Collective' Union.

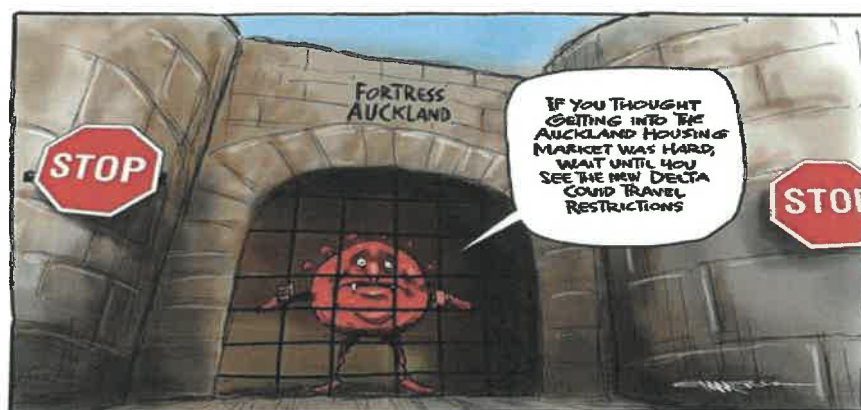


NZPF Exec – June Meeting, 2021

The Ministry of Education released more details about the planned restructure of the sector into three 'Education Service Agencies'. How it would begin to make a difference in achieving key goals of equality and excellence in teaching and learning was not clear.

TERM 3:

Until Week 4, Term 3 was going just as everyone planned. Students were well settled into learning routines. We had layers of professional development happening, that were helping teachers and staff lift our effectiveness in teaching and learning; plans for the school show were evolving. Then, the day of our last Board Meeting, the 17th August, it was announced the country was going into Alert Level 4, due to a single case of the Delta variant of Covid having been detected in New Zealand.



Auckland schools remained in lockdown for the remainder of Term 3, which saw teachers working online to support students and parents with home-based learning. On the weekend of the 21st August, team leaders came into school, one at a time, to print and pack hard packs of work, which were delivered to all Flanshaw families by a team of teachers and staff on Monday 23rd September. Devices were also lent to families to support students to be able to connect online. On the weekend of the 4th September, this exercise was repeated and a second hard pack of work was delivered to families on Monday 6th September.

As well as online learning that teachers have done, support staff stayed busy contacting and connecting with key students and families, to provide extra 1-1 or small group learning experiences for key students. Our specialist teachers, Heather Kluit, Tracey Woolley, Tiffany Harkess and Anne Lowe provided online lessons and resources that teachers were able to incorporate into class sessions.

Each week, our Leadership Team had a ZOOM, to connect in, to discuss how things are going with teams, to consider the latest information about the pandemic and to plan what we have needed to do for the week ahead. As well as this, we had weekly 'Staff ZOOM Catch-up' sessions on Friday afternoons. It was good to share some of the highlights of our weeks and to stay connected, doing our part with the Auckland Team of 1.5 million, as we worked to minimize the risk of the Delta virus, while vaccination rates were low.



Those Delta Cases that just have kept coming!

At a national level, NZPF, along with other education organizations engaged with the Ministry at regional and national level daily and/or as needed. Each week, decisions at national level were made based on the information the Ministry gathered and the feedback from principals. We had to rethink what we had planned, when we return to school and make the call to cull our Term 4 programme, to reprioritize teaching and learning for when children returned to school – and then the decision was made that they would not be returning – so a new plan needed to be created.

At this time, it felt like our school community were more organized and more resilient in coping with the COVID lockdown. Families who have needed support signalled this early – and we were able to either support directly, or put them in touch with organizations that could.

During Term 3, West Auckland has had several minor outbreaks and community COVID cluster concerns. The first of these was Avondale College. The Trusts Stadium was set up as a 'drive-in' vaccination centre as the call went out for all Auckland families to get vaccinated. There were calls from parts of our communities to reopen the city and the country when we are 70% vaccinate which did not resonate with the 'Team of 5 Million.



In the last two weeks of Term 3, we opened two 'bubbles' at school, to support students of essential workers. Through the term our Senior leaders did the 'heaving lifting', supporting their teams, students, whānau as well as their own families. Teachers and staff worked hard to keep learning engaging, productive and purposeful. Parent feedback helped refine and improve systems, and we all simply 'did our best'.



TERM 4:

After 106 days of the Auckland COVID lockdown, it was announced that Auckland primary schools would be opening in the week of the 15th November. Secondary schools had had senior students return to school to prepare for NZEA exams, once secondary students had been able to be vaccinated. Because there was no vaccine available for 5 – 11 year olds until January, 2022, schools in the Auckland region were given guidelines to follow as they reopened to try and mitigate the risk of COVID.

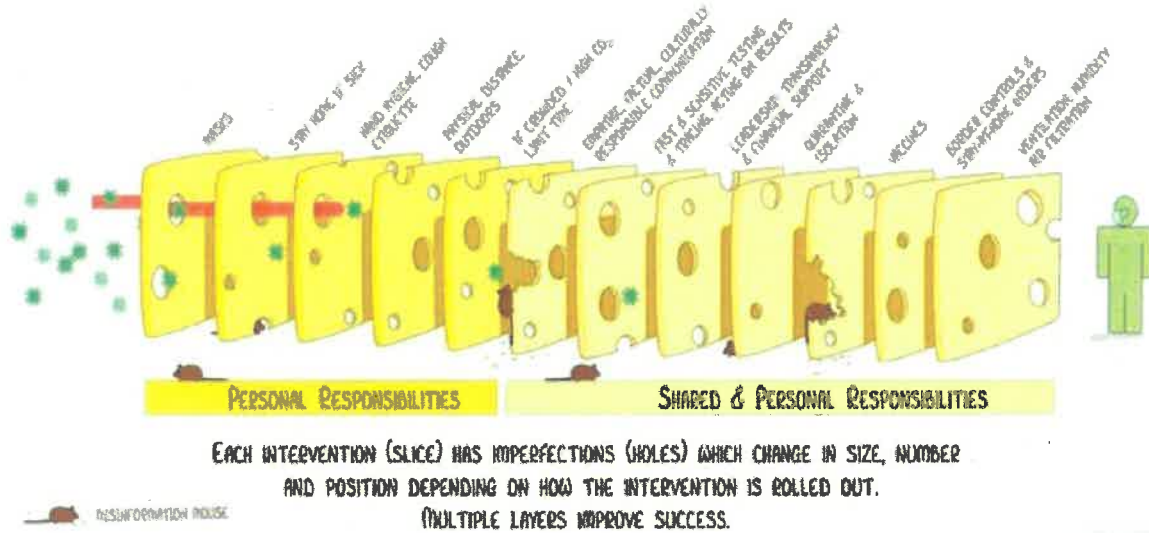
At this time, schools were still operating 'bubbles' for children of essential workers. In Week 2, one of our two school bubbles had to be closed because a teacher caught COVID, which in turn created more new learning as we worked through the MoH process of identifying close contacts, casual contacts and casual + contacts. Parents had to get their households tested and students had to self-isolate for fourteen days.

