Flanshaw Road School

Te Ara o te Ra

ANNUAL REPORT

2015

"Growing leaders of tomorrow"

Overview of 2015

Term 1:

Having been away for six months on the ASB-APPA Travelling fellowship in 2014, it was a pleasure to return to Flanshaw Road School at the beginning of 2015. Teachers began the year with another 'Teachers Only Day' event, visiting Albert Park, The Auckland Art Gallery, Waiheke Island's Sculpture Trail and Cable Bay and completing a range of tasks and team building activities, in preparation for 2015. On Day 2 teachers all created very special pepehas to put up on our new website; teams have worked together to get long term planning ready to go, while also planning activities to begin to 'learn the learners' that are their 2015 classes. We had a smooth start to the year, despite having a lot of special needs students that required intensive support in the first two weeks. Our Learning Support staff and teachers did an outstanding job supporting these students, to ensure they settled into routines, while also minimizing disruption to other students.

During the term we had a team of students working with the Local Council on the fitness trail our students instigated in 2014, which was installed along Henderson Creek walkway in June.   We entered the West Auckland Soap-box Derby for the first time and entered a team in a new weekly cricket competition for students who do not play Saturday cricket. We had our first school-wide 'Chinese New Year' celebration in Week 4, supported by our Chinese parents and grandparents and a successful 'Family Fun Night'. Six of our teaching staff started Te Reo classes, which continued through the year.

Students enjoyed the focus on swimming during the term along with a range of trips and sports events. In Term 1 our new Anzac Garden was created by Kevin Davis, Debs and Pete Weerdenburg. It was an extremely timely in this, the 100th year since the battle of Gallipoli in World War 1. The project also enabled us to re-site our school flag-pole, which was taken down when we extended our administration block in 2006 and built our new staffroom.

Politically the Joint Initiative between the Ministry of Education and NZEI dominated the first half of 2015, and without success in getting any change to the 'Investing in Education Success' policy. The Ministry of Education chose to push on with their agenda of 'incentivizing' schools into 'Communities of Learning'. The undemocratically elected Education Council also came into existence.

Term 2:

Term 2 began two staff members down, one with injury and one needing surgery. A range of programmes and projects got underway, supporting special needs and gifted and talented groups of students. These included the Playground Design Team, who did some work on the Jetty Project with Parks and Recreation personnel from the Auckland Council, the 'Learning Auckland' writing group, the Student Council, the Sculpture Group, the Librarian Group, the Extension Cross-fit Group, basketball teams and netball teams. The Junior and Senior Kapa Haka groups were focused on the preparing for performances in Week 6 and they and the Salsa Group also performed at a Matariki Festival at Rutherford Primary School. Work on Enviro systems across the school saw each team take on responsibility for a major system. Our Visual Arts week, with its focus on creating outdoor sculptures / artworks that supported learning about sustainability, or added a 'fun' dimension to the site, were created and installed.

The term was a strong learning term, with teachers focused on running strong classroom programmes in the lead up to Student-led Conferences at the end of the term. External PLD providers in Mathematics and SOLO Taxonomy worked with teachers and Teacher Inquiry projects were in process. Our Kiwi-sports activator resigned from his position with the Te Atatu Cluster of schools and we had several families leave the school community to relocate in Australia, Tauranga, Gisborne and Christchurch, as a result of the over-heated Auckland housing market.

Term 3:

Term 3 was very wet and there was a lot of flu and people coping with family trauma, both within the staff and in the school community. In Week 5 the school hosted eight Chinese teachers from Suzhou, Shanghai. They had a great week of learning and were very appreciative of our school, our teachers and our students.

Our students have competed in a range of different sporting events over the term, including soccer, basketball, table-tennis and netball. Our Year 6 netball team compete in a final at the Te Pai Courts, where they were a close second in their grade. Our boys came fourth in an Auckland Rugby League competition. Basketball teams and girls' soccer teams represented our school in West Auckland competitions. Mandy Martin and Cesca Luafalealo competed in national Cross-fit championships, where their team came third! This year, as well as students preparing for English Speech competitions, we entered students in the Tongan, Samoan, French and Chinese speech competitions and one of our students came second in the Auckland Tongan speech competition.

As we approached the end of the term teachers and students were working hard on the whole-school production. The 2015 show was called 'Second Star to the West' and was a wonderful vehicle to showcase talent in our school. I would venture to say it was one of our best productions. Each class item was unique, original and entertaining and the whole show was coherent, due to the team of Year 6 actors that wrote the link-script and delivered it with style!

Term 4:

Term 4 saw our school host thirty-three principals from the United Kingdom, on behalf of the WAPA 2020 Network of schools that we have been part of for eight years. The feedback was very positive and principals that spent time in our school were very appreciative of the cultural dimension of the school, the students' ability to discuss their learning and the flexibility we have with our curriculum. A new 'Globe-trotting' programme was trialled, in consultation with our minority ethnic families, which elevated both the mana and visibility of all the cultures in our school community. Twenty four senior school students and teachers spent time in Northland and visited Cape Reinga, while classes at school engaged in a range of 'Education Outside the Classroom' activities.

Students in our Kapa Haka group, our Pacific Island Cultural group, our Bollywood group, our Tuvaluan group and our Salsa Group performed at our annual Cultural Day and the WAPA 2020 Multicultural Festival. Our Indian parents supported the school to celebrate Diwali, by supplying saris for all our female teachers and organizing a range of activities for each class to participate in, in the hall. The Board of Trustees and Senior Leaders spent time working on our Strategic Plan, specifically strengthening our Maori Strategy and Pacific Island Strategy.

This term teachers shared their inquiry projects with staff and in the last three weeks have been assessing students' progress, current achievement levels and 'next steps' and collating this information for Student Portfolios and end-of-year reports for the Board of Trustees and the Ministry of Education. Senior leaders and teachers have been involved in a range of review processes to gather information to inform 2016 planning. Draft budgets for 2016 have been prepared, as have end-of-year accounts for the auditors. Applications for Teacher Innovation projects we hope to run across the WAPA 2020 schools have been started, focusing on Cultural Responsiveness and 'Science, Technology, Engineering, Arts and Mathematics' (STEAM).

In Summary:

Our teachers and staff could not have worked harder on their learning and on supporting students to achieve success this year. When considering the overall academic progress and achievement that has been made this year, it reflects where teachers have focused their PLD, as well as the work students have done. The focus we have had this year on developing parent capacity as first teachers has been a major focus for teachers and support staff. We have made a lot

of literacy and numeracy games for parents to use at home to reinforce learning and to develop students' basic skills. This, along with the Mutukaroa support programme to build parents' assessment literacy and our focus on 'Holiday reading' has seen strong results, particularly in reading, across the school.

At year end we have seen change in the office with our administration assistant leaving to take up full time employment and our bursar taking on a new challenge at another WAPA 2020 school. We have two teachers leaving us at the end of the year. Apart from this, our teaching and support staff remain stable.

Politically, the year has seen the new Education Council begin their reign trying to get new Teacher Registration and Relief Teacher Registration processes sorted. NZEI are currently involved in pay negotiations on behalf of primary school teachers and principals, which are not going well. The Ministry of Education is working to restructure schools into 'Communities of Learning', which has had slow uptake. Working on the New Zealand Principals Federation Executive this year, has afforded me opportunity to meet with a range of key people who are tasked with leading change at national level. In a time of change, it is important to have a clear vision for our students and our school, so we can navigate an ever-changing education landscape without losing sight of our core values and our beliefs about what matters, in supporting students to achieve success in learning.

Nga mihi nui

Dr Cherie Taylor-Patel

PRINCIPAL

Flanshaw Road School

The Structure of the Report:

The second section of this report is a summary of the progress we made this year in each NAG area and where evidence of this work has been sighted. The third section of the report is our school's snapshot of achievement levels at the end of 2015 and a summary of progress our Target Students have made in key academic areas. This is followed by the Ministry of Education template for recording student achievement data and the Analysis of Variance.

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

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

GOALS	ACTIONS	EVIDENCE
Continue to support PLD in 'assessment literacy' so information informing teaching, learning, assessment and reporting cycles, is reliable, accurate and valid. Continue to analyse student progress, engagement and achievement information to inform the strategic direction of the school Continue to develop teachers' "deliberate acts of teaching" informed by data, that supports all students to learn about their learning. Continue to reinforce the importance of teachers using and sharing assessment information with students, through Goal-Setting meetings in Term 1 and Student-led Conferences in Term 2 each year – and Student Portfolios that provide a snapshot of progress and achievement being made each term.	• Differentiated staff PLD each term – at WAPA 2020 network level, with Team Leaders, in teams and with new teachers • Informed by Principal and Senior Leadership team analysis / Cluster analysis of student progress and achievement • Teacher planning; team PLD / tutor teacher PLD for new teachers in using data to inform planning and teaching • Prep for Goal-setting meetings • Student-led Conferences – Term 2 • Student Portfolios	• Staff PLD Overviews • Teacher Surveys • Student Progress and Achievement Reports • Teacher Planning • Team PLD Planning • Observations in classes • Class programming • Student workbooks • Goal setting meetings • Student-led Conferences • Student Portfolios

Continue to embed SOLO Taxonomy across the curriculum to refine and further improve assessment in all curriculum areas and student understanding of themselves as learners	• PLD with Pam Hook 3X a year for each team in the school	• Planning • Classroom environments • Students • Student Portfolios
Continue to support students to become 'experts about themselves as learners' so they leave Flanshaw Road School with a strong knowledge of assessment, assessment tools and the information they need to achieve success in learning	• Monitor students' collective development of knowledge of themselves as learners	• Observations in class • Appraisal interviews with students • Student surveys • Video clips of students • Reporting events

GOALS	SUMMARY OF PROGRESS / POSSIBLE NEXT STEPS
Continue to support PLD in 'assessment literacy' so information informing teaching, learning, assessment and reporting cycles, is reliable, accurate and valid.	This year we revisited assessment with 'Provisionally Registered Teachers' to build their understanding of how it needs to link to teaching and learning. Oral feedback and feed-forward, written feedback and feed-forward and using wall displays to support student peer and self-assessment are all important routines to establish and hone.
Continue to analyse student progress, engagement and achievement information to inform the strategic direction of the school	Each term data in reading, writing and mathematics were collected, collated by team leaders, analysed and used – to report to the Board of Trustees, to plan Team PLD and to allocate Learning Support Staff resource. The Term 4 data gives us good information from which to plan PLD for 2016. We have been accepted into a MOE Literacy PLD programme, which will come with in-class facilitation support for teachers.
Continue to develop teachers' "deliberate acts of teaching" informed by data, that supports all students to learn about their learning.	Flanshaw Road School, like many schools in Auckland, has a unique, multicultural community. Because of this teachers need to be very good at teaching skills in oral language, building subject-specific vocabulary and academic English. With the Mathematics PLD this year, with its focus on problem solving, just how strong our students are in academic English was reinforced for teachers.