In our planning for school to reopen in Week 4, we chose to split the school into two groups, (A-MAS / MAS – Z), and families of students came to school either on a Monday and Wednesday or a Tuesday and Thursday. By doing this we kept class numbers between 5 and 15 each day. Each class worked as a 'bubble' in class and in the playground, using a semi-structured rotation of activities.

Students and staff adapted to parents dropping students at the gate, all adults and students from Year 3 upwards wearing masks, observing social distancing where possible and maintaining good hygiene routines and staying in 'class bubbles'. It was definitely a 'new normal' for everyone, but everyone was 100% supportive of all the measures we put in place to try and keep people safe.

THE SWISS CHEESE RESPIRATORY VIRUS PANDEMIC DEFENCE

RECOGNISING THAT NO SINGLE INTERVENTION IS PERFECT AT PREVENTING SPREAD



The big goal in Auckland for Term 4 was to get 90% of the Auckland adult population vaccinated.

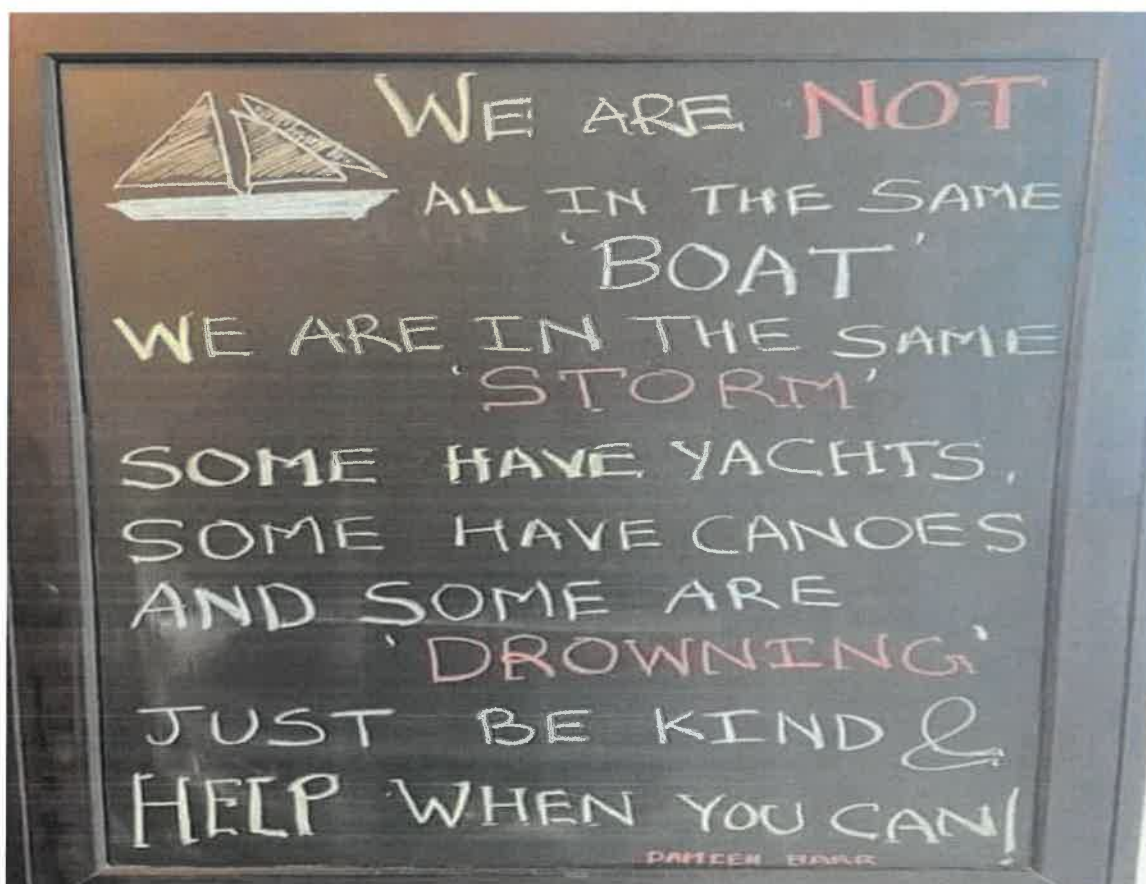
Suburb	Second Dose	First Dose
Glen Eden	79.5%	91.0%
Glendene	76.6%	89.1%
Henderson	77.2%	89.6%
Henderson Valley	76.9%	88.3%
Huia/Cornwallis	74.1%	84.6%
Laingholm	80.9%	90.6%
Massey	75.8%	88.9%
McLaren Park	72.2%	87.2%
Oratia	79.2%	90.6%
Piha	73.6%	86.0%
Ranui	73.3%	87.0%
Sunnyvale	75.4%	87.8%
Swanson	78.5%	90.2%
Te Atatu Peninsula	80.0%	90.9%
Te Atatu South	79.6%	90.5%
Te Henga	74.0%	84.3%
Titirangi	83.8%	91.8%
Waiatarua	81.5%	92.1%
Waima/Woodlands Pk	83.0%	91.4%
Waitakere Township	76.3%	88.1%
Western Heights	83.3%	92.4%
Westgate/West Harbour	76.8%	89.5%
WAITAKERE TOTAL	77.9%	89.7%

At the beginning of November, Te Atatū South was nearly at 80% fully vaccinated and 90% of our community had had their first vaccination.

In Term 4, for the first time ever, a Public Health Order was issued stating all teachers and school staff had to have had one vaccination and a negative COVID test, to return to school, by the 15th November. Four staff chose not to be vaccinated, so in effect, chose to resign from their jobs.

For the first four weeks of the term, teachers and staff focused on supporting parents with home-based learning, through on-line sessions and hard packs. Each pack sent home became more creative and feedback was that students enjoyed the unexpected extra resources they could use to complete activities.

When we shifted to schools reopening, with students coming twice a week, approximately a third of our students did not return. A third hard pack was prepared to be used as part of the face-to-face school programme or at home, by students not returning to school. We know every family will have considered the risk factors involved in sending their children back to school, as they related to them, their whānau bubbles and their personal context. As was said to our community, 'We are in the same storm, but we are not all in the same boat'.



Auckland principals have continued to work closely with the Regional Ministry office through the term. Funding to pay teachers and staff who came in through the holidays and weekends to help create and deliver packs to students was received and distributed. The BOT's koha to teachers and staff to offset their internet and phone bills was gratefully received.

Heading into the last five weeks of the year, priorities were -

- To support students and families to return to school, or to continue home-based learning. **DONE**
- To work through the HR process required with staff that are not vaccinated. **DONE**
- To plan 'end-of-year' events that bring closure to the year, in safe ways, especially for our Year 6 students. **DONE**
- To review student progress in learning, as best we can, with the information we have. **DONE**
- To get staffing for 2022 finalized. **DONE**
- To organize classes for 2022. **DONE**
- To prepare an annual report and draft budget for 2022. **DONE**
- To work with Maggie Reid and the senior leaders to ensure there is a seamless change in leadership – and Flanshaw Road School is ready for a great 2022. *In process and ongoing*

We will be welcoming four new staff in 2022. Andre Brooking has already started as our new caretaker. Adrienne Ackermann will be teaching in Harakeke Class, Helene Churchill will be teaching in Ponga Class and Jasmine Toddun will be teaching in Pohutukawa class. I am sure they will all add value in many different ways.

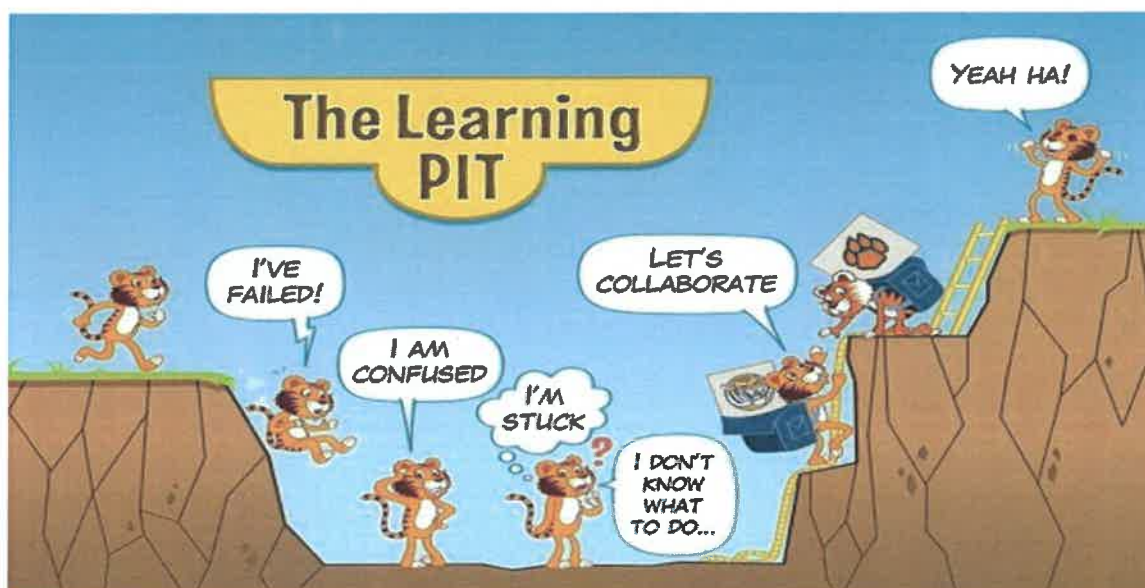


Teachers have prepared 'End of Year Summaries of Learning' folders for students, which will go home with students on Monday and Tuesday of next week. We have a last 'Drive-by' between 3.30 pm and 5.30 pm on Monday 12th December, for parents of students who have not returned, so they can pick up books and their children's folder.

Next Tuesday we have a ZOOM poroporaki planned, to farewell staff who are leaving us this year. Teams will gather in classrooms around the school, so we can maintain all our COVID health and safety protocols.

On Wednesday 15th December, the last day of school, we will be having an outdoor 'Year 6 Graduation Event'. While it will be different from any other year ever, students will be acknowledged for their service to the school, they will receive graduation certificates; there will be some speeches and some musical items. Messages from each Year 6 students, teachers and school leaders have been recorded for students to play at home. It is not what we normally do, but nothing in this year has been what we normally do.

Helene Churchill will be standing down as Board Chairperson at the end of this year to begin her teaching career at Flanshaw Road School. Helene has been on the Board of Trustees for six years, for three of these as chairperson. Her law background, along with her life skills as an experienced traveller, parent and trustee, has seen our school continue to provide a quality education for the children in our care, because of the leadership she has provided. On behalf of the school community and the Board of Trustees, I thank Helene for her service to our community and wish her well in her new career.

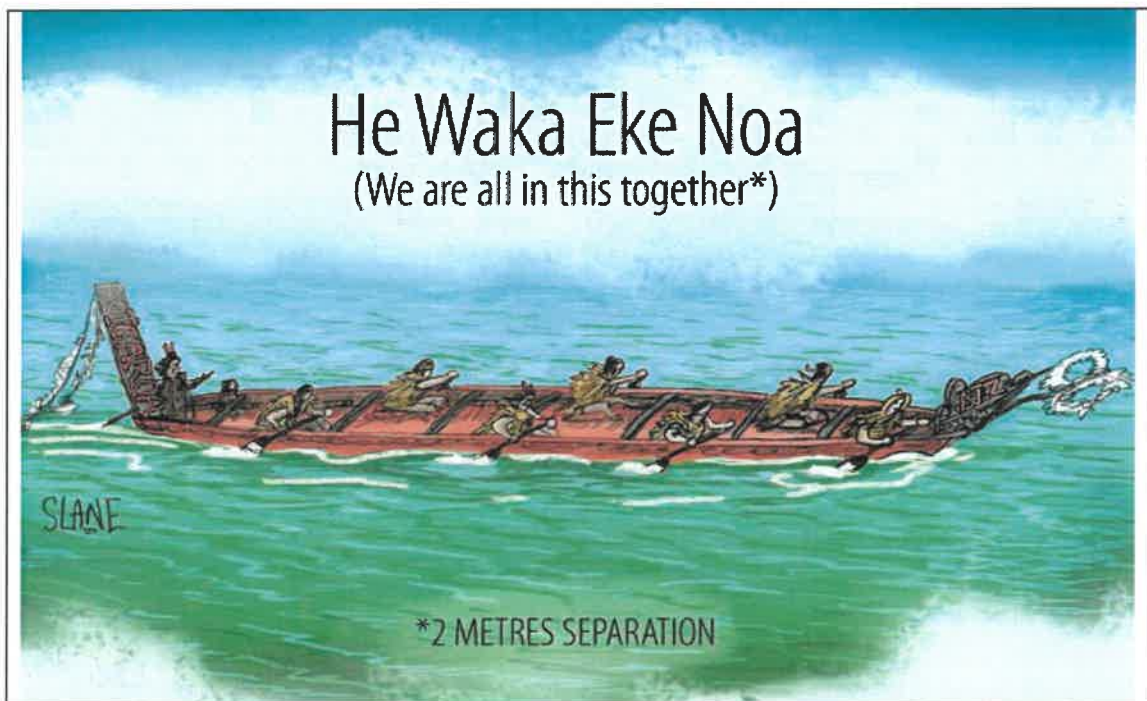


This is also my last report to the Board of Trustees for a year. I would like to thank each and every one of you for your support of me, our teachers and staff, in what has been one of the most difficult years we have ever had in education. As I head to Wellington, as the incoming President of NZPF, it is to take on a role of advocacy for all school leaders, all schools, teachers, staff and students in Aotearoa. I hope to make a difference at a different level. Equity issues in the system, principal/educator voice in decision making, resourcing for our most vulnerable students and specialist wellbeing support students and staff, post COVID, are some of the immediate priorities I will be working on. Supporting principals to create a shared vision for what an education leader needs to be, in a bicultural country, with a multicultural population, that always punches above its weight is a medium term goal.