	Many of our teachers consistently use 'deliberate acts of teaching' to ensure students are building language skills across all curriculum areas. This will need to be an on-going focus in 2016.
Continue to reinforce the importance of teachers using and sharing assessment information with students, through Goal-Setting meetings in Term 1 and Student-led Conferences in Term 2 each year – and Student Portfolios that provide a snapshot of progress and achievement being made each term.	The formal processes we have to use and share assessment information in 5 week meetings, 1-1 Mutukaroa meetings with parents, three-way goal setting meetings and student-led conferences continue to build our community's capacity in 'assessment literacy'. The quality of our reporting is extremely high and I would go so far as to say a defining feature of our school. It is the formal part of the continuous cycle of improvement in learning that teachers and students work on. These systems ensure student and teacher reflections upon learning are timely and 'next steps' are clear, challenging, shared and supported by teachers and parents.
Continue to embed SOLO Taxonomy across the curriculum to refine and further improve assessment in all curriculum areas and student understanding of themselves as learners	Teachers have really appreciated working with Pam Hook again this year. While SOLO Taxonomy is a part of all planning it is not always used across all curriculum areas by teachers. A focus for 2016 needs to be how to link learning in any lesson to written success criteria based on SOLO Taxonomy, that captures the quality of thinking and learning that students have engaged in.
Continue to support students to become 'experts about themselves as learners' so they leave Flanshaw Road School with a strong knowledge of assessment, assessment tools and the information they need to achieve success in learning	Students at Flanshaw Road School continue to learn about themselves as learners and to develop the skills to articulate this. This year we had 33 United Kingdom principals visit our school. Several of them talked with students from Year 1 and Year 5 and 6 about their learning and how Student Portfolios work and this is what the UK principals shared with their colleagues at the reflection meeting later that day. We tend to take this skill students develop for granted and it is not until we have an outside lens that we realise just how well our students do know themselves as learners. This too, is a defining feature of our school, and one that we value.

In Summary: Possible Next Steps for 2016:

- As leaders of the school continue to use student data to make informed decisions about PLD at staff, team and individual levels.
- Participate in the 2016 MOE Literacy PLD programme.
- Continue to focus on building teachers' capacity to develop students' oral academic language across a range of subjects.
- Continue to use SOLO Taxonomy as a tool to make explicit excellence in learning. |

	• Continue to ensure students have 'air-time' in class to develop their skills in articulating aspects of their learning to a range of audiences – to deepen their knowledge of themselves as learners. • Continue to encourage deep understanding of learning making explicit the process of how this is done.

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

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

GOALS	ACTIONS	EVIDENCE
Annually review curriculum planning, delivery and coverage to inform future planning. Review the effectiveness of 'AfL' and culturally responsive pedagogy approaches, as they relate to student engagement, progress and achievement levels	• Check planning for consistency with Flanshaw Road School guidelines • Check curriculum overviews for coverage • Teacher surveys – to link to PLD • Senior leaders observation of teachers throughout the year • Student surveys to be done	• Long term planning • Curriculum overviews • Observation of teaching practice • Planning • Room environments • Teacher survey/s • Student survey/s • Teacher-led projects being developed and shared
Continue to support teachers to plan and teach using effective, evidence-based teaching	• AfL' professional development (staff/ team / individual), linked to Appraisal goals (inquiries)	• Planning • Appraisal Inquiries • General classroom observations

strategies – 'Assessment for Learning' being our baseline pedagogy		• Student competencies
Systemically strengthen culturally responsive pedagogical knowledge of teachers, to enrich teaching practice at all levels of the school	• Culturally-responsive pedagogy PLD as a staff, linked to Appraisal goals (inquiries) • Teacher-led projects and initiatives that build relationships with students and families of different cultures	• Staff PLD • Teacher-led projects and initiatives • Classroom environments • Parent feedback / surveys
Continue to encourage teachers to plan authentic, 'hands on', relevant and meaningful learning experiences, using the expertise of the whole community (and beyond)	• Staff PLD • Modelling authentic learning • Through teacher Planning make links to other organizations / experts / people who can enrich learning	• Teacher planning • The extent to which we have people other than teachers supporting class learning
Support teachers to experiment with blended learning / BYOD, digital learning, gamification (use of digital games to support student learning) and supporting learning in formal and informal spaces informed by a 5 year ICT Strategic Plan.	• Individual PLD • Links to teachers' inquiry projects • Teachers experimenting with different types of digital technology to enhance learning • ICT team to create ICT Strategic Plan to inform on-going development of our ICT capacity	• Teacher experimentation • Teacher planning • Range of digital devices / strategies being used by individual teachers • ICT Plan will have been developed • Charitable Trusts application will have been put in to purchase more ICT equipment
Ensure programmes are differentiated to meet specific learning needs – E.g. IEPs (Individual Education Plans), IBPs (Individual Behaviour Plans), ISPs (Individual Social Plans), Special Projects, Correspondence School etc. as needed Ensure core values and Enviro-School principles are embedded within teaching programmes	• Programming to be developed in teams and differentiated to meet specific learning needs • IEPs, IBPs, ISPs, and Projects will have been developed to meet the needs of specific students • Establish the 2105 Enviro Team. • Create a strategic plan to support people across the school to link in – at whole	• Planning • Observations in classrooms • IEP, IBP, ISP paperwork • General parent surveys • Special Needs Parent surveys • An annual plan to be established

across the school as we move towards 'Beyond Green Gold Status'	school level, team level, class level and individual level • Make connections to outside organizations to help drive our school to become more eco-friendly in key areas	• School, team and class systems to be more connected, integrated and embedded as "how we do things here" • Enviro projects to be completed • Evidence of changes in habits to be collected
Implement Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13	• Engage a tutor to support teachers to learn Te Reo • Engage a Te Reo tutor to teach in the Senior School classes • Continue to employ tutor to lead kapahaka • With senior leaders create a plan to systemically introduce Te Aho Arataki Marau mo te Ako i Te Reo Maori • Organize an extra-curricular Northland Cultural EOTC trip	• Teachers will have learned Te Reo • Students will have learned Te Reo • Kapahaka will have continued to complement other work • Year 5 and 6 Maori students Iwitanga project report • Teacher planning will reflect use of Te Aho Arataki Marau mo te Ako i Te Reo Maori curriculum • Northland Cultural EOTC Trip will have taken place
Through the MOE ALIM Project develop and strengthen teacher content knowledge, pedagogy and delivery of mathematics school-wide to improve student achievement	• With the maths team develop an Annual Plan of PLD that will support school-wide, team and individual capacity building in the teaching of mathematics • Review assessment in mathematics to develop more consistency in expectations and knowledge of assessment • Identify key target groups of students – to create a Mutukaroa type intervention – to accelerate learning • Make links with schools in WAPA 2020 also on the Alim Project	• Teachers feedback about PLD in mathematics • Student progress and achievement data • MOE reports • Lead teacher reports • Target Student Reports • WAPA 2020 Reports

Oral Language – To further develop use of oral language strategies across curriculum areas, so all students become more articulate	• With the Literacy team develop an Annual Plan of PLD that will support school-wide, team and individual capacity building in the 'DATs' of oral language teaching, with a focus on vocabulary • To make links with the MOE Alim project and the development of mathematics vocabulary	• Literacy Reports – Oral Language • Mathematics Reports
Reading – To explore ways to minimize the impact of the 'Holiday / Summer Slump' in reading – based on reading data (2014)	• With the Literacy team develop an Annual Plan of PLD that will support school-wide, team and class programming that will motivate and encourage reading during holidays – as part of a strategy to improve reading results	• Literacy Report – Reading • Team Leader Reports
Writing – To review ways in which effective teachers keep students moving through different stages of the curriculum	• With the Literacy team develop an Annual Plan of PLD that will support school-wide, team and individual teacher learning • Link to the WAPA 2020 Group of schools also focused on this topic	• Literacy Report – Writing • Team Leader Reports

GOALS	SUMMARY OF PROGESS / POSSIBLE NEXT STEPS
Annually review curriculum planning, delivery and coverage to inform future planning.	Teacher planning was reviewed each term. The quality of planning across the school is extremely high. It includes long term planning, weekly / medium planning and daily planning. It provides a strong basis from which to teach effective lessons. (See Planning Documents, Quality Assurance Documentation)

Review the effectiveness of 'AfL' and culturally responsive pedagogy approaches, as they relate to student engagement, progress and achievement levels	Over the year evidence of 'Assessment for Learning' pedagogy and culturally responsive pedagogy was seen in planning, in lessons, in wall displays and in the range of 'external experts' and parents teachers accessed to access students' cultural capital. This year this process developed new and stronger relationships with parents and teachers, but did not always translate into strong enough progress and achievement. Continuing to develop strategies to develop cultural centeredness, to build stronger academic skills and capturing the story of what works best will be the challenge in 2016. (See Staff PLD, class planning, class walls, teacher inquiry projects)
Continue to support teachers to plan and teach using effective, evidence-based teaching strategies – 'Assessment for Learning' being our baseline pedagogy	Planning formats in our Curriculum Delivery Folders were again reviewed and used by teachers to support planning and use of 'Assessment for Learning' strategies across our school. This includes specific learning intentions, defined and written tasks, feedback and feed-forward from peers and the teacher, reflection upon learning and the identification of 'specific next steps'. (See Curriculum Delivery Folders, Teacher Planning, Classrooms)
Systemically strengthen culturally responsive pedagogical knowledge of teachers, to enrich teaching practice at all levels of the school	This year several teachers made this a specific focus for their personal inquiries into teaching. Two teachers began post-graduate papers with a focus on Culturally Responsive Teaching. Through WAPA 2020, lead teachers learned about different strategies other schools have used and are using to work on developing cultural depth. One school created three types of school targets – an academic target, a cultural target and a social target. Another school had introduced a 'Globe-trotting' strategy that involved parents of all minority cultures. We trialled this programme in Term 4, 2015, and will look to extend and improve this programme in 2016. Six teachers in the school attended classes in Te Reo this year. Student Engagement Surveys showed all students thought their teachers valued their culture. One way to strengthen our cultural pedagogy will be to systematically develop teachers' knowledge and use of Te Reo, and languages students in their classes are fluent in in 2016. (See Globe-trotting planning, teacher reflections, Te Reo notes, Student Engagement Survey results – 2016)
Continue to encourage teachers to plan authentic, 'hands on', relevant and meaningful learning experiences, using the expertise of the whole community (and beyond)	To support students' motivation in learning we had a concentrated effort on planning 'hands on' learning experiences in Term 2. This was an opportunity for teachers to specifically plan for students to learn through doing and then to link this back to literacy and numeracy in particular. This happened in regular class lessons in reading, inquiry and mathematics. The Visual Arts week was a great vehicle for this approach to teaching and learning, as was making costumes and props for the

	school show in Term 3. A way to further strengthen this would be to use John Hattie's latest research that suggests students need to a) learn facts in a range of different ways b) link the facts they know to concepts and then c) apply the concepts in another context. This could be a framework that strengthens and deepens this learning approach in 2016. Making learning authentic and relevant is an on-going goal. (See Enviro projects, teacher planning, school show)
Support teachers to experiment with blended learning / BYOD, digital learning, gamification (use of digital games to support student learning) and supporting learning in formal and informal spaces informed by a 5 year ICT Strategic Plan.	During the year there was some experimentation with BYOD – students bring devices to school and using them in lessons. It was found students were much more careful of digital devices they owned than ones owned by the school. Systems worked well re: securing the devices and ensuring they were not damaged. Some teachers used their 'closed face-book' pages to keep parents informed about teaching and learning in the classroom to great effect. Other teachers used this platform for information sharing. Teachers used different apps and games in the class, as part of their literacy and mathematics programmes. In ICT, students continued to develop their ICT technical skills. We bought two 3-D printers this year, which students used to create specific objects. This will be a major focus in 2016 as part of the STEAM (Science, Technology, Engineering, Arts & Mathematics) Project. The goal will be to ensure students are using technology in creative ways, to create products, services or to solve a problem. (See ICT programme assessments, Face-book communication, Classroom observations)
Ensure programmes are differentiated to meet specific learning needs – E.g. IEPs (Individual Education Plans), IBPs (Individual Behaviour Plans), ISPs (Individual Social Plans), Special Projects, Correspondence School etc. as needed	This year strong and effective 'Individual Education Plans' (IEPs) have been developed to support the learning of our ORRS students and students with moderately high needs. These plans have been well supported by external experts from different organizations, such as Arohanui Special School, Blenz and the RTLB Service. (See IEPs, IBPs, ISP Planning, RTLB Records of Special Needs Meetings)

During the year we had a range of IBP and ISP strategies developed to meet the needs of groups of students as they arose. One such programme was a buddy programme where key middle school students who were struggling in the playground were buddied with a Senior School student, who checked in with them and supported them to start and play games successfully. Another programme was withdrawing key students that needed a literacy boost during Fitness time, to work on specific skills for two or three weeks at a time. (See Target Student results, student progress and achievement results) |
| Ensure core values and Enviro-School principles are embedded within teaching programmes | |

| across the school as we move towards 'Beyond Green Gold Status' | This year each team in the school took responsibility for key Enviro systems in the school. It was a way to revisit Enviro learning done in previous years, to ensure all teachers were involved and responsible for an aspect of our community's sustainability focus and to link up 'big' systems. As a result Kakano and Pihinga teams now lead the 'Garden to Table' programme; the Middle School lead the recycling programme (paper / rubbish) and the Senior Team are responsible for the Worm Farm and organic composting, including making worm tea for all the gardens. Some of the Visual Arts projects created this year had a specific Enviro-learning focus. The drain messages and the 2-D water mural were examples of this. Teachers and students did a re-visioning exercise and each class was asked to identify things they liked in the school, things they thought were OK and things they want to see improved. This will inform our Enviro project foci going forward. (See school gardens, worm farm systems, recycling systems, displays and sculpture arts projects)

We have applied for funding for Water Tanks and a Propagation shed, through the Auckland Council. This year I completed a review of "where we are at" with our Enviro-school facilitator. We will make a plan for 2016, based upon this information, to ensure we keep developing knowledge about different aspects of Enviro work that will support us as we continue to work on becoming a strong eco-friendly, sustainable community.

In 2011 and again in 2015 groups of students did work on Henderson Creek, identifying suitable places for jetties to be built, so we could get students on to the river and help pick up rubbish more consistently. This year the Local Council allocated funding for Parks and Recreation staff to develop concept plans, in consultation with our school. Funding was approved to pay for half of the cost of building two jetties. The challenge is for our school could find another $40,000. If we are successful this will be a Flanshaw/Community Enviro project for 2016. (Funding resolutions – BOT minutes, Principal Reports) |
| Implement Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13 | This year teachers have used the NZ Hour programming time to focus on developing knowledge of Te Reo /tikanga. Our next focus is to develop language games and wall displays that reinforces and supports the use of Te Reo. We have a group of teachers in the school who are keen to attend the Wananga o te Aotearoa in Lincoln Road to up-skill in Te Reo. This will build on Te Reo lessons a core group of staff began this year. To employ a tutor or teacher fluent in Te Reo to support staff, is a goal going forward. (See NZ Hour Planning, Class observations) |

Through the MOE ALIM Project develop and strengthen teacher content knowledge, pedagogy and delivery of mathematics school-wide to improve student achievement	The MOE Mathematics PLD programme was a major focus this year. Teachers were challenged to learn about and use problem-solving strategies in class programmes. It took some practice to do this effectively, as many of our students did not have good oral language skills to help them work out word problems. Through this PLD teachers used the PAcT tool to develop internal benchmarks around stages of development in each mathematics strand. As a result, consistency in mathematics problem-solving strategies has improved, as has teacher knowledge. Student results in mathematics, however, are variable this year, particularly in the Senior area of the school. How to build upon this learning, while also using student data to inform 'next steps' in teachers' PLD is the 2106 goal. (Staff PLD Overviews, Class observations, Student Progress and Achievement data in Mathematics)
Oral Language – To further develop use of oral language strategies across curriculum areas, so all students become more articulate	Oral language this year has not been a specific PLD focus; rather it has been an integral part of Mathematics PLD, NZ Hour foci and general class lessons, where 'AfL' teaching strategies encourage the development of oral language. To make more explicit the difference between social and academic language needs to be a 2016 focus, linked to our focus on developing students that have a strong academic foundation, upon which to build as they move through the school system. Gathering and recording evidence of progress in different dimensions of oral language needs to be a 2016 focus. (Teacher Planning, Class observations, Student skills seen in a range of forums, Portfolio assessments)
Reading – To explore ways to minimize the impact of the 'Holiday / Summer Slump' in reading – based on reading data (2014)	This year we have implemented a range of specific strategies to try and counter the 'summer slump' dilemma in reading. Learning support staff have made literacy games which have been given to students. Teacher meetings, goal-setting meetings and Mutukaroa meetings have seen parents learning about strategies to support reading at home. The Junior Team have done reading PLD with Resource Teachers of Literacy to improve the quality of their teaching. This year we have opened our school library in the holidays and invited our ECE and Holiday School programme to use the library. This summer we will open the library from 12.00 pm to 2.00 pm, then the school pool from 2.00 pm to 4.00 pm. We hope families who are not away will get into a routine of coming to the library before going for a swim. Reading data is particularly strong across the school at year end, which could, in part be attributed to these strategies we have put in place this year. (See Teacher PLD, teacher inquiry x1, Resources made and sent home, student progress and achievement in reading)

Writing – To review ways in which effective teachers keep students moving through different stages of the curriculum	Writing is a complex subject to teach. While you may have a group of students at a similar stage, the specific skills they have, don't have or need to work on can be completely different. Teachers have continued to work on developing strategies in this curriculum area. The Middle School team took part in a PLD project with Resource Teachers of Learning and they all felt they had improved their practice as a result. Student results show that while our students are all tracking well using National Standards criteria, progress through our local benchmarks has not been as strong as expected. Next steps need to include a strong valuation of specific next steps students need to focus on so they make a strong start to their learning in 2016. Having a focus on using writing across a range of curriculum areas should strengthen vocabulary and provide more practice. Strengthening feedback and feed-forward of independent writing activities is another strategy that could improve results further. (See RTLB Report on Writing Project; Teacher Reflections, Teacher Planning, Class observations, student progress and achievement in writing)
	In Summary: Possible Next Steps for 2016 • Continue to ensure the quality of planning remains consistent across the school, as the foundation documents that inform quality teaching and learning • Review and update time allocated for different subject areas to ensure reading, writing, oral language and mathematics are prioritized. • Continue to encourage teachers to experiment with different strategies to develop students' cultural centeredness, upon which to build stronger academic skills - and capture the stories of what works best • Continue to attend to key 'AfL' teaching pedagogy, so all strategies, particularly feedback and feed-forward, written and oral, is a teaching focus. • Systematically develop teachers' knowledge and use of Te Reo, and languages students in their classes are fluent in, in 2016. • Review and refine the "Globe-trotting" programme in 2016 • Use John Hattie's latest research that suggests students need to a) learn facts in a range of different ways b) link the facts they know to concepts and then c) apply the concepts in another context – and apply these principles to all learning, with a focus on written evidence. • Introduce the STEAM (Science, Technology, Engineering, Arts & Mathematics) Project with the goal of developing students' creative use of technology to create products, services or to solve a problem, using Universal Design principles.

	- Continue to develop IEP's, IBP's and ISP's that meet the specific needs of students in our school effectively, so they are supported to achieve success in learning - Continue to strengthen and extend our Enviro systems, embedding 'learning about sustainability' in our teaching programmes and in the daily behaviours, systems and traditions of our school. - Continue to develop Te Reo / tikanga skills and knowledge so it is used more often and integrated more effectively in teaching programmes, with support from whanau and external experts. - Build upon the Mathematics PLD, using problem solving strategies consistently in class programmes and extending this strategy to other curriculum areas, as we look to support our students' skill development in oral language. - Revisit our oral language goals and ensure 'deliberate acts of teaching' in oral language are taught as 'stand-alone' lessons, as well as practiced in a range of curriculum areas, so academic, subject-specific language is a feature of our class programmes. - Revisit our oral language matrices and how they link to class planning, teaching, assessment and reporting. - Review the quality and levels of reading activities that make up class programmes, to improve written reading comprehension skills and to lift the quality of learning using SOLO Taxonomy as a scaffold. - Across the school analyse students' current writing skills, needs and next steps, then plan using flexi-groups to improve their skills, in guided writing and when working independently. - Have a whole-school focus on developing writing skills across a range of different subject areas, using subject-specific vocabulary and SOLO Taxonomy criteria to assess quality of work.

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

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

Continue to survey all stake-holders in the Flanshaw Road School community annually and act upon feedback.	• Conduct Annual Community Survey – on paper / on line / in different languages?	• BOT Report: Summary of feedback from surveys
Continue to gather information about different aspects of the school, using forums, parent groups, parent representatives etc to inform 'next steps' in the development of a connected, learning-focused, culturally-responsive community	• Organize to gather feedback through different parent groups – Parent Representatives, Ethnic Group meetings, Mutukaroa parents, Priority project parents, New parents etc	• Summaries of parent feedback from different forums
Continue to connect with ECE providers to ensure transitions to school are as seamless as possible.	• Ensure Community Liaison teacher and NE teachers liaise with all ECE providers to make connections with students and parents • Continue to offer PLD for ECE teachers to align programming	• Senior leadership minutes • Team reports to the BOT • Principal's Report
Continue to embed a range of strategies we have developed to empower parents as first teachers.	• Continue to hold pre-school meetings with parents of 4 year olds • Continue to run induction programmes for new parents • Continue to support Parent Representative initiative	• Parent engagement will be higher • Resource making processes will be more established • Mutukaroa feedback from parents • Parent Representatives will have operated