Both Helene and I will be entering our respective 'Learning Pits', as will Maggie Reid, who has made this opportunity I have possible. I am sure the Board will support Maggie 100% as she takes on the role of Acting Principal for 2022. Thank you Maggie, for all you have done this year, and every year since I have been at Flanshaw Road School, to support the Board, our Leadership Team, teachers, staff, students and whānau. I wish you well for next year. I know you will fly.



*The Flanshaw Road School Team of Teachers
January, 2021*



SUMMARY:

As we come to the end of the 2021 year, we can say we have made it through a second year of change and challenge. Globally, nationally, locally and as individuals, we have again been asked to reset and review many aspects of our lives, as we responded to three more lockdowns, working in 'bubbles', managing isolation, using Qr codes and being part of the 'Team of 5,000,000' to eliminate COVID 19. We have been further challenged with the Delta variant, the levels system, the traffic light system, COVID testing, vaccination rollouts, COVID outbreaks and what close contacts, causal contacts and casual + contacts are. We finish the year knowing we are all going to be learning more about Omicron, the newest COVID variant on its way to New Zealand, student vaccinations, HEPA air filters, booster shots, blended learning (home and school), wellbeing and the neuroscience of trauma as we develop a more sustainable 'new normal'.

As a global society, we are being forced to confront our impact on the environment, our rampant consumerism, inequities in access to digital technology, inequities, unjust and unsustainable business and economic practices, inequities in housing, the health system and access to support for our most vulnerable communities. Aucklanders cannot wait to be able to leave Auckland on the 15th December. The rest of the country are bracing themselves for the spread of the Delta variant of COVID as this happens. Relationships have been put under intense pressure this year, none more than those who are vaccinated and those who are not. Ideological differences people hold have played out in homes, in work places, in community settings and in the media. Our more isolated Maori communities are particularly vulnerable at this time.

Last year 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. This year, we learned that school learning and home learning can be effective, but not for all. We learned the strengths and weaknesses of digital learning as a nation; some parents learned they never want to be a teacher. Other parents have loved the challenge.

Around the edges, there have been signs that we are a society under pressure. We need to prepare to learn more about trauma, anxiety, mental health and well-being as we support staff, students and whānau going forward.

Over the 2021 year, students in Auckland, in effect, lost two full terms of school-based learning. Next year, once students are settled back into school routines, we will need to 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. We need to start from where the students are – and then ensure teaching and learning programmes are as effective as they can be.

We have 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.

The goals are clear and we have a great team in place to achieve success in 2022.

Team leaders in 2021 have been challenged to build the capacity and capabilities of each member of their teaching team, in the midst of a global pandemic that saw online learning become the main priority for the 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 I am sure, continue to be prioritized in 2022.

In 2021, we purchased a significant number of digital devices, which were then loaned to families as the lockdown went on. There is work to be done to educate students in how to look after devices, as approximately 1/3 have come back damaged. Teachers, staff, parents and students used our two digital platforms, Seesaw and Google, with increasing confidence and competence over the year. As a school, we have developed capacity in the digital curriculum space; how to build on this school-wide capability will be the challenge going forward.

This year, in a continuation of making our school site more disability friendly, we upgraded the nature trail so it is accessible by wheelchair and installed a wheel-chair friendly carousel. The 'Front Carpark Upgrade' was begin in Term 2 and finished at the end of the term. A whole-school powhiri at the start of Term 3 was held to thank all the contractors who worked on the project.



Kieran Dove, ex Flanshaw Student and Landscape Architect, with Frances Atwell Reuban Cooper (Student Council chairperson), Nikau Wanoa (our newest 5 year old), Blake Cameron and Glenn Trotter (Greenscene) officially opening our front entrance way.



*The Senior School Kapa Haka Team wowing our visitors
from Boffa Mitchell, Greenscene and the Ministry of Education*

I would like 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 Schierning and Heather Kluit and our Board of Trustees, for your mahi, that has seen us achieve much.


As the year draws to a close, we send our aroha and best wishes 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 being separated from whānau overseas, job insecurity, financial constraints and the wellbeing of those closest to them. I wish all our Flanshaw Road School community a safe and happy Christmas and may 2022 bring new energy, new solutions and new opportunities to make a positive difference. Take care. 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 2021, which will be used to inform next steps for 2022.


ANNUAL PLAN REVIEW - 2021

GOALS	Context in December 2020	2021
<p>Mana Motukake Academic Achievement</p> 	<p>It was a year of disruption from COVID with students being away from school for 10 weeks.</p> <p>80% of students at or above expected levels in reading, but a dip in Year 1 & 2; 65% at or above in writing; 70% at or above in maths.</p>	<ol style="list-style-type: none"> 1. Continue to improve academic outcomes of students across all curriculum areas <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>DONE – See annual targets in Term 1 and Term 2 Progress and Achievement Reports.</p>
<p>For learners to build strong academic foundations upon which to achieve success in learning</p>	<p>Further develop culturally responsive pedagogy in 2020</p> <p>Lead teachers supported a focus on reading through COVID home learning and at school.</p> <p>Completed whole staff PLD in online learning, culturally responsive pedagogy, STEAM, Te Reo and Digital Curriculum</p> <p>Continued to actively support the MAC network / PLD</p> <p>Did not do Teacher Inquiry projects in 2020</p> <p>Two teachers did more work in post graduate study; other leaders continued to take on</p>	<ol style="list-style-type: none"> 2. Revisit and refocus all teachers on 'Assessment for Learning' pedagogy across all subject areas, starting with reading for teachers new to this PLD; 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) <p>BEGUN in Term 1 and the beginning of Term 2 – disrupted by COVID. (See Principal's Reports)</p> 3. Further embed culturally responsive pedagogy, through authentic, place-based learning experiences and STEAM as they link to the digital curriculum <p>Implement and monitor the Flanshaw Digital Curriculum plan, to complement our integrated curriculum approach.</p> <p>Continue to develop and use STEAM assessment rubrics to measure progress in key competencies, teacher mindset shifts, student agency, engagement and academic learning outcomes (WAPA 2020 Project Lead Teachers; principal; experts; SL Team; teachers)</p> <p>DONE – Became the strongest capacity building focus of 2021 due to the Pandemic</p>