	• Continue to encourage teachers to create positive relationships with parents	• Observation of engagement levels of parents
Embed Mutukaroa as an initiative that deeps parents' understanding of assessment, as it relates to their child, while also providing learning resources to support learning at home.	• Continue Mutukaroa • Coordinate resource making for Mutukaroa and Priority projects more effectively	• Student progress and achievement • Parent feedback
Continue to develop multiple ways for parents to connect and contribute to Flanshaw Road School.	• Support parent groups with any new initiatives they generate	• Principal Report
Continue to elevate the visibility and 'mana' of all cultural groups within the school community.	• Celebrate different language weeks • Celebrate major cultural events – e.g Chinese New Year • Support the Student Council to lead the Annual Cultural Day • Develop more external visual artworks and artefacts that reflect the diversity of our school community	• School events • Principal Report • Visual arts projects • Involvement of different parts of our community in cultural events
Continue to support the Flanshaw Road School community to becoming a leading Eco-community, focused on sustainability.	• Enviro Team to develop a strategic plan to support our school to further develop capacity as an enviro-community	• Enviro plan will have been actioned
Work with Maori Whanau to develop and implement a Flanshaw Road School Maori Education Plan, based on Ka Hikitia, to ensure Maori students achieve success, while retaining their identity, language and culture.	• Bring together a Maori Whanau Team of parents and teachers to develop an Education Plan that will systemically support our school to develop and strengthen Te Reo / Tikanga and improve Maori student progress and achievement • Create a project to develop resources linked to the Pou	• Maori plan will have been developed • Aspects of the plan shared and actioned • Pou resources will have been developed and used – within our school and across schools

Work with Pacific Island Fono to develop and implement a Flanshaw Road School Pasifika Education Plan, based on the PEP MOE resource, to better support Pacific Island students to achieve success, while retaining their identity, language and culture.	• Bring together a Pacifika Team of parents and teachers to develop a Pasifika Education Plan that will systemically support Flanshaw School to develop as a culturally responsive community and will improve Pasifika student progress and achievement • Continue to support the Cultural Group to elevate and make visible the Pasifika cultures in our school, in a more routine way	• Pasifika plan will have been developed • Aspects of the plan shared and actioned • Pasifika Student Performance Group • Pasifka Art works • Displays and celebration events • The establishment of more 'Annual Cultural Events' that part of the school calendar year
Continue to work with parents of Special Needs and Gifted students to ensure learning needs are being met.	• Through IEPs, IBPs, Target Programme Initiatives and Projects, liaise with parents to ensure their views about what is being provided are considered	

GOALS	SUMMARY OF PROGESS / POSSIBLE NEXT STEPS
Continue to survey all stake-holders in the Flanshaw Road School community annually and act upon feedback.	This year we got a very good return on our Annual Community Survey. Feedback was very positive, with the exception of the website, which finally came on line in Term 2. This is an example of a formal consultation, but this year we worked on developing different forums for parents to share their views. New Entrant teachers have continued five week meetings with each new student that starts at our school. New Parent meetings were held each term. Parents in Year 1 and 2 met with Nicola Hubble, our Community Liaison Support teacher, so were able to discuss and share their views about how things were working for them and their children. These forums enabled the school to be responsive in a very personal, timely way for individual parents and students. (See Annual Survey results – BOT report, Newsletters, Mutukaroa Timetable and paperwork)

Continue to gather information about different aspects of the school, using forums, parent groups, parent representatives etc to inform 'next steps' in the development of a connected, learning-focused, culturally-responsive community	This year we also have had many parent groups get involved in different projects, particularly around celebrating major festivals from different cultures (Chinese New Year, Dwali the different language weeks, Cultural Day). Parents from our minority ethnicities also were consulted in the process of developing "Globe-trotting" lessons that were a feature of the Term 4 teaching programme. The different enviro-projects run through the year were also well supported by parents with an interest in, or expertise in this area. (Attendance at cultural celebrations, Parent involvement in Globetrotting Lessons, Teacher Planning and evaluations, Newsletters, Enviro artefacts around the school) We had an unfortunate incident where a student was allegedly approached by a stranger on the way home from the school, with the intent to abduct them. At the time there was a lot of face-book traffic from parents and the general media. In response to this, the school put out information for parents about keeping students safe to and from school. We organized for our local Police Education Officer to run the Police 'Keeping ourselves Safe' programme across the school in Term 4. In addition to this we had people from 'Kidsafe' present to staff, students and parents about how to keep students safe 'on-line'. This was done in response to anxiety in the community and the range of parent forums were appreciated by those who attended. Being responsive to events like this, and to life events that impact on our community, is an important dimension of our work as a community. The work the Board of Trustees and the Senior Leaders of the school began this year in our strategic retreat around our Maori Strategy and our Pacific Nations Strategy will continue in 2016. To get community input from parents and students will develop this work further. (See BOT Strategic Planning Meeting notes, draft Maori Strategy, draft Pacific Island Strategy, Principal Reports, BOT minutes)
Continue to connect with ECE providers to ensure transitions to school are as seamless as possible.	Teachers from our New Entrant classrooms and the ECE teachers have continued to work closely together to ensure transition from the Flanshaw ECE to school continues to be a seamless process. Flanshaw ECE students visit classrooms regularly and our New Entrant Senior Leader has run PLD sessions with ECE staff around pre-school literacy skills. More work is needed with other feeder ECE centres, as this year we have had to work hard to support opinionated parents, operating on hearsay, as they have come into the school community. (See Team Leader reports, Principal Reports)

Continue to embed a range of strategies we have developed to empower parents as first teachers. Embed Mutukaroa as an initiative that deeps parents' understanding of assessment, as it relates to their child, while also providing learning resources to support learning at home.	This year there has been a lot of resource put into this strategy. As well as the Board of Trustees supporting the establishment of a Mutukaroa Community Liaison Support Teacher, to meet with Year 1 and 2 students four times in the first two years, we have had Learning Support Staff creating resources for parents. Led by Mel Brown, this team have made literacy and mathematics resources for Target Student groups, as well as our more 'at-risk' learners in classes across the school. We need parents to support learning at home and the games and activities we have supplied has been a successful strategy. It is something seen as fun, rather than homework and the activities have been selected to match each students' next steps. This is a 'value-added' strategy, so like anything 'value-added', you do not always see the impact immediately. This needs to be viewed as a long-term strategy to develop confident, knowledgeable parents, who are engaged in their children's learning, as genuine partners in learning. (See literacy and numeracy resources, Mutukaroa record-keeping)
Continue to develop multiple ways for parents to connect and contribute to Flanshaw Road School.	This year we have had stronger across the school parent support than in the past. The range of cultural events, school trips, sports events and class inquiries has seen many of our parents, whanau and extended community come in to provide support, expertise, knowledge and resources. The Parent Reps continued to support teachers and new members of our school community. Some classes operated closed face-book pages, other classes preferred text messaging for communication purposes. Having our new website has been another communication / education platform that parents have appreciated. We have had a group of Year 5 and 6 students who work on material to publish on the website, to capture some of the great things that happen at our school each week. A goal for next year could be to re-activate the 'Friends of Flanshaw' group to take on the organization of two or three key fundraising / community events a year. (See school newsletters, RAMs forms, Website, Parent Rep meeting minutes)
Continue to elevate the visibility and 'mana' of all cultural groups within the school community.	As has been said earlier, we have had a very successful year in elevating the mana of and knowledge about the 36 different cultures that make up our school community. Next year we will look to build on the trial 'Globe-trotting Programme' to deepen our learning of different cultures. Te Reo is expected to become a stronger feature of class programmes. Using classroom environments and our school site as a learning landscape there is much opportunity to make learning about cultures more visible. (See teacher planning, classroom environments, school environment) The ways in which we have connected and strengthened Enviro-systems in our school has already been been mentioned. We have funding applications in to build a propagation shed and to install

Continue to support the Flanshaw Road School community to becoming a leading Eco-community, focused on sustainability.	water tanks, which will add new dimensions to our goals as an Enviro-school. The Local Council has worked with students this year to confirm the best jetty sites along Henderson Creek. As a result the council has pledged $40,000 to this project and we are in the process of finding the other $40,000 to see this project go ahead. This is a project that was initiated in 2011; it is a community project, linked to Project Twin Streams, that extends our commitment to creating a sustainable community beyond the school. (See BOT Minutes, Principal Reports)
Work with Maori Whanau to develop and implement a Flanshaw Road School Maori Education Plan, based on Ka Hikitia, to ensure Maori students achieve success, while retaining their identity, language and culture.	This will be a 2016 goal, as work done this year has been with the Board and the Senior Leaders, with support from STA workshops. The focus on developing Maori students' language, culture and identity is also a focus of the 2016 WAPA 2020 work. This year the Northland Trip was a vehicle for students at Flanshaw to learn more about our Maori history and culture. Students stayed on Te Paata Marae, visited a full immersion Maori school and historic sites such as Waitangi, Cape Reinga and the Tane Mahuta Kauri Forest. Specific focus on developing in-depth knowledge of our school pepeha, our Pou and our local iwi will be a 2016 focus, while continuing to embed Kapa Haka and Maori protocols, traditions and use of Te Reo in our school. (See Term 3 Teacher Planning – Leadership, Northland Trip BOT paperwork, RAMs, programme)
Work with Pacific Island Fono to develop and implement a Flanshaw Road School Pasifika Education Plan, based on the PEP MOE resource, to better support Pacific Island students to achieve success, while retaining their identity, language and culture.	Like the work on the Maori Strategy, this work-stream has seen work done at Board of Trustees and School Leadership level, with support from STA workshops. Next year, in addition to supporting our Pacific Islands Cultural Group, language weeks and cultural celebrations, we will be looking to create forums to gather parents' views and input into our Pacific Islands Education strategy. (See notes from STA Fono, Flanshaw Strategic Planning Meeting, BOT Minutes, Principal Reports)
Continue to work with parents of Special Needs and Gifted students to ensure learning needs are being met.	This year the school has worked closely with parents of special needs students, external support agencies and specialist support people. As a result we have had strong IEP plans developed, implemented and monitored. All our IEP students have achieved learning milestones and in the process, we have been able to celebrate these. Examples of these milestones have been students performing with their classes in school assemblies and the school show, being able to achieve tasks independently, follow their visual timetables or say hello to people using their names. (See IEP Planning, Project planning, observation of students, work produced by students)

There is a strong sense of communal ownership of these students. They are have key staff that work with them, but the way in which students, teachers and staff have thought creatively about ways to 'make learning work' for key students has been a pleasure to be part of.

Our Gifted and Talented students have generally been extended within class programmes, taking on a range of school leadership roles and participating in NSW International Tests in different academic areas. Some students have developed critical thinking skills through 'Philosophy for Children' sessions; other students have worked on strengthened their sense of cultural identity, social resilience and academic skills through opportunities created in class, team and school-wide programmes. (Teacher planning, observation of students, appraisals, teacher inquiries, Principal Reports, newsletters, website)

Next year to develop a stronger focus in these key areas, as well as leadership, through school targets will help us identify and support students with talents in different areas.

In Summary: Possible Next Steps for 2016

- Continue to consult with parents in a range of different ways, to ensure we get feedback we can use to inform our work, we are responsive to identified issues as they arise and parents feel their voice is heard.
- Continue to develop relationships with parents from all our ethnic groups and to find vehicles for them to become involved and engaged in their children's learning.
- To seek students and parents' input into our Maori Strategy and Pacific Islands Strategy, to strengthen and deepen our cultural responsiveness by utilizing the cultural capital in our community to support student success in learning more effectively.
- To continue to use the website and other digital technology to communicate with parents, to develop their knowledge of how learning works and to support them as first teachers.
- To continue to support the Mutukaroa Initiative, designed to build parent capacity to support learning.
- To re-activate the 'Friends of Flanshaw' group to take on the organization of two or three key fundraising / community events a year.

	• To continue to strengthen and deepen our Enviro-programme work, involving more parents as we look to change and transform school and community habits and behaviours around principles of sustainability, as a leading Enviro-school in the Auckland area. • To continue to strengthen the strategies we have in place to elevate the mana of all cultural groups that make up the Flanshaw Road School community. • To ensure our school targets in 2016 focus more specifically on developing excellence academically, cultural centeredness, social resilience and leadership. • To continue to support our Special Needs and Gifted and Talented students through class programming, projects, team and school initiatives and personalized programmes, using experts from within and beyond the school to support us.

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

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

Continue to develop and further refine procedural framework which promote high levels of staff performance. Review the extent to which professional learning opportunities were effective in supporting teachers to support students in their learning	• Review staff appraisal process to integrate digital technologies more systemically and to develop teacher portfolios • Make links between PLD and student outcomes a more deliberate part of Appraisal processes	• A mix of digital and paper Appraisal evidence will be used • Student Progress and Achievement • Teacher Inquiry stories
Staff the school to reflect the priorities stated in the school's Strategic and Annual Plans.	• Look to employ people that have specific skills and attributes that align with key goals	• EEO Report • Principal Report • Teachers PLD Term Plan

Ensure a professional development plan is in place which will support staff at all levels of the school to deliver quality teaching and learning – differentiated to meet the needs of staff at all levels of the school.	• PLD Plan to be developed to meet the needs of staff • A separate Learning Support staff PLD plan to be developed with the team	• Learning Support PLD Plan
Continue to reflect and refine school, leadership, team and individual development goals based on feedback / feed-forward and changing needs of individuals and the organization.	• Ensure school goals, team goals, individual goals and leadership goals are well defined in Term 1 to create clarity around direction for the year	• Appraisal Portfolios • Principal Report
Continue to develop differentiated opportunities for staff within and beyond the school – to strengthen teaching and learning capacity school-wide (Curriculum teams; Enviro projects; Inquiry initiatives; WAPA 2020 leadership etc)	• To establish projects that create leadership opportunities • To support people to take on leadership roles outside of school • To support leaders and lead teachers to engage with the WAPA 2020 network	• Principal Report • Project Reports • Team Leaders Reports
Continue to develop across-school consistency and strengths in 'Assessment for Learning' pedagogy, culturally-responsive pedagogy, authentic learning and blended learning strategies.	• Through whole-school PLD, team PLD and individual PLD support teachers as they develop different aspects of their teaching practice	• Appraisals • Project Reports
Continue to enrich programmes and learning experiences through the use of experts, coaches, tutors etc as funding allows.	• Encourage teachers to think laterally and to use a range of parents, expert outsiders etc to enrich class programmes	• Observation • Team Leaders Reports
	• With team leaders develop a plan to implement Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-	• Strategic Plan will have been developed • Principals Report • Student Portfolios

	medium Schools: Years 1-13 – so it is systematic, supported but not imposed	
Support the implementation of Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13 through staff Te Reo / Tikanga lessons to increase the use of Maori, as our second official language, school-wide. Continue to be the lead school for the WAPA 2020 Network of Schools – learning with, from and through colleagues in other West Auckland schools – how to better support all our students, in all our schools.	• Continue to engage with WAPA 2020 • Share with other schools / look for joint-collaboration opportunities • Take opportunities to share the network story in national and international areas	• Principals Report • Articles • Presentations

GOALS	SUMMARY OF PROGESS / POSSIBLE NEXT STEPS
Continue to develop and further refine procedural framework which promote high levels of staff performance. Review the extent to which professional learning opportunities were effective in supporting teachers to support students in their learning	This year teacher professional standards were set up on-line, as part of an attempt to centralize documentation around performance management. Some teachers have used this medium for all their PLD, including reflections, sources of evidence, inquiry projects and the like. We have again tried to ensure people at every stage of career development have had multiple opportunities to participate in relevant, timely, quality PLD. Feedback from staff indicate they valued most whole-school PLD, but that it was the PLD that had in-class or personalized support, that have the most effect on their teaching practice. (See teacher appraisal documentation, PLD overviews, Principal's Report) Below is a summary of the extent to which the Major foci for 2016 were effective in supporting teachers' PLD practice.

MAJOR FOCI 2015	Not achieved	Some progress made	Good progress made	Very good progress made	Excellent progress made

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Culturally Responsive Pedagogy / student centred pedagogy based on 'AfL'

			[highlighted]		

Curriculum strengthening – Mathematics (MOE) – Content knowledge and delivery, Reading – Summer Slump / innovation in practice

				[highlighted]	

Blending formal and informal learning / e-learning to support diverse learning needs

		[highlighted]			

Assessment – SOLO Taxonomy – planning, programmes and student learning

				[highlighted]	

Assessment literacy / Engagement – strengthening teacher, student and parent knowledge – Mutukaroa Projecgt

				[highlighted]	

Target Groups of students / families – Developing stronger relationships with "at-risk" families

				[highlighted]	

Authentic Inquiry: making connections – locally, regionally, nationally, globally

			[highlighted]		

Suggestions re: possible next steps to consider include:

- Allocating external resources to key foci areas; ensure PLD is on-going and that it is embedded in planning, teaching practice, assessment and inquiry projects. Also that PLD includes in-class

	observations, personalized coaching, peer mentoring and links to accelerating progress of students – academically, culturally and/or socially. - Linking Culturally-responsive pedagogical knowledge and skills to 'Assessment for Learning' principles – to deepen students' talking / developing their knowledge and understanding of their identity and their learning. - Keep working on SOLO – develop a 'tool kit' that goes hand in hand with Inquiry units of work, so it is 'kid friendly' – observe in classes using it well / catch it on video to use for PD with teachers and parents – continue to use for personal, informal, formal assessments and portfolios. (x7) - Continue to develop whole-school knowledge and understanding of how to develop oracy, using the Mathematics problem-solving strategies across curriculum areas, "Deliberate Acts of Teaching" in oral language in English, Maori and students' first languages. - Keep working on the blended e-learning professional development to support our diverse learners (teachers and students), using external expertise through the STEAM project, the OMG Tech team etc – use school expertise more to support teachers to experiment with digital technology - Strengthen the focus on cultural diversity and cultural responsiveness through the WAPA 2020 strategy, focus on the Maori and Pacific Island Nations Strategic Plans by ensuring resourcing to support initiatives is sourced. - Keep working on building relationships with whanau through projects like "Globe-trotting", enviro projects, inquiry projects and Mutukaroa. - Continue to experiment with visual ways of sharing data with students and parents – in class / on walls / in portfolios / to the BOT etc.
Staff the school to reflect the priorities stated in the school's Strategic and Annual Plans. Ensure a professional development plan is in place which will support staff at all levels of the school to deliver quality teaching and learning –	When asked in an interview how I thought people from beyond our school would describe it, I suggested one of the things they would say is "we have great teachers" and "we have a great staff". Our staff is multi-cultural, and has a range in age, experience, skills and gender. (See EEO Report in Principal's Report). We have not yet employed a fluent Te Reo teacher, despite it being a stated preferred strength in all jobs advertised. Detailed PLD Overviews have been the scaffold we have used to ensure PLD at whole-staff, leadership, team and individual level has been attended to this year (See Principal's Report, appraisal documentation, inquiry projects, BOT presentations from Team Leaders).

differentiated to meet the needs of staff at all levels of the school.	When reflecting upon the impact of this PLD, it is my view we need to refine and improve on-going PLD modules at leadership level, in team meeting and with tutor teachers. Short, specific research-based input, that increases reflection upon practice, delivered in a timely way, followed up with in-class observations and peer-mentoring could improve impact of PLD on practice.
Continue to reflect and refine school, leadership, team and individual development goals based on feedback / feed-forward and changing needs of individuals and the organization.	This year our leadership team have been engaged in a wide range of personal / professional leadership PLD opportunities within and beyond the school, in an attempt to ensure each of our leaders is fulfilled in their role, but also modelling being a learner. This has included involvement in NZPF and NZEI advocacy work, WAPA 2020 and Mutukaroa Cluster participation, facilitation and presentations, learning Te Reo, national level coaching, Post-graduate study, presenting in regional and national forums and leading school and team PLD. (See Principal's Report, appraisal documentation, inquiry projects, BOT presentations, Presentation notes)
Continue to develop differentiated opportunities for staff within and beyond the school – to strengthen teaching and learning capacity school-wide (Curriculum teams; Enviro projects; Inquiry initiatives; WAPA 2020 leadership etc)	Links between PLD and Enviro projects was not as strong as it has been in previous years. People instead focused on a wide range of inquiries linked to key students and/or development in different curriculum areas. Links between school and network projects has also not been as strong as in previous years, although the sharing of inquiry models each WAPA 2020 school uses, was a catalyst for review of our current inquiry processes. Flanshaw leaders and lead teachers continued to have lead roles in the WAPA 2020 PLD network – in workshops and in PLGs. (See teacher inquiries, appraisal documentation, classroom observation notes, Enviro projects, WAPA 2020 presentations).
Continue to develop across-school consistency and strengths in 'Assessment for Learning' pedagogy, culturally-responsive pedagogy, authentic learning and blended learning strategies.	While all of these foci were part of the 2015 PLD, not enough time was allocated to develop a series of PLD sessions in any one. As a result, PLD people did was valued but the uptake from different sessions was very dependent on the extent to which the PLD linked to team or individual areas of focus. (See staff PLD planning; individual teachers' evidence of learning; classroom observations, student survey feedback, Student Portfolios)
Continue to enrich programmes and learning experiences through the use of experts, coaches, tutors etc as funding allows.	This year we had a range of experts providing input and expertise to leaders and teachers in professional learning. These included Pam Hook (SOLO Taxonomy), MOE Mathematics facilitators, our Learning Support Team, Constable Paul Stanko (Keeping ourselves Safe), Flanshaw Senior Leaders, On-line facilitators from the International Schools Leadership Colloquium, Professor Cathy Wylie and Cathy

	Johnson from NZCER, Presenters at conferences attended (Professor Pasi Salsburg, Professor Michael Fullan, Professor Alma Harris, Dr Angus McFarlane), STA Forum presenters, NZEI and NZPF leaders and colleagues from within and beyond the school. How to ensure all teachers have access to quality educators that inspire, motivate, challenge and improve practice is on-going. (See Principal Reports, Appraisal documentation, Planning, Observations of leaders' and teachers' practice, Leadership in different forums, Presentation notes)
Support the implementation of Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13 through staff Te Reo / Tikanga lessons to increase the use of Maori, as our second official language, school-wide.	The 2015 year has been a process of putting in place the stepping stones to move our school from being totally English Medium, to becoming a bi-lingual school. Teachers have focused on using our school Te Reo resources in NZ Hour programmes more consistently. Six staff have participated in Te Reo / tikanga classes this year. Approximately one third of our teacher inquiry projects had focused on culturally responsive practices to support Maori students in learning. We have developed a culturally-responsive innovative teaching initiative, with support from Alex Hotere-Barnes and CORE education that could generate additional support for this goal in 2016. At BOT level, we have attended a Hautu STA workshop and developed a stronger Maori Strategy within our strategic plan. A fluent Te Reo teacher would further support this strand of work (See BOT Strategic Plan, the Draft Maori Strategy, NZ Hour planning, Te Reo resources).
Continue to be the lead school for the WAPA 2020 Network of Schools – learning with, from and through colleagues in other West Auckland schools – how to better support all our students, in all our schools.	WAPA 2020 in 2015 has been challenging. School principals, 'incentivised' to join 'Communities of Learning' with local clusters of schools, left the WAPA 2020 network at the end of 2014. This year Professor Cathy Wylie gathered evidence from a range of sources to capture the WAPA 2020 story to use to inform newly forming 'Communities of Learning'. At the end of 2015, eleven schools remain committed to working together to support all our students achieve success in learning.