	<p>roles across and beyond the school, through NZEI, APPA and NZEALS</p> <p>Flanshaw Road School the lead school for the WAPA 2020 Network</p>	<p>(Seen by parents at home / by BOT members at home and through feedback surveys)</p> <p>4. Revisit 'best practice accelerated learning' practices, to ensure key students are supported to accelerate their learning in key areas (SL Team; teachers, LSS, parents, students)</p> <p>BEGUN – Some progress made with differentiated work created for students online (Results seen in Senior Leaders' analysis of data in Term 1 and 2 Progress and Achievement Reports / would have been part of Team Inquiry presentations)</p> <p>5. 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)</p> <p>CONTINUED – Teachers worked hard to keep incorporating Te Reo / Tikanga in planning and activities – was not always a priority as the year progressed and systemic upskilling of teachers was disrupted (Seen in curriculum overviews, hard packs and online class sessions)</p> <p>6. Use lead teachers and external experts to support teachers to strengthen literacy practices across the school, including ESOL (DP; AP; Senior Leaders; ESOL teacher)</p> <p>STARTED – We have expertise in the school, but the disruption of COVID saw the focus shift to how to support home-based literacy learning online. (Term 1: Staff Meeting led by ESOL teacher)</p> <p>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)</p> <p>Not achieved as Senior Leader observations, team inquiries, PLD and the appraisal system was disrupted every term this year. (Seen in long term planning in Term 1 and 2 – adapted in Term 3 and 4 in response to the COVID environment)</p> <p>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)</p>
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		<p>Not achieved due to the COVID disruption.</p> <p>Student agency observed in 'Three way Kaiako-Tamariki-Whānau Meetings' in Term 1, 'Student-led Conferences' in Term 2 and work completed online and in class during the year.</p> <p>9. Staff PLD – Engage in conversations around the review of NZC – centralized V localized curriculum, that creates authentic, hands-on, relevant experiences and knowledge of our area – across all curriculum areas (SL Team; teachers)</p> <p>Not achieved - PLD to continue in 2022, alongside the national Curriculum Refresh and implementation of the Localized Histories Curriculum</p> <p>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)</p> <p>Achieved – with school leaders and teachers doing a range of individual PLD, study and attending conferences. Nicola Hubble completed her counselling degree this year. (See Principal's Reports)</p> <p>11. Support LSS to implement plans to support targeted students in learning (SL team; teachers; support staff; expert)</p> <p>Achieved – both in school and online as the year progressed (See Principal's Reports and Progress and Achievement Reports in Term 1 and 2)</p> <p>12. Continue to employ and develop quality teachers, that complement the skills of current staff (Principal; SL Team)</p> <p>Achieved – Leaders have worked this year to utilize the strengths and talents of all our teachers and staff. Teachers have developed capacity and new teachers joining the Flanshaw whānau in 2022 have strengths that will complement our team. (Seen in 110% commitment of teachers to supporting student learning online and face-to-face throughout the year)</p> <p>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)</p> <p>Leaders have participated in regular Senior</p>

		<p>Leadership meetings and online Leadership PLD modules. Other planned PLD (MAC Conference; APPA AP/DP Conference; WAPA 2020 PLD) was cancelled due to COVID.</p> <p>(See PLD overviews; See Principal's Reports)</p>
<p>Rangatiratanga Cultural Centeredness</p>  <p>For learners to develop learners' personal / cultural 'sense of self' (Language, Identity, Culture)</p>	<p>Flanshaw the Lead school in 'Maori Achieving Success as Maori' WAPA 2020 initiative (Two project lead teachers from Flanshaw)</p> <p>Flanshaw Road School continues to be a member of the Tamaki Makaurau Uru 'Maori Achievement Collaboration' MOE PLD initiative</p> <p>Teacher PLD in culturally responsive pedagogy was continued</p>	<ol style="list-style-type: none"> 1. Use lead teachers and external expertise to upskill staff in Te Reo / tikanga to define and move students through Te Reo progressions (SL team; Teachers; PLD Funded Te Reo support, MAC) <p>This work was begun but disrupted by COVID. This goal to be carried forward to 2022.</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>Every opportunity was taken to develop and embed Te Reo / tikanga practices at Flanshaw. The highlight of the year was our participation in the Matariki Festival at the Te Atatū Community Centre.</p> <p>(See Principal's Reports)</p> <ol style="list-style-type: none"> 2. 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; Staff, Students, SL Team; parents; community, iwi, external experts) <p>Work was begun and disrupted by COVID. With the introduction of the Localized Curriculum being a focus in 2022, there will be opportunity to continue with this work.</p> <p>(See PLD overviews; See Principal's Reports)</p> <ol style="list-style-type: none"> 3. Continue to support the MOE funded MAC PLD – contributing where appropriate, to support this PLD to upscale nationwide (Principal; Lead teachers) <p>Done – MAC PLD completed in each term and through the WAPA 2020 'Teacher Only Day'</p>

		<p>4. 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>Was great to support the Te Atatū Marae Coalition team this year and to learn more about Kawerau-a-maki history through PLD with Robin Taua presenting at the WAPA 2020 Teacher only Day PLD. Alby Tepania, Waipareiera Senior Kaumatua has lent his support to the school; Phil Gordon (MAC) has offered to support in 2022.</p> <p>5. 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; SL Team; Teachers; Staff; Community; Experts – E.g. MAC)</p> <p>Work begun but not prioritized in 2021.</p> <p>6. 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>Work begun and ongoing.</p> <p>7. Continue to support teachers to develop class / individual inquiry projects with priority Maori or Pacific Island learners, underpinned by 'Spirals of Inquiry' (Principal; SL Team; Peer coaches; teachers)</p> <p>Not achieved in 2021 due to COVID disruptions every term.</p>
<p>Pono Social Resilience</p> 	<p>Neuroscience / Mindfulness became a priority learning area for teachers and staff, coping with the challenges of COVID in 2021.</p> <p>Flanshaw continued to lead the 'STEAM' WAPA 2020 Network</p>	<p>1. Staff to continue PLD with Karina Schueres, on the Neuro-science of trauma and coping with anxiety. Parent workshops also to be offered, to support anxiety in the home.</p> <p>Staff did two sessions with Karina in Term 1 and 2 before COVID disrupted the PLD programme. (See PLD Overviews; See Principal Reports)</p>

<p>To enhance learners' positive attitudes, values, mind-sets and social skills</p>	<p>initiative, underpinned by 'Universal Design for Learning' pedagogy which was applied to on-line learning and the Visual Arts in 2020.</p> <p>Flanshaw introduced student-led 'Born to Move'</p> <p>School-based Hauora / Well-being surveys were on-going</p>	<p>2. Continue to work on the implementation of the Digital Curriculum building STEAM pedagogy, across all curriculum areas, linking learning to developing positive student cultural identities, growth mind-sets, key competencies and dispositions / skills in our charter (WAPA 2020 Lead teachers; SL team; teachers)</p> <p>The Digital Curriculum PLD was a key focus this year and continued throughout the COVID lockdowns as teachers looked to engage students online and support parents as home-based teachers. Review of our dispositions and skills not done in 2021. (Seen online, in hard pack activities, in classroom environments and student demonstrations of learning / skills / dispositions)</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>Begun, continued online where possible and needs to be a focus in 2022 because of the positive impact we know STEAM has on student engagement, collaboration and achievement.</p> <p>4. Continue to source STEAM resources to support programme development (Principal)</p> <p>Not achieved in 2021</p> <p>5. Embed and 'culture up' the student-led 'Born to Move' initiative and other relevant physically challenging opportunities, such as Ki o Rahe to support students to further develop social and physical skills (SLs; lead teachers; teachers; experts)</p> <p>A highlight of the first half of the year – Born to Move mahi was led by Jan Maul and a team of Year 5 / 6 students, whose expertise was celebrated within and beyond the school. Our school was third in the 2021 Ki o Rahe competition and we won the Te Atatu Cluster soccer tournament. (See school newsletters; Observations of students in action at school and at cluster field days)</p> <p>6. Continue to seek feedback from all stake-holders to attend to and be responsive to school hauora / well-being needs (SL Team; teachers; Mutukaroa Community Liaison teacher; students; parents)</p> <p>Feedback sought by teachers through Seesaw and Google Classroom was used to improve our teaching delivery in lockdown. One whole-school student wellbeing survey was done.</p>
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		<p>(See Principal's Reports; See Annual Survey feedback; See parent comments on See-saw and Facebook; Observation of students in and around the school)</p> <p>7. 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>The focus on supporting others, being empathetic and problem solving has been a positive feature of this year. (Observation of students in class and in the playground)</p> <p>Review FRS Behaviour Learning Plan with all staff (SL Team; teachers; staff; parents; BOT)</p> <p>Not done – would be good to revisit in 2022 with new staff</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>(See the Annual Community Survey; See the Student wellbeing survey results – Term 2)</p>
<p>Maia Tinana Physical Confidence</p>  <p>To create active, healthy, happy learners who give thing a go</p>	<p>A range of EOTC experiences were created using sports club experts, Waitakere Sports personnel, support from Flanshaw teachers and parents and Te Atatu Cluster field days.</p> <p>Year 5 / 6 students went to Finlay Park Camp in Term 4 – a tradition since 1993. All teams supported teams in a EOTC experiences.</p> <p>Born to Move student-led fitness programme was introduced and established.</p>	<p>1. Review and strengthen school Health & PE systems and teachers' individual content knowledge, as needed, with a view to how to be inclusive of all students (SL Team; Lead Teacher; Experts; Teachers)</p> <p>Did happen because of innovation needed to adapt to COVID constraints in 2021.</p> <p>New playground upgrades were specifically designed to be inclusive of all students. (See upgraded nature trail and new carousel)</p> <p>2. Continue to develop opportunities for students to try new sports / cultural activities within and beyond school (SL Team; teachers; staff; parents; experts)</p> <p>Did happen – to be continued in 2021</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, The Halberg Trust) (SL Team; teachers; staff; parents; experts)</p>

	<p>Funding to develop a new 'Wapūru o Tīrewa' playground project was not secured, due to COVID's impact on trust funds.</p>	<p>Worked with all the above organizations, except for the Waitakere Waka Ama Club, in 2021. Would be good to continue to foster all above relationships (as well as the YMCA) in 2022. (See Principal's Reports; See school newsletters; Observation of students in action)</p> <p>Encourage creativity in play through Enviro initiatives (SL Team; teachers; staff; parents; experts)</p> <p>Happened but not systemically. There is room to expand the scope of creative play using our environment in 2022. (Observation of children's play; introduction of new provocations)</p> <p>3. EOTC – Create opportunity for Year 5 / 6 students to participate in an extra-curricular EOTC trip (Within NZ) in Term 4, 2021. Continue to support teams to provide a range of dynamic, exciting, new and different EOTC experiences. (BOT; Principal; Lead Teachers; Staff; Students; parents)</p> <p>Wellington EOTC trip was planned but cancelled at the end of Term 3 due to COVID. Each team did get to do some EOTC trips in Term 1 or 2. (See newsletters, Seesaw and Google Classroom updates and Principal's Reports)</p> <p>4. Further develop the school playground with a view to it being more inclusive of all through a student-led project, to keep improving it as a community facility (E.g. fitness stations / scooter racks / playground markings) (BOT; Principal)</p> <p>We were successful in adding two key playground elements to make it more inclusive for students; other improvements could be actioned going forward. (See the playground)</p> <p>5. Review school systems that support Health and PE – 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>Not actioned in 2021.</p>
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**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 was suspended, due to disruptions from COVID and staffing

Online platforms were up-scaled and used school-wide to support learning through COVID lockdowns – Dojo, Seesaw and Google Classroom – as well as website and school facebook page

Parents from different ethnic groups supported our cultural week – held Term 4.

Annual Community Consultation - completed & actioned

Flanshaw continued to be lead school for WAPA 2020 network of schools and a MAC (Maori Achievement Collaboration) member

EOL policy being reviewed nationally Flanshaw has not engaged to this point – has continued to monitor and report options to the BOT for consideration

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

Work was begun in Term 1 and continued in Term 2, but support focus shifted in Term 3 and 4 to supporting parents as home-based teachers.

Review how we share information about learning, and achievement data of different ethnicities (Principal; SL Team; Mutukaroa leader)

Not achieved in 2021.

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)

We enjoyed support from Maori whanau for the Matariki Festival performance. Opportunity to meet to plan joint projects included the Wellington EOTC Camp, Matariki Festival and Kapa Haka planning for sleepovers to prepare for an end of year competition, which was cancelled.


2. Develop online home support systems, to improve seamless home-school learning when disruptions from COVID occur, through Seesaw, Google Classrooms, providing access to devices for students who need them, home packs, tutorials, workshops and regular school events – in the process strengthening the partnership with parents as home-based teachers


This was the goal that was absolutely achieved in 2021, due to being in lockdown for more than 130 days of the year. Each term, systems to create and deliver home packs improved, as did the blend of home-based, hands on and online learning activities planned and completed by students. Flanshaw parents did all they could to support learning at home; as a result teachers have stronger relationships with parents and whānau.