Revisiting our vision in Term 4 saw principals strengthen our success criteria for students leaving our schools in 2020 and the network vision is the same as the Flanshaw Road School vision. The WAPA 2020 story has been used in a range of national and regional forums to inform dialogue around networking. At leadership level we have continued to learn from each other. In Term 4, after the visit from 33 United Kingdom principals to our network, our collective strength in a) relationships with students, b) cultural dimensions of our schools c) our responsive curriculum delivery and d) initiatives we have in our different schools were key learnings our UK colleagues took away with them. Planning for 2016 is well underway and sees the network focus on Mentoring and Coaching, Cultural Responsive |

teaching and learning and STEAM. The BOT/ Leadership strand of work is to be led by Darren Smith (St Leonards School) and Bruce Barnes (Massey Primary School) and we hope our BOT will be leaders in this networking strand of work.

(See Principal's Report, WAPA 2020 meeting minutes, Educational Leadership story about WAPA 2020, ULearn Presentations, ASB-APPA Fellowship Report – Weaving the net; harvesting the pearls)

In Summary: Possible Next Steps for 2016

- Review and restructure our PLD programme to create more time for teachers to collaborate.
- Consider recommendations from analysis of Major and Minor foci from the 2015 plan, when planning PLD for 2016, so it builds upon what had gone before, while also creating challenge and stretch goals for leaders, teachers and staff.
- Continue to staff the school to reflect the priorities stated in the school's Strategic and Annual Plans.
- Revisit and rethink leadership PLD at school level, to model stronger theory to practice links in team PLD that can be applied to practice, building upon the Leadership Situational Analysis Leadership PLD done this year.
- Strengthen the 'Inquiry into Practice' projects that leaders and teachers have done in the last two years by providing stronger scaffolding and more regular reviews and sharing time through the year.
- Ensure all teacher PLD projects have target students at the centre – so impact of changes in practice is assessed in terms of effectiveness in support student learning – academically, culturally, socially and/or physically.
- In the process of developing the 2016 PLD plan consider how we will attend to 'AfL' pedagogy, embedding SOLO Taxonomy, improving writing skills across all curriculum areas, embedding 'Deliberate Acts of Teaching' in oral language which forms the basis of access to academic language while also improving our culturally responsive pedagogy and exploring Universal Design principles linked to STEAM.
- Ensure we have adequate resourcing to systematically increase the use of Te Reo in classrooms, in team and school events and in school traditions and protocols.
- Continue to invest in WAPA 2020 as a learning network of schools that supports and challenges us to build capacity at all levels, to support student success in learning.

	• Rethink use of Senior Leadership time and how to use it to support, challenge and change in teaching practice in a more direct, practical ways.	

NAG 4 - Nga whakapiringatanga, Pono, Kaupapa Ako

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

Review property and maintenance systems to inform capital works, projects and maintenance plans	• Review 5 Year Plan • Apply to make changes to meet current needs	• 5 Year Plan
Maintain a programme of on-going property checks to comply with all Health and Safety standards. Review, update and implement 10 Year Property Plan. Update the 5 Year Plan if priorities change. Action project identified by the BOT as priority each year.	• Term walk-a-bout • Priority List – Kevin and Cherie • Maintenance List – in Principal Report • This was done in 2013 • Ongoing • Current Projects: Holiday painting and cleaning Compost Bins area Rainwater tanks installation Anzac Garden Seats on junior playground	• School Site • Principal Report • Principal Report • Can be seen around the grounds

	Enviro artwork Pou area / pathway	
Develop an ICT Strategic Plan – that ensures our infrastructure and resources are aligned with all NAGs (Curriculum, Student Achievement / SMS Systems, Community communication and engagement, Health and Safety, Legislative Requirements)	• Bring together ICT team • Create a plan to support the develop of our school as a progressive school in the area of digital technology	• ICT Strategic Plan
Continue to improve the school site, so it continues to be valued as the *'hub of the 'hood'*.	• Continue to add to the playground, native walkway, elements that make the school a great place for all age groups in the wider community	• Projects – Principal Report • Presentations from students

GOALS	SUMMARY OF PROGESS / POSSIBLE NEXT STEPS
Review property and maintenance systems to inform capital works, projects and maintenance plans	This year we have continued to do planned maintenance around the school. The school comes into a new 5 YA in 2016, so discussions have begun around what we will prioritize going forward. New legislation continues to impact on decision-making and priorities. For instance, this year we were made aware our heating system across two thirds of the school is now illegal, so we need to convert our boiler from coal to gas. Renewing the power supply to the Whanui Iwi Room and upgrading the boiler are the two remaining projects in our current 5 Y A plan. (See 5 YA, Principal Reports, Health and Safety Committee Reports)
Maintain a programme of on-going property checks to comply with all Health and Safety standards.	This year, with changes in Health and Safety regulations, a Health & Safety Committee has been established to ensure our school site is taking all reasonable steps to provide a safe environment for students, staff and the community. The Committee meet each month and reports are tabled at BOT meetings. To our knowledge, the school has continued to maintain a programme of property checks that has ensured we comply with Health and Safety standards. A list of 'next tasks' is being worked on. (See Health and Safety Meeting minutes, BOT Health and Safety Reports, Principal Reports)

Review, update and implement 10 Year Property Plan.	The 10 Year Property Plan has been updated as changes to the 5 Y A have been approved by the MOE. It is not due for renewal until 2021. (See 10 Y A Plan, 5 Y A Plan, Principal's Report)
Update the 5 Year Plan if priorities change.	As we enter the last six months of our 5 Y A variations to the plan will be put in to include upgrading the boiler before next winter. All other projects have been completed except the power upgrade to the Whanui Iwi room. This is in process. (See 5 Y A Plan, Principal's Report)
Action project identified by the BOT as priority each year.	Property projects have been done in accordance with our Cyclical Maintenance plan and the MOE 5 Y A plan. (See Cyclical Maintenance Plan, 5 Y A Plan, Principal's Report, Annual Report)
Develop an ICT Strategic Plan – that ensures our infrastructure and resources are aligned with all NAGs (Curriculum, Student Achievement / SMS Systems, Community communication and engagement, Health and Safety, Legislative Requirements)	The first stage of the ICT Strategic Plan is in process. This plan will be shared with key stake-holders and shaped to meet the needs of Flanshaw Road School going forward. This year Cyber-safety Agreements for parents and students have been developed. They will be circulated early in 2016, so parents and students are clear about processes that are in place at school to keep students safe, but also processes we hope students and parents will have in place at home. (See Draft ICT Strategic Plan, Teacher Inquiries, Team Reports, ICT Programme planning, Asset Register, Applications for funding)
Continue to improve the school site, so it continues to be valued as the '*hub of the 'hood'*.	This year the new Anzac Garden, the Pou Garden, the Enviro sculptures and 'Garden to Table' programme have been the main, visible changes or improvements in the school site. The school continues to be used by the wider community after school, in the weekends and in the holidays, by our students, families, teenagers and wider community. It is a valued space and while there is more to do, the vision for our site to be 'the hub of the hood' is being realized. During our Strategic Planning session exciting new projects were identified and need to become part of our strategic and annual plans going forward. (See school site, teachers' planning, student projects, Strategic Plan)

In Summary: Possible Next Steps for 2016

- Continue to review property and maintenance systems to inform capital works, projects and maintenance plans
- Through the Health and Safety Committee continue to maintain a programme of on-going property checks to comply with all Health and Safety standards. |

	• Upgrade the boiler to comply with Auckland Council regulations, address the broken concrete outside Matai room and upgrade the power to the Whanui Iwi room as final projects on the current 5 Y A plan • Plan and develop a new 5 Y A plan, based on current priorities – Health and safety, innovative learning environment priorities etc • Support the development of the ICT Strategic Plan, including consultations with key stakeholders and ensure resources are allocated or sourced to action the priorities identified.	

NAG 4 – Mana Motuhake, Nga whakapiringatanga, Iwi Whanui

To ensure the school's finances reflect the vision and strategic intent of the school, while also complying with all 'best accounting practices' and achieves 'unqualified audit' status each year.

Using a range of strategies and tools, review school financial systems each year, to ensure 'best accounting practices' are in place and being maintained. Review policy guideline and procedures re: any changes to annual accounting procedures.	• Continue to update the Financial Handbook used in the office so they reflect actual systems in place, as they are evolving • Review systems as advised by Ed Tech as new policy guidelines come out	• Updated Financial Handbook
Continue to employ Ed Tech as financial advisors overseers. Continue to support systemic professional development with office staff, leaders and teachers so aspects of financial management are shared, as appropriate.	• Renew agreement with Ed Tech • Continue to monitor school systems around finances, to ensure overload times are managed and that teachers, the office team, budget holders are using systems to maximize efficiency and security	• Ed Tech Financial Reports to the BOT • Observation • Liaison with bursar • Communication with budget holders, the office team, senior leaders and teachers

Ensure the Annual Budget reflects the priorities of the Strategic and Annual Plans.
 	