(See hard packs, online student participation, team meetings / team minutes and online communication)

3. Continue to involve parents / whanau in learning programmes using a through 1-1 meetings, online use of school platforms, workshops. Facebook, projects etc)

		<p>(SL Team; teachers; Mutukaroa leader; parents; students)</p> <p>Achieved. (See hard packs, online student participation, online communication, completed work by students, parent online feedback, facebook page, verbal feedback from parents)</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>Not achieved in 2021.</p> <p>5. 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)</p> <p>Not achieved systemically in 2021, but families were supported in a range of ways, where there were needs identified. All planned events to acknowledge festivals and cultural events were cancelled due to COVID.</p> <p>6. Support BOT-led community projects and Friends of Flanshaw initiatives, linked to strategic and annual priorities (BOT; SL Team; Lead parents)</p> <p>A tree-hut building project was planned to complete in Term 4 – this will happen in the New Year. (See plans; See Principal's Reports)</p> <p>7. Annual Community Consultation to be completed & shared (Principal; DP; parents; BOT)</p> <p>Done (See Annual Survey Results)</p> <p>8. Continue to be WAPA 2020 Lead school and to be part of MAC – 2021 onwards (Principal; DP; SL Team; Lead teachers)</p> <p>Done (See Annual WAPA 2020 Chairperson's Report)</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>
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		<p>Not achieved in 2021</p> <p>9. Monitor impact of COL / Kahui Ako and the new Education Support Agency restructure policies and implementation as they continue to roll out (BOT; Principal) Consider implications for Flanshaw (BOT; Principal)</p> <p>Ongoing</p> <p>10. 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 – not a priority in 2021 as COVID disrupted meetings. Online ZOOMs linked people and organizations in new ways.</p>
<p>Kaupapa Iwi Learning for Sustainability</p>	<p>Implemented a plan to support FRS towards becoming a Zero Waste school</p>	<p>1. To become a Zero Waste School by the end of 2021 (SL Team, teachers, staff, parents, students, community)</p> <p>Goal was worked on – but disrupted by COVID (See reduced budget for rubbish; See smaller bins and reduced rubbish in the grounds)</p>
	<p>Linked intent of our 'Learning Landscape Plan' to class initiatives, with a focus on 'Pathways' was not possible in 2020 due to COVID disruptions</p>	<p>2. Begin work on the Part 2 of the 'Waionui o Tirewa' project – as part of the 'Learning Landscape Plan' as alternative funding allows (Principal; Enviro Team)</p>
<p>To learn and applying Enviro-school principles of sustainability so staff, students and whanau know they 'make a difference in the world'.</p>	<p>Gardening programme – happened in some teams</p> <p>As a 'Beyond Green-Gold School' students had several projects they led – Music Equipment programme, Born to Move, Friendship Seat, Kawakawa Balm production, Enviro Visual Arts Exhibition</p>	<p>Build a propagation shed Install rainwater tanks (funding permitting)</p> <p>Not achieved.</p> <p>3. Continue to action the 'Learning Landscape Plan' – linked to class programmes – Pathways being the theme for 2020 and 'Papatuanuku's Playground' being the 2021 theme. (Teachers; students; experts; parents)</p> <p>Not achieved in 2021.</p> <p>4. 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. (SL Team; Enviro lead teachers; teachers; students; parents)</p> <p>Was a feature of online units of work in 2021. Enviro themes of student agency and learning</p>

		<p>about sustainability were strong themes that were part of planning, teaching and learning. (See Enviro projects students worked on with ESTAs; See BOT Report on allocation of 'R' Units for teachers leading Enviro work)</p> <p>Share student-led/ whanau led legacy projects and initiatives across and beyond the school (Teachers; Lead teachers; Enviro lead students; students, ESTA, whanau)</p> <p>Not achieved in 2021.</p> <p>Employ two ESTAs (Enviroschools Teacher Aide) through a WINS scheme, to support the Lead Enviro teachers with their annual programme of work (Principal; WINS; Tomata Foundation, ISAP)</p> <p>Done – We have employed one of the ESTAs as a LSS member for 2022.</p> <p>5. 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)</p> <p>Not a priority in 2021.</p>
<p>Nga Whakapiringatanga</p>  <p>To develop an environment that creates 'optimum conditions for learning'</p>	<p>Strategic Plan reviewed, with input from BOT, leaders, teachers, students and parents / Annual Plan implemented</p> <p>Legislative and mandated requirements met</p> <p>10 Y A and 5 Y A in process (Junior Block still not signed off from 2019; Disabilities Upgrade Project completed; Front Carpark Project planning done; Playground Upgrade not yet begun)</p>	<p>1. Implement the annual plan (BOT; principal; SL team; teachers)</p> <p>The Annual Plan was not fully implemented in 2021, because priorities changed as we adapted teaching and learning to be done online, with hard packs at home for a third of the year. (See Principal's Report and review of progress each month against annual goals)</p> <p>2. Ensure all operational tasks are attended to as required through the new National Education Learning Priorities and 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. (See revised Strategic Plan; Annual Plan; Principal Reports; Health and Safety Reports; COVID Newsletters; Annual Audit Report; Student Progress and Achievement Reports – Term 1 and</p>

		<p>2; Student Portfolios; End of Year Summaries of Learning)</p> <p>3. Ensure legislative requirements are met (BOT; Principal; SL team; teachers; staff)</p> <p>Done.</p> <p>4. Oversee minor and major capital works as per the 5 and 10 YA Plans (Including plans for Classroom upgrades as per a new 5 Y A funding drop in July, 2021) (BOT; Property Manager; Principal)</p> <p>Done. (See 10 Y A / 5 Y A Plans; See building project documentation; See Principal Reports; See the school site)</p> <p>5. Consider developing a proposal for the development of a new School / Community facility (BOT; Principal; community)</p> <p>Not achieved.</p> <p>Further develop school facilities as funding allows (BOT; Principal; Community)</p> <p>Done – See Nature Trail upgrade, carousel installation and the new Senior School playground upgrade (to be completed by February, 2022).</p>
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IN SUMMARY:

Goal 1: For learners to build strong academic foundations upon which to achieve success in learning

This year has been a year of disruption in learning. The biggest challenge with online learning has been engaging all students, doing sequential teaching of key concepts for students, while also catering for individual needs. ‘Assessment for Learning’ pedagogy PLD was begun, but is still not embedded practice in all classrooms. ‘Universal Design for Learning’, that prioritizes outliers is another pedagogical approach that has been used more effectively in some teaching programmes than others.

Students have had very variable experiences of learning this year and factors beyond the control of the school, have influenced progress students have made. Next year, it will be important for teachers to start the year, teaching from where students are ‘at’ – and to carefully build confidence and engagement levels with well scaffolded lessons that see all students being successful. The focus for the year should be on progress made, engagement, confidence and effort – all of which will contribute to positive gains in achievement levels if done well. Supporting academic, social and emotional learning at every level needs to be the ongoing goal for 2022.

Goal 2: For learners to develop personal sense of cultural identity/ language / sense of self

Our goal to become bilingual school will only be realized when teachers and students both work every day, to develop their knowledge and use of Te Reo.

We have lead teachers in each team, who have strengths in Te Reo / tikanga, so with a consistent school-wide focus, it could be possible to aim for teachers and senior school students to achieve Level 2 Te Reo in 2022.