Oversee budget spending and ensure 'best accounting practices' are maintained, when resources are being purchased by curriculum budget holders, the property manager, project leaders and school leaders.
	• Areas of discretionary spending are linked to priorities in the Annual Plan
	E.g PLD in SOLO Taxonomy
	    Te Reo Tutor
	    Learning Support contracts
	    Resources for Mutukaroa and Priority Target Student Projects
	    ICT equipment purchases
	    MLE furniture purchases
		• See Annual Plan and Annual Budget

Maintain the asset register so it is an accurate and reliable record.	• Asset register to be filled in as major purchases are made	• Asset Register
Provide Monthly Financial Reports to the Board of Trustees.	• Monthly financial reports to be prepared for the BOT	• BOT Finance Reports
Ensure the school receives an unqualified audit each year.	• Work to ensure all our financial practices are 'best practice' and that there are no anomalies	• Unqualified audit

GOALS	SUMMARY OF PROGESS / POSSIBLE NEXT STEPS
Using a range of strategies and tools, review school financial systems each year, to ensure 'best accounting practices' are in place and being maintained.	This year financial systems have been further refined and streamlined as all the office team learned different aspects of the financial systems. As a result the 'best accounting practices' were strengthened as roles were split and key tasks were allocated to different people. (See Financial Procedures handbook)
Review policy guideline and procedures re: any changes to annual accounting procedures.	Our bursar has continued to monitor any new legislation requirements and with our Ed Tech advisor, has adjusted our annual accounting procedures to ensure 'best accounting practices' have been followed. (BOT Financial Reports, Principal's Report)

Continue to employ Ed Tech as financial advisors overseers.	Ed Tech have continued to provide a quality service and support for our school this year. Financial meetings with our Ed Tech advisor have taken place twice a term (See monthly Finance Reports, Unqualified Annual Audited Accounts - 2014)
Continue to support systemic professional development with office staff, leaders and teachers so aspects of financial management are shared, as appropriate.	This year most PLD in finances has been in-house. Petty cash systems, coding, uniform procedures, receipting, eftpos transitions, eftpos reconciliations, trip money, stationery money etc are all processed by the office team, under the supervision of the bursar. Receiving mail, coding, preparing accounts for payment and signatures are all done by different people. Most of our regular accounts are now done on-line. (See financial accounts, records of payments, monthly Finance Reports)
Ensure the Annual Budget reflects the priorities of the Strategic and Annual Plans.	The Annual Budget has been spent on key priority areas of our 2015 Annual Plan. (See Principal's Report, monthly Financial Reports, Asset Register)
Oversee budget spending and ensure 'best accounting practices' are maintained, when resources are being purchased by curriculum budget holders, the property manager, project leaders and school leaders.	Budget procedures and protocols have been overseen by the bursar. Next year, with a new bursar coming into the school, these protocols will need to be revisited so all systems are transparent and people follow guidelines. (See Financial Procedures handbook)
Maintain the asset register so it is an accurate and reliable record.	The asset register has been updated as assets have been purchased this year. (See Asset Register, BOT minutes)
Provide Monthly Financial Reports to the Board of Trustees.	The Board of Trustees have appreciated the work that has gone into preparing monthly reports for the Board of Trustees meetings. (See BOT Reports)
Ensure the school receives an unqualified audit each year.	This year Flanshaw Road School received an unqualified audit (2014). (See Audit Report) **In Summary: Possible Next Steps for 2016** • Look to employ a new bursar that has strong skills and ensure induction processes are in place to support them as they learn our school systems • Using a range of strategies and tools, review school financial systems, to ensure 'best accounting practices' are in place and explicit for all.

	- Review policy guidelines and procedures re: any changes to annual accounting procedures that need to be made. - Continue to employ Ed Tech as financial advisors overseers – and be prepared to change the current contract if the new bursar needs support - Continue to support systemic professional development with office staff, leaders and teachers so aspects of financial management are shared, as appropriate. - Ensure the Annual Budget reflects the priorities of the Strategic and Annual Plans. - Oversee budget spending and ensure 'best accounting practices' are maintained, when resources are being purchased by curriculum budget holders, the property manager, project leaders and school leaders. - Maintain the asset register so it is an accurate and reliable record. - Provide Monthly Financial Reports to the Board of Trustees. - Ensure the school receives an unqualified audit each year.

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

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

Review and refine behaviour learning systems to further develop consistency in behaviour learning school-wide.	- Clarify with Senior leaders what systems are in place to support key students - Ensure high-level students have adequate support - Continue to remind teachers and staff about process and protocols we want them to use to support behaviour learning positively	- Behaviour Learning Pathway Plan - Individual Behaviour Plans - Observation - Student surveys
Continue to survey students, teachers and parents on aspects of Health and Safety – to inform		- Annual Parent Survey - Teacher surveys

planning.	• Continue to gather information from students and parents about aspects of well-being and safety	• Student surveys / well-being reports • NZCER Student Engagement survey
Continue to refine student support systems, as they link to learning, behaviour, health, welfare and custody students.	• Reallocate roles and responsibilities within the Senior Leadership team, so the system stays coordinated • Continue to meet two times a term with RTLB • Continue to liaise with outside agencies involved with different students for different support • Continue to support our ESOL tutor and ELA team as they work with specific students as prioritized	• Revised roles and responsibilities linked to Special Needs will be done • Principal Report
Review and update the Hauora programme so school values, social skills and strategies to cope with conflict are taught effectively and with consistency.	• With team leaders review specific planning in each team, creating opportunity to revisit social skills priorities	• Team Planning • Play-teach-play lunchtime strategy
Continue to monitor Behaviour Learning Pathway strategies are being used consistently by staff, to support students to learn skills in 'managing self' and that appropriate levels of support are in place for students, teachers, staff and parents.	• Continue to monitor behaviour of students – and provide PLD in Behaviour as needed	• Principal Report
As a good employer, continue to monitor and respond to staff well-being needs.	• Continue to monitor staff – stress levels / life events etc – and be responsive	• On-going observation

GOALS	SUMMARY OF PROGESS / POSSIBLE NEXT STEPS
Review and refine behaviour learning systems to further develop consistency in behaviour learning school-wide.	Behaviour learning systems have been monitored this year and have generally worked well to support students in class and in unstructured situations. There have been some classes that have not been as settled as we would have expected. A range of factors contributed – student skillsets, inexperience of teachers, combinations of students, teacher illness, teacher absences and family dilemmas. There has been some good problem solving at team and leadership level, particularly in Term 3 and 4, to better support students in the playground. (See Student Surveys, NZCER Student Engagement Survey, playground and class observations, team minutes, Senior leadership minutes, RTLB minutes)

Student surveys were used during the year to provide snap-shots of how things were from students' perspectives and results were used to review duty routines, sports duty and to create stronger routines around key students. It will be important our Behaviour Learning Plan is revisited at the beginning of 2016 and IBPs are created for students who need support in this area and to better support Provisionally Registered Teachers. Three teachers were to do Incredible Years Behaviour PLD in Term 4, but the course was cancelled. (See Behaviour Learning Plan, IBPs) |
Continue to survey students, teachers and parents on aspects of Health and Safety – to inform planning.	This year students and teachers did a lot of work on aspects of Health and Safety including water safety, sun safety, cyber safety and 'Keeping ourselves Safe'). Students used duty teachers if they had a dilemma and short term IBP plans were developed for key students at different times. In addition to peer mediators, buddy systems set up to support students in the playground which worked well to defuse issues. A focus on developing processes and skills to make friends, join games, establish rules and protocols when things go wrong need to be a focus of the Term 1 Hauora programmes school-wide. (Student surveys, teacher observations, team leader observations, behaviour data analysis, Sick Bay records)
Continue to refine student support systems, as they link to learning, behaviour, health, welfare and custody students.	This year support systems for students have been added to by team leaders. Referrals to different agencies have been actioned. In-school SEG funded hours have been allocated to key students each term, based on needs. Pastoral care systems have continued to operate discretely to support 'at-risk' students and families. (See Special Needs Student files, E-tap records, Senior Leadership minutes, Paperwork for referrals, custody papers)
Review and update the Hauora programme so school values, social skills and strategies to cope	This year Hauora programmes, while planned, were not a strong feature of classroom programmes at the beginning and end of terms, so specific social skill teaching was not as consistently taught as in

with conflict are taught effectively and with consistency.	previous years. How to teach social skills need to be more explicitly shared by teachers in the school who excel in this area. (See teacher planning, class and playground observations, student interventions)
Continue to monitor Behaviour Learning Pathway strategies are being used consistently by staff, to support students to learn skills in 'managing self' and that appropriate levels of support are in place for students, teachers, staff and parents.	In our school behaviour is viewed as another type of learning and misbehaviour is 'the next learning challenge'. Shifting new teachers' thinking away from a deficit way of thinking to viewing behaviour in an ecological way, as a symptom of a basic psychological need that is not being met, is a challenge. Most teachers at Flanshaw Road School understand that the major antecedent to behaviour is to know and understand the learning, and their whole life context. Finding positive ways to work on new skills to manage challenging situations well has been the goal this year. Where it has fallen down is where class dynamics have been difficult or when classes, put together because of the teacher's particular skills, has then had relievers, who have not coped so well. Careful placing of students in 2016, so classes are more equitable in terms of students with higher level of needs will be an important antecedent for 2016. Ensuring teachers who are not confident get relevant behaviour PLD will continue to be monitored in 2016. Having said this, there have been no high level incidents this year and our most volatile students have improved their self-management skills during the year. (See 2016 Class lists)
As a good employer, continue to monitor and respond to staff well-being needs.	This year the Leadership Team have worked hard to support colleagues on a personal level, so they have stayed well. Having said that we have had two staff members that have had major surgery this year, staff that have had close family members pass away and staff that have had children coping with major accidents, surgery or stress points. (See absentee records) **In Summary: Possible Next Steps for 2016** • With Senior Leaders, review and rewrite roles and responsibilities of Senior Leaders re: Behaviour Learning Support / Special Needs systems so it is shared and equitable. • Revisit with all staff the 'Flanshaw Behaviour Learning' Pathway – practice debriefing so staff are confident and consistent in their management of behaviour situations. • Review and refine student support systems, as they link to learning, behaviour, health, welfare and custody students.

	· Revisit custody procedures with teachers at the beginning of 2016 to ensure all staff, students and whanau stay safe. · Ask a team of teachers skilled in behaviour learning to develop a series of Behaviour modules designed to support less experienced teachers to develop positive class cultures and to specifically teach social skills needed for students to cope in the playground. · Ensure Hauora units of work are a priority at the beginning and end of each term, to support students' behaviour learning in class and unstructured situations. · Continue to support Student Buddy systems for new students, ESOL students, special needs students, Arohanui students and those that need support to make good decisions in the playground. · Continue to provide Behaviour Management PLD for staff who are less confident in their skills and ability in this area. · Continue to respond to staff needs, as they arise, as a good employer.

NAG 6 – Legislative Requirements - Ako, Pono, Awhinatanga, Iwi Whanui

To review and update legislative requirements.

Continue to review new legislation – and its potential impact upon FRS as a learning organization.	· Monitor new legislation · Seek advice from our professional organizations	· Principal Report · STA Bulletins · The News
With the BOT consider implications for the health, well-being and learning of all students in the school. Comply with legislation, such as National Standards, as mandated.	· Discuss ramifications of new legislation · Ensure the BOT have adequate information and links to other sources if they want to learn more · Comply to legislation, when mandated	· MOE documentation

GOALS	SUMMARY OF PROGRESS / POSSIBLE NEXT STEPS
Continue to review new legislation – and its potential impact upon FRS as a learning organization.	The BOT have been kept up to date with changes and amendments to the Education Act and other Acts that impact on schools. This information has come via STA, NZEI and NZPF bulletins, the MOE and the media. (See Principal Reports, STA Bulletins, STA newsletters, MOE information sent to schools and to the BOT, Government Legislation)
With the BOT consider implications for the health, well-being and learning of all students in the school.

Comply with legislation, such as National Standards, as mandated. | During the year the Board of Trustees have had a range of discussions about implications of legislative changes, as they relate to the health, well-being and learning of all students. This has included consideration of

    a)   Health and Safety changes in legislation,
    b)   MOE Property changes,
    c)   The non-democratic election of the Education Council
    d)   The ECE Property Occupancy Document agreement,
    e)   The National Joint Initiative (linked to the principal's fellowship study)
    f)   The MOE 'Communities of Learning' restructuring of the sector
    g)   NZEI wage negotiations
    h)   The Education Act consultation process.