To continue to strengthen our relationship with the Te Atatū Marae Coalition Trust should be a priority as they are close to beginning the new Te Atatū Marae building project. The vision of this group is that this marae will become a cultural learning hub for the local community, which aligns with our vision for developing strong, culturally centred students who know who they are and where they are from.

Support through the 'Maori Achievement Collaborative' will also strengthen our links to local iwi.

Goal 3: To enhance learners' positive attitude, values, mindsets and social skills

This year, everyone has been under stress because of the COVID lockdowns. Staff professional development to learn about the neuroscience of the brain, how trauma affects the brain and mindfulness will all be relevant, as we continue to navigate new stages of the COVID pandemic.

It could be useful to utilize Anne Lowe's strengths in yoga in 2022 and teach students and staff routines that become 'what we do each day', to strengthen individual, class, team and school-wide responses to support people to cope with uncertainty, anxiety, fear and negative behavior.



Goal 4: To create active, happy, healthy learners who will give things a go

Every year, teachers plan to create new, exciting, different physical education experiences. We have developed some positive partners in this work. To build on the range of opportunities offered to our students, within and across schools at all school levels, could be a 2022 goal.

2022 is a Finlay Park Camp year, so possible EOTC week foci for all teams, could be a feature of Term 4 plans.

Goal 5: To support our whanau as first teachers, so they have capacity to support student learning now and in the future

This has been the year of the parent as 'first teacher'. Some families rose to the challenge. Some did their best and some families opted out. Reactivating Mutukarua, to target key families to strengthen home-learning support, could be a critical focus for 2022.

Having said this, the Flanshaw Road School parents have worked hard this year to support their children as much as they could. Work produced and shared online has been high quality, as has the strengthening of communication home-school and relationships. For teachers to share some of the strategies they used to do this, could help all of our teachers to connect more effectively with all parents and care-givers.

Goal 6: To learn and apply Enviroschool principles of sustainability so staff, students and whanau know they make a difference in the world

While COVID has been the dominating influence of 2021, so too has climate change. The work we do to empower students, to view learning through the Maori world view, to celebrate and understand the diversity of our community and to build students' knowledge and understanding of what it is to be an eco-warrior, needs to continue.

We have employed an ESTA in 2022, which will strengthen the Enviro-Team mahi. It would be great to see teachers and staff continue to prioritize sustainable community systems (recycling, garden to table, student-led projects) and to work with outside groups like 'Community Waitakere' on local environmental projects.

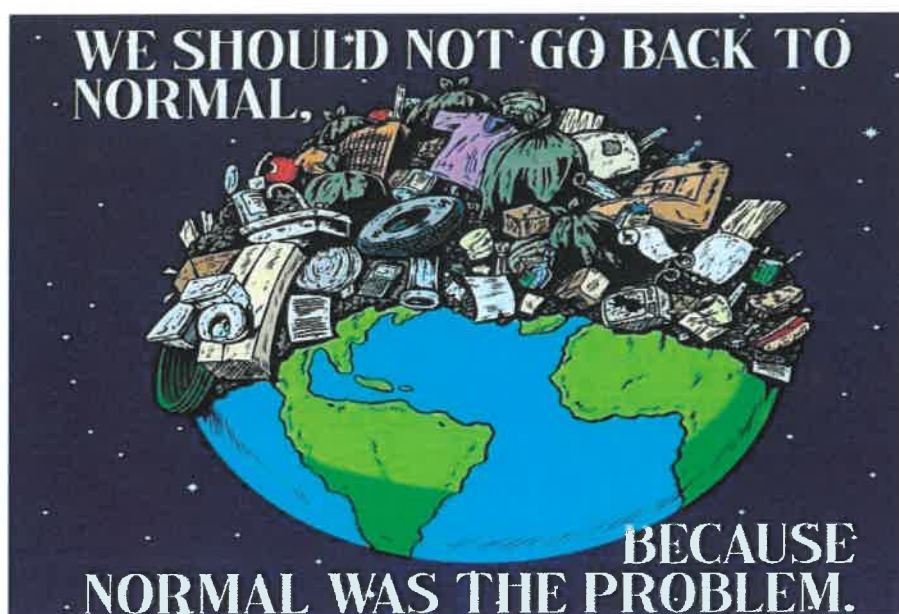


To continue to aim to be a 'Zero Waste' school needs to be a 2022 goal – we are very close to achieving this.

Goal 7: To create an environment that creates optimal conditions for learning

A school is an ecosystem and all parts of the system have to be well, for it to thrive. To attend to all the structural, legislative mahi provides a strong platform from which to aim high and achieve well.

Flanshaw Road School will be an optimum place for learning when relationships are well, feedback loops inform practice, the locus of control is shared and where everyone feels connected, valued and that they can make a difference in large and small ways.



SECTION 3: Summary of Student Progress and Achievement

Traditionally, this section of the Annual Report is a summary of student progress and achievement in reading, writing and mathematics for Term 4, together with a summary of ethnic data. This year, because students have not been at school for close to two terms of the year, normal assessment tools have not been able to be used to assess what students' current achievement levels are.

What teachers have done in Term 4, is to base end-of- year summaries of students' learning on 'Overall Teacher Judgements'. This has been done using

- a) Progress and Achievement Data from Term 2, that was based on standardized assessment tools and student work samples or demonstrations of learning.
- b) Observations of students' participation, engagement and online work.
- c) Tasks students had completed – in person or online.
- d) Conversations and discussion with students and parents.
- e) Teachers' knowledge of the student, of curriculum levels and their informed evaluation of where they think students currently are in relation to the New Zealand Curriculum levels.

End of Year Summaries of Learning look very different this year.

They contain 'Overall Teacher Judgements' about students' current achievement levels in reading, writing and mathematics, along with student and teacher assessments of skills and dispositions and general comments. They have been designed to inform students and parents about progress that has been made this year and the levels teachers think students are at, at this time.

They have also been designed to give each child's 2022 teacher a starting point to begin planning from.

Unlike other years, we have not looked to benchmark students' current levels against expected levels of achievement. In this year of COVID, to do this would be to highlight the inequities that exist in our students' homes, that have impacted on their learning. Inequities include access to a device, a quiet space to learn, someone to support learning when students needed help, a home routine that worked in with school online routines, broadband width, a reliable internet connection to name a few.

It is our intention to create a summary of Student Achievement in Term 4, 2021, to use for planning in 2022. It will include cohort statements about where students are at in reading, writing and mathematics, and cohort areas for development to inform teaching and learning in 2022.

What it will not begin to capture is the personal, subjective, emotional, social, mental rollercoaster of a year each student has been on during 2021. It will not capture the challenges students have overcome this year, their talents, their interests, their skills and dispositions or what factors have influenced them to be engaged or not, this year. It will not capture what they need by way of support, to reconnect next year.

This will be the first 'puzzle of practice' for teachers and staff to solve in 2022.