Having both the principal on the NZPF Exec and the Associate Principal on the National NZEI Negotiating Team this year, has heightened our collective awareness of the politics of education. The level of dissent around the national direction in education changes saw one of the Minister of Education's external advisors suggesting at a national conference that the sector keep 'pushing back' against changes being imposed.
(See Principal Reports, STA documentation, MOE documentation, ERO documents, discussion papers)

In Summary: Possible Next Steps for 2016

   •   Continue to review new legislation – and its potential impact upon FRS as a learning organization. |

	• With the BOT consider implications for the health, well-being and learning of all students in the school. • Continue to make considered decisions in the best interests of the students of Flanshaw Road School • Consider advocating to support changes we want to see in legislation that supports our quality New Zealand education system, our teachers, staff, parents and community going forward in a changing education landscape with courage and integrity. • Comply with legislation, such as National Standards, as mandated.

SELF REVIEW – THROUGH A CULTURAL LENS		
Ako / Awhinatanga – Practice in the classroom and beyond (reciprocal teaching/learning, parent, whanau, hapu, learner, teacher, effective learning by all learners, effective pedagogy, effective curriculum for all learners)	AKO - Education provided by teachers and others who can enrich the learning Access to the New Zealand Curriculum and achieving success in learning - academically, socially, culturally and physically That 'Assessment for Learning' pedagogy - supporting students to be confident, successful 'assessors of their own leaning'	• The extent to which we are a platform for traditional educators (teachers) and new entrants (non-teachers who enrich learning) • Team Leader Reports • Teacher Inquiry Projects • Student-led Conferences • Observations of students explaining learning in a range of contexts
Whanaungatanga / Mana motuhake / Iwi Whanui – Relationships (school-wide, community) with high expectations, effective relationships with all learners, Effective parent, whanau and iwi keeping connected, productive partnerships	That all students will feel valued, connected by all people at Flanshaw That students have high expectations and high aspirations and they can articulate them	• Student Engagement Surveys • Student Goal-setting meetings / class conversations • Teacher Inquiries • Teacher Planning

	That digital technology will be used in a range of ways to enhance communication (locally and globally) and to improve the quality of teaching and learning	
Tangata Whenuatanga / Rangatiratanga / Kotahitanga – Place-based, socio-cultural awareness and knowledge, effective language and cultural practices, Te Reo, Tikanga Maori, Place based cultural context, All learning and interaction occurs within a cultural context, knowledge of whakapapa – knowing who children are, where they are from and who they belong to, identity, language, culture	That learning will be contextual – and teaching adaptive, inclusive and respectful of all cultures

Through 'culturally responsive pedagogy', teachers, staff and parents will support all students to develop knowledge of, pride in and value for their identity, language and culture - as New Zealanders, as Flanshaw Road School students and as unique global citizens of the world | • Room environments
• Teacher Planning
• Engagement of students
• Student confidence levels
• Student pepehas
• Iwitanga project |
| **Manaakitanga / Nga Whakapiringatanga / Kaupapa Ako – Values – Integrity, trust, sincerity, equity, effective teaching profile (Flanshaw Core Values), Caring for learners as culturally located citizens, treating all students, whanau and iwi with sincerity and integrity** | That students with diverse learning needs – Maori, Pacific Island and Special Needs and Abilities are well supported

That the principles of Enviro Schools are further embedded at all levels of the school, as we develop capacity to affect change as a 'sustainable Enviro-community', acting locally but thinking globally | • Principal Report
• SENCO Systems
• Team Leader Reports
• Maori Team Reports
• Pasifika Team Reports
• Enviro Tem Reports |
| **Wananga – Communication, problem solving, innovation; students, whanau and iwi engaging in discussions and robust debate, effective teaching and learning, interactions with students, whanau and iwi; reporting and co-constructing learning goals** | That, as a community we continue to develop strong communication systems, to share information, to motivate and enhance learning and to empower parents, in formal and informal contexts | • Website development
• Facebook groups
• Use of digital technology across the school at class and school level |

	That self-review continue to be incorporated an integral part of the teaching and learning cycle at all levels of our school learning community, in order to further develop capacity	• Annual Principal Report
	That, through dialogue, leaders, teachers, staff, students and parents keep learning about learning (planning, teaching, assessment, reflection), parents to develop capacity as a learning community, so students are supported to achieve success	• Parent feedback • Take up on resource use at home
	That we support leaders, teachers, staff and students to be innovators and risk-takers, in order to foster teaching and learning that is effective, adaptive, responsive, authentic, culturally rich and inclusive of all	• Teacher inquiries • Classroom programmes • Observation • Engagement with new ideas

GOALS	SUMMARY OF PROGESS / POSSIBLE NEXT STEPS
Ako / Awhinatanga – Practice in the classroom and beyond (reciprocal teaching/learning, parent, whanau, hapu, learner, teacher, effective learning by all learners, effective pedagogy, effective curriculum for all learners)	'Assessment for learning' pedagogy, extended to parents through Mutukaroa, has seen learning become blended between home and school, in real time and using digital technology, with teachers, others with expertise (students, parents, experts), within the classroom and school and beyond the school in the community. Parent participation, involvement and engagement has been stronger across all parents and the extent to which parents are engaged and involved needs to be surveyed. Student buddy systems have operated within classes, teams and across the school. Students have also supported Arohanui students and ECE students in learning. One example of ako that demonstrated how embedded this core value is becoming is at our school cross country where key students chose to go onto the course and run in with the last group of students in their year group. Students continue to develop skills as 'assessors and drivers of their learning' seen in their student-led conferences and in their ability to articulate aspects of their learning in most contexts with confidence.

Whanaungatanga / Mana motuhake / Iwi Whanui – Relationships (school-wide, community) with high expectations, effective relationships with all learners, Effective parent, whanau and iwi keeping connected, productive partnerships	Teachers and staff know our students well. They understand that in-depth knowledge helps them understand students' strengths, interests, what motivates them and what causes anxiety. Across the school relationships with students are a priority, as is getting to know and engage with parents. Specific projects are in place to elevate the mana of parents as first teachers, but also to build parent capacity. Parents from all ethnicities are engaged and involved in the school and where we don't see parents, it is generally because they are shift workers, solo parents or work long hours so use the After School service. There is always work to be done in this area; it is an on-going focus. (See Annual Surveys, Mutukaroa interview participation rates, parent attendance at school events including Student-led Conferences, teacher-parent relationships, closed face-book correspondence, parent-led projects, WAPA 2020 PLD)
Tangata Whenuatanga / Rangatiratanga / Kotahitanga – Place-based, socio-cultural awareness and knowledge, effective language and cultural practices, Te Reo, Tikanga Maori, Place based cultural context, All learning and interaction occurs within a cultural context, knowledge of whakapapa – knowing who children are, where they are from and who they belong to, identity, language, culture	This year NZ Hour programmes, the Kapa Haka performance programme and the Northland Trip programme have specifically focused on building students' sense of identity, Maori language and culture. In all programmes, teachers have been challenged to make learning relevant to the lives of the students in their classes. Building on students' cultural capital, teachers have used a range of strategies to develop their own, and their students' knowledge of the Maori world view, through Enviro work, through inquiry and through each curriculum area. One of the indicators of success is the confidence with which students performed at the Multi-cultural Festival and our Cultural Day. Another indicator is the knowledge senior school students have of their own whakapapa and pepeha, which they can share in their first language and in Te Reo. To create 'cultural fusion' where students can be immersed in different cultures, without losing their sense of cultural identity is a goal that has become more defined as the year has progressed. (Observation of students, observations of class lessons, teacher planning, items in assemblies, video footage / teacher inquiries, WAPA 2020 Network sharing and PLD)
Manaakitanga / Nga Whakapiringatanga / Kaupapa Ako – Values – Integrity, trust, sincerity, equity, effective teaching profile (Flanshaw Core Values), Caring for learners as	This year teachers across the school have worked hard to re-establish strong enviro systems and behaviours that models what a 'Green-gold School' is about. Links to the Maori world view have not been a strong feature of this work and will need to be revisited in 2016. A key project to do this will be the focus on learning our school pepeha, and developing modules of work around our Pou, which is explicitly linked to our identity as a school, principles of Enviro-schools and our role as global

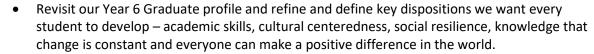|	
culturally located citizens, treating all students, whanau and iwi with sincerity and integrity	citizens and guardians of our planet. Another will be an Iwitanga project, linked to a focus on using Te Reo across the school. Changing community behaviours around recycling, rubbish management and respecting our local environment is an on-going goal. Developing the school site as a creative learning landscape is a new initiative while the Jetty Project at Project Twin Streams is a long-term project ready to come to fruition, that will support core values 'Nga Whakapiringatanga' and 'Kaupapa Ako'. (See teacher planning, enviro systems and school gardens, Principal Reports)
Wananga – Communication, problem solving, innovation; students, whanau and iwi engaging in discussions and robust debate, effective teaching and learning, interactions with students, whanau and iwi; reporting and co-constructing learning goals	Communication with our school community has been generally effective this year. There have been key groups that have created dissent – a group of new parents, the ECE Governance Committee and parents caught up with the stranger-danger issue. By way of contrast, parents from minority ethnicities have become more engaged through specific projects and initiatives. Our Mutukaroa leader and teachers have worked hard to engage parents in learning about learning. We have made lots of resources to send home with students, which has changed the home-learning focus from homework to games that are practising specific skills.

Each term learning programmes have had a different flavour and focus, depending on what term it was. In all instances teachers have worked hard to ensure their teaching was effective, adaptive, responsive, authentic, culturally rich and inclusive of all. The range of activities and the differentiation between classes and within class programmes was a feature of our school that was highlighted by our UK principal visitors. Teachers have experimented, taken risks, tried new strategies and learned new skills this year, particularly in mathematics and external reading and writing PLD. The focus on deepening understanding of learning by firstly learning facts, then connecting them to concepts and applying them in other contexts needs to be a 2016 goal. (See teacher planning, newsletters and correspondence to parents, website and digital medium communication, principal reports, team leader reports, observations at school events)

In Summary: Possible Next Steps for 2016

- Further develop our Maori Strategy and Pacific Islands Strategy as part of our Strategic and Annual Plans, in consultation with parents and students.
- Develop specific cultural targets, as part of our annual target setting, with measureable indicators to assess progress in becoming a more culturally responsive learning community. |

	• Revisit our Year 6 Graduate profile and refine and define key dispositions we want every student to develop – academic skills, cultural centeredness, social resilience, knowledge that change is constant and everyone can make a positive difference in the world. • Ensure all planning has a cultural focus, linked to students' cultural capital, previous experiences and strengths in their first language. • Continue to embed Enviro principles, including Maori Perspective and Cultural Diversity within classroom planning, programmes and practices. • Continue to monitor parent engagement and capacity as first teachers, so as to better support them to build confidence and knowledge about how to support their children in their learning.

The second section of this report is a summary of Flanshaw Road School students' achievement levels at the end of Term 4, 2015, in reading, writing and mathematics. This section also contains a summary of progress made with key Target Student groups identified from Term 4, 2014 data, as needing support in learning.

These figures are based on triangulated data and 'Over-all Teacher Judgements' as defined by Flanshaw Road School. More detailed information about Student Progress and Achievement data, with analyses, can be found in the 'Term 4 2015 Student Achievement Data Report'.

The final section of this report contains the Ministry of Education student achievement spreadsheet and mandated Analysis of Variance report.